



WARWICK
THE UNIVERSITY OF WARWICK

PROGRESSING CHANGE

THE WARWICK INTERNATIONAL HIGHER EDUCATION ACADEMY
ANNUAL REPORT 2019



WELCOME FROM THE ACADEMIC DIRECTOR

Welcome to the second report of the Warwick International Higher Education Academy.

In 2016, 22 new Fellows joined the Academy, having shown great educational leadership promise even before they started and included colleagues from departments and professional services that had not previously been involved. The new Fellows joined the already active Foundation Fellows, met new colleagues, took on project opportunities and started a raft of Learning Circles focusing on educational innovation, pedagogical research and policy change for Warwick.

This cohort of Fellows has been particularly involved in informing, proposing and supporting aspects of the Warwick Education Strategy which was formally confirmed in 2018. Several elements have already been delivered by the Fellows through project work, such as the Student Research information hub, which provides students of all disciplines with much improved understanding and information on opportunities to engage in student led research anywhere on campus. A similar hub was developed through a WIHEA project on Internationalisation, and the third hub on Interdisciplinarity is coming online this Summer. These three areas of typical Warwick excellence of student opportunities are a crucial part of the broader Warwick educational mission: to offer an education that allows students to learn beyond boundaries. Whether these are boundaries or national borders, the boundaries of teaching or the delineations of the disciplines, our students excel in crossing into new fields of learning. The Fellows' collective work on enabling greater understanding and access to such opportunities is therefore an enormous contribution to student learning.

Fellows have also changed education for staff, particularly in the sense of recognising the importance of teaching and learning aspects within the academic career trajectory. In 2018 a WIHEA Learning Circle (led by Dr Ian Tuersley and Prof Sarah Richardson) drafted the principles for academic promotion on teaching, based on research into practices elsewhere and intense debates on what excellence in teaching truly looks like. Their work has led to the new promotion criteria which are now in place, and 16 Fellows of the Academy were promoted

at various levels this year, with many other academics enjoying equal success. It is a clear indication that Warwick genuinely values learning and teaching, and rebalances the esteem of teaching and research within our academic community. The Academy takes great pride in having played such a crucial part in the process.

Other Learning Circles changed educational policy. Most notably in 2017/18 the university established a new policy on module evaluation practices, as developed and proposed by a WIHEA Learning Circle (led by Dr Cathy Hampton). In 2018/19 the Learning Circle on Peer Observation (Led by Dr Jane Bryan and co-lead Dr Catherine Bennett) is in the final stage of seeing new policy through the governance system. Both of these are further examples of the influence on academic practice the Fellows within the Academy have.

At the start of every year when new Fellows have been selected through a competitive process, I have the great joy to meet with each individually. Without fail these meetings show me how many outstanding colleagues we have at Warwick, with an enormous ability and ambition to change the way we engage students. At the end of the year, a cohort of these excellent individuals leave the Academy and take their new networks, their gained knowledge and insights, and a raft of achievements with them. So that these Fellows can continue to contribute and be part of our community, WIHEA's Alumni was introduced in August 2018. At the end of a Fellows term, they are warmly invited as Alumni to remain actively involved with some of WIHEA's activities. This booklet lets the departing Fellows tell their stories of their experience of the Academy. It won't be where their education stories end, and I look forward to hearing how their ambitions are realised in the coming years.

Professor Gwen van der Velden NTF
Deputy Pro Vice Chancellor (Student Learning Experience)
Academic Director, WIHEA

CHAMPIONING THE STUDENT VOICE



Liam Jackson
President
Students' Union

As a fellow for 2 years, I have seen WIHEA go from strength to strength. It has been a great pleasure to be a part of an academy which truly believes in and works hard to create, facilitate and disseminate the best possible pedagogy for Warwick.

The work of the academy translates into real impact in the classrooms and beyond, with projects such as the module evaluation learning circle being implemented institution-wide. As part of this pioneering work, student agency and partnership is central to the mission of WIHEA, which is not seen on such a scale in many other places at Warwick. It is truly a wonderful experience where students can be part of these exciting teaching and learning enhancements, and where their voice matters. I'd like to thank Gwen and all of the Fellows for their incredible work and for helping make Warwick a better University.



Larissa Kennedy
Education Officer and Deputy President
Students' Union

As Education Officer & Deputy President at Warwick Students' Union, I'm an ex-officio Fellow of the Academy, and this has allowed me to bring student voice into crucial conversations around the development of teaching and learning at Warwick.

In particular, I have engaged through the Learning Circle on Anti-Racist Pedagogy & Process, where I have led the work stream on BME Students' Experiences of Racism and Anti-Racism. As a black student myself, it has been a fantastic opportunity to illuminate these experiences, and see collaborative work between student and staff Fellows to actively develop transformative discourse and policy recommendations around anti-racism at Warwick; a topic that is not nearly spoken enough about across the sector.

Further to this, the public conversation around social mobility and the black student experience gave a voice to students' experiences that have often, previously, felt silenced in teaching and learning. It's crucial that WIHEA has been a space where underrepresented narratives in teaching and learning are given a platform, and can shape the strategic direction of education at Warwick. I also sit on the working group of the WIHEA-funded project looking at 'interdisciplinarity as an approach to engaging students with learning across boundaries during welcome week', where students and staff have been co-designing innovative approaches to embedding interdisciplinary practices from the very beginning of students' journeys at Warwick, such that this becomes integral to their learning. It's been a pleasure to see so many students who are not Fellows engaging passionately with this, and now considering applying to become Fellows!

HOW THE ACADEMY WORKS

The Warwick International Higher Education Academy (WIHEA) is the first Academy of Educators within the UK. In 2014/15 under the leadership of then Pro Vice-Chancellor Professor Christina Hughes PFHEA, Senate approval was sought to establish an ambitious new venture which became the Academy. The intention of the Academy was three fold: impact on institutional level learning and teaching development, impact on the Fellows' career and professional development as educational leaders and national as well as international impact for Warwick within the higher education arena.

To deliver WIHEA's remit to enhance learning, teaching and student engagement at the University of Warwick through collaboration, research, and policy influence, Fellows are selected through a competitive process after nomination by their department or service. Made up of both staff and students who have shown leadership in education, the community of Fellows present a strong academic voice within the ambitious educational agenda of the University.

Fellows meet regularly at WIHEA lunches where updates are given on institutional and national developments and new research and good practice on topics of current interest are shared. Learning Circles are run by Fellows where particular topics are researched and debated and in many case, policy proposals or good practice guidance result from their work. Master classes are given for Fellows and other colleagues, where Fellows share their particular expertise. External visitors are invited either for high level seminars or short term stays allowing engagement across the university. WIHEA also funds projects on a very wide range of educational topics which support enhancing student learning or teaching recognition. New methods of working are emerging all the time, developed and owned by the Fellows themselves.

Impact on an institutional level

WIHEA aims to increase cross institutional expertise on a wide range of themes through the activities described and through the Fellows bringing in knowledge from their own – often disciplinary – contexts and committing to rigorous processes of institutional and pedagogical research to inform institutional debates.

Impact on Fellows' career and professional development

Staff Fellows are based in both academic departments and professional services. Fellows from professional services are often 'third space professionals' based in the administrative structure, but working with direct impact on students and academic practices. In their impact statements further on in this publication, the Fellows relate in their own words the impact their Fellowship has had on their career and professional learning. Striking are the accounts that show how interdisciplinary and cross disciplinary engagement has led to a more critical understanding of pedagogy and practice, leading to change in their own teaching or support of students and that of their departments. Many Fellows have undertaken external accreditation, and almost all Fellows recognise that the project funding, participation or leadership in Learning Circles, involvement in governance or policy development adds to their (academic) promotion prospects. Eleven Fellows have become Professors during the four years of the Academy's existence, and two Fellows have become an Academic Director and part of the Education Executive, contributing to the strategic leadership of education at Warwick.

The advantage of a Fellowship also means for many Fellows that they are well informed of pedagogical and institutional developments, allowing them to enhance their position and standing within their departments and professional services. It provides students with unique opportunities to take part in exchanges, projects, learning circles, proposing teaching and learning policy or develop new academic practice that enhance the student experience and student outcomes as well as further develop an impressive range of skills, knowledge and experience whilst in the University.

National and international impact

The Academy at Warwick is partnered with a similar Academy at Monash University (Melbourne). The two academies work closely together on staff exchanges, educational projects and leadership development, often supported by the unique Monash-Warwick Alliance. Visitors from both universities meet with counterparts often to set up projects to broaden the curriculum or introduce new teaching approaches.

The next few pages provide information and an Infograph to show how WIHEA is constituted and what we do.

LEARNING CIRCLES

Fellows can join WIHEA's Learning Circles to develop their expertise in an area that either explores new opportunities or tackles current challenges faced by Warwick and/or other higher education institutions across the world. The Fellows' intention is to gather intelligence, collaborate and share their findings to inform strategic and practical thinking and enhance institutional practice and policy. WIHEA currently has fourteen learning circles, which meet on a monthly basis. These include:

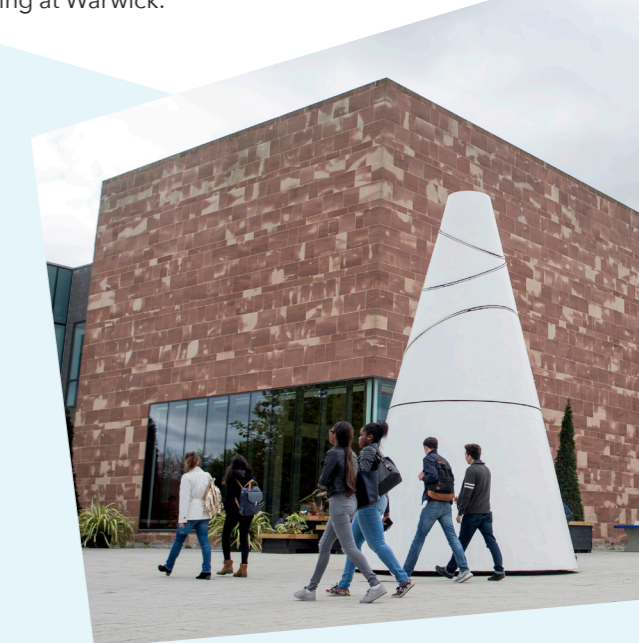
Authentic Learning, Employability, Interdisciplinarity, Internationalisation, International Study Group, Learning Analytics, Module Evaluation, Pedagogic Research in HE, Peer Observation, Teaching Recognition & Reward (TR&R). The four most recent circles to be launched in 2018/19 are:

Anti-Racist Pedagogy and Process in HE Learning Circle Led by Dr Meleisa Ono-George (History) and Dr Anil Awesti (CLL), the aim of this learning circle is to inform institutional deliberations on issues of BAME student experience and attainment, as it relates to teaching and learning, and the creation of inclusive classrooms through the engagement and practice of anti-racism. Participants in this learning circle will: systematically review and critically appraise research and initiatives across the sector relevant to BAME experiences and attainment in HE; Identify areas of teaching and learning across the university that negatively contribute to BAME experience and recommendations for improvement or change; produce guidance for teaching and professional services staff on creating anti-racist and inclusive learning environments and support and explore ways anti-racist pedagogy can be embedded across departments in the university.

Wellbeing Pedagogies Learning Circle Led by Dr Elena Riva (IATL) and Martin Mik (ADC), this WIHEA learning circle aims to bring together Fellows that are interested in exploring and shaping 'Wellbeing Pedagogies'. The circle is a space for: sharing practice; thinking at how we can design a whole educational experience, from teaching space, to curriculum, to activities, to reading materials, and to assessment, that supports positive student wellbeing; exploring the existing literature and engaging with the different stakeholders across Warwick University for improving students and staff wellbeing in the teaching and learning environment.

Student Voice Learning Circle Led by Dr Rebecca Freeman (Life Sciences), this is a group for Fellows who are interested in student voice in the development of the educational experience in higher education. The learning circle provides a space for those interested in research in this area to: share practice; engage with the existing literature; identify and develop areas for research and promote writing in this area.

Third Space Learning Circle Led by Abigail Ball (CTE) and Sue Parr (WMG), this group is for any WIHEA Fellows who consider themselves a third space professional and would like to be involved in discussions on the opportunities and challenges that this presents at Warwick. Whitchurch (2009, p. 407) defines third space professionals as those 'with identities drawn from both professional and academic domains.' Given that this article is now ten years old, during which time much has happened in the Higher Education landscape, the learning circle will investigate whether this definition is still relevant to staff working at Warwick.



2018/19 FUNDED PROJECTS

WIHEA seeks to recognise, develop and embed outstanding academic practices that enhance student opportunities to 'learn beyond boundaries'. Our project funding aims to enable collaborative partnerships between staff and students to directly improve the learning experience. Proposals are invited for development and dissemination projects which result in guidance for departments, programme teams and individuals on six strategic priorities: Student Research, Internationalisation, Interdisciplinarity, Student Engagement; Assessment and Feedback; and Group Work.

The projects funded during 2018/19 are below:

- 'Cerebral Gymnastics': Using debating to improve academic literacy and student engagement at University** - led by Dr Gavin Schwartz-Leeper - This pilot project aims to integrate debating within teaching and learning across the university and embed it within the Warwick student experience. The project will help more departments discover how they might incorporate debating in their teaching and also help students develop key employability skills such as negotiating and influencing, commercial awareness and professional communication.
- Education Strategy Hubs and Departmental web pages** - co-led by Prof Jo Angouri, Caroline Gibson, Claire O'Leary and Jo Wale - This project will seek to support 3 of the 4 strands of the new Education Strategy by communicating the unique offering at Warwick through departmental web pages and centralised hubs, illustrating the institutional and local opportunities around Student Research, Internationalisation and Interdisciplinarity. Phase 2 of this project will be funded next year.
- Embedding international and intercultural perspectives in teaching and learning: Rationales and implementation** - led by Dr Troy McConachy - This project aims to investigate and highlight how key staff within the institution have gone about the process of internationalising the curriculum at the module level.
- Evaluation of Peer Review System** - led by Dr Claire Lucas - A comparison of assessment criteria and methods for scoring individual contribution to group projects and evaluation of reliability and fairness of peer review when compared with expert observation of group work.
- Inclusive Teaching Forum: BME Student Experience and Creating an Anti-Racist Classroom** - led by Dr Meleisa Ono-George and Dr Anil Awesti - The Anti-Racist Pedagogy learning circle received WIHEA project funding for two events: a planning day on 25 June 2019 to develop Guidance on Embedding Anti-racist Pedagogy in Teaching and Learning at Warwick and a two day, event in Cambridge to develop the Anti-racist Training Programme.
- Interdisciplinarity as an approach to engaging students with learning across boundaries during welcome week** - led by Dr Rebecca Freeman and Dr Elena Riva - This project seeks to embed and communicate these distinctive opportunities for students up front through a programme of engaging activity that enables students to gain an interdisciplinary learning experience during Welcome Week (WW).
- Learner to Professional: Improving Engagement with the Journey for Students and Staff** - led by Graeme Knowles - This project, which received funding this year for its second phase, seeks to enhance the student experience by exploring the wider professional context in which our degrees operate to understand how to recognise better the relationship between undergraduate studies and professional practice.
- Peer Support For Independent Research** - led by Kate Courage - This project aims to help students make the transition from school to university-level research, and from first year to honours level. The project is a collaboration between Library staff and students and academic colleagues from English and the SMLC. The students have designed and created a suite of videos to help incoming students see the benefit of engaging with independent research from day one of their degree.
- Preparing Pre-Arrival Students for the Warwick Student Experience** - led by Dr Kathryn Woods - This project aims to improve the student induction experience and prepare students for their academic studies through the development of e-learning resources for pre-arrival students.
- Student Wellbeing when Studying or Working Abroad** - led by Dr David Lees - This project seeks to collate the experiences of students who have spent or are spending time abroad in the course of their degree programme, with the particular aim of examining how these students have managed their wellbeing abroad and how they have been supported in terms of their wellbeing by the institution.
- Warwick Secret Challenge** - led by Dr Bo Kelestyn - The Warwick Secret Challenge is an interdisciplinary brainstorming workshop. Drawing on the work of innovative thinkers and a passion for design thinking, they developed a creative, accessible, and fun programme. The aim is that students will use their various backgrounds and approaches to solve real-life issues, with the potential to positively impact student experience.



INAUGURAL LECTURES

WIHEA Inaugural Lectures are opportunities for newly promoted or appointed Professors to inform colleagues in the University, family, friends and the general public, about their teaching career so far and future directions.

Hosted in partnership with the department, the lecture and a closing question and answer session is followed by an opportunity to congratulate and socialise with the Professor at a drinks reception.



Professor Michael Scott NTF

On 20 February 2019, WIHEA and the Department of Classics jointly hosted the Inaugural Lecture of Professor Michael Scott to celebrate his recent promotion to Professor (Research and Teaching).

Titled ‘This is Sparta! The Ancient World Then and Now’, the lecture focussed on Michael’s vision for the study, teaching and communication of the ancient world in the 21st century.



Professor Margaret Low NTF

On 9 May 2019, WIHEA and WMG jointly hosted the Inaugural Lecture of Professor Margaret Low to celebrate her recent promotion to Professorial Teaching Fellow.

Titled ‘Computers, Creativity and Children’, Margaret’s talk considered the challenges of teaching computing, and the importance of creativity in technology focused education, particularly when engaging with younger people.



Professor Jo Angouri

On 3 June 2019, WIHEA and the Centre for Applied Linguistics hosted the Inaugural Lecture of Professor Jo Angouri to celebrate her recent promotion to Professor (Research & Teaching).

We construct the social world we live in through language. Conversely, societal structures impose boundaries on individual agency in language use. In this lecture, titled ‘Those prejudices run, run deep; Why language matters’, Jo reflected on the implications of this axiom for social justice.



Professor Des Hewitt NTF

On 17 June 2019, WIHEA and the Centre for Teacher Education hosted the Inaugural Lecture of Professor Des Hewitt to celebrate his recent promotion to Professor.

Education for the common good of society lay at the heart of Professor Des Hewitt’s inaugural lecture entitled: ‘Education and the Common Good: University and School Transformation through Teacher Education.’

FELLOWS IMPACT STATEMENTS

The next section of this report is written by some of the Fellows leaving in 2019, which provides an insight into their individual experience of being part of the Academy. Whilst we expected that the cross departmental collaborations and student partnership would feature in many of their reflections, what is really significant is how many have made changes to their own or their department’s teaching practices and gained confidence in taking such learning out into other departments and institutional developments.



Dr Anne-Marie Chilton
Principal Clinical Teaching Fellow
Warwick Medical School

The fantastic thing about being involved with WIHEA was that I was able to get funding for an inter-professional educational project and was able to pay our fantastic student volunteers for being involved.

Our project involved developing new and authentic teaching materials to support students’ professional development. We came up with some great educational materials, and our students got lots of experience in a variety of skills, from making original videos to presenting at educational conferences. The project we worked on increased our students’ enthusiasm for developing teaching materials.

Together we also created a new reflective model to support students to think through different professionalism dilemmas which has now been licensed for free educational use. We are in discussions with the General Medical Council and Medical Schools Council to hopefully get this reflective model published as part of their upcoming ‘Student guide to reflective practice’ due out later this year. Our students have presented our work at both regional and national conferences, and one of our students won the overall poster prize at this year’s Academy of Medical Educators’ Conference in May.

My advice to new fellows is apply for funding, get involved; WIHEA fellows are a great bunch of people!



Prof Gill Cooke
Head of Teaching
School of Engineering

I was a WIHEA representative on SLEEC and I contributed to two learning circles: peer observation and module evaluations. In addition I have supported bids for WIHEA funding which has enabled pedagogic projects to run in the School which benefit the students and colleagues alike.

The biggest impact has been through the SLEEC membership, as I have been able to dovetail School policy to the emerging University policies and enable effective and timely implementation, for example the recent policy developments on Assessment and Feedback have directly impacted School policy and ultimately student experience. Personally, it has been beneficial to meet and work with colleagues from across the University in sharing approaches and working together on new solutions.

My advice to new Fellows is take the most of every opportunity; 3 years goes incredibly quickly!



Kate Courage
Academic Support Librarian
The Library

WIHEA has led to inspiring conversations, lectures and workshops and fascinating learning circles that have shaped my approach to teaching and learning.

Through the network of like-minded staff, I have developed my teaching, deepened relationships with academic colleagues, and had more co-teaching and more input in course development. This has involved me and the Library in strategic pedagogical conversations.

WIHEA prioritises student partnership, and I have taken the opportunity to provide my students with more involvement in their education and greater agency in their relationship with staff.

I was lucky to lead a WIHEA-funded project, with a team of staff and undergraduates, creating videos, to support students with research. My favourite moment was presenting at the Education Conference, with three undergraduates, and watching them take the lead in reporting on our project. They spoke impressively about being equal partners in a project co-created by staff and students and how it has shaped their relationships with each other, with staff and with the institution. They displayed extraordinary commitment to supporting their peers to succeed. We have WIHEA to thank for this.



Rachel Dickinson NTF
Associate Professor
Warwick Business School
(Entrepreneurship & Innovation)

In an age of higher education where we expect our students to be many things, not least critical and questioning, but also entrepreneurial and agile, comfortable with diversity, values driven, work ready and emotionally resilient, the WHEA Fellowship has offered me a place and space to (re) consider, reflect and (re) imagine a curriculum fit for purpose.

It has (re) fuelled my commitment to developing a humanising pedagogy underpinned by inclusive practices that stress skilful interaction and foster the imagination. To be invited, and in equal measure encouraged by this community to share and explore ideas, principles and strategies around what, how and why we teach will remain one of the most significant benefits of the Fellowship. I leave with renewed courage and curiosity to share with my students and colleagues how things might be otherwise. I recommend to all incoming Fellows to join in, join up and enjoy the invitations.



Raksha Gohel
Undergraduate Student (4th year)
School of Life Sciences

Being a WIHEA fellow has been an incredible opportunity and has allowed me to be a part of the Welcome Week Interdisciplinarity project with Dr Rebecca Freeman, Dr Elena Riva and students and staff from various departments.

I was able to speak at the Welcome Week conference which allowed me to represent student views on various plans as well as gather insight to develop our project. The fellowship has allowed me to network with people from a range of disciplines and backgrounds to collate perspectives on the peer support programme I lead, BioCafe. Consequently, I have been able to reflect on how to reach a wider audience of students and plan changes for the following year. My advice for incoming fellows is to talk and reach out to as many other WIHEA fellows as possible to get the most out of your experience!



Prof Lorenzo Frigerio
Head of School
School of Life Sciences

It was an honour to be part of the WIHEA family.

I became Head of School a few months into my fellowship, which prevented me from participating more actively, but I really enjoyed the pedagogical journal clubs and the regular meetings, mostly as occasions for networking and sharing practice. During those lunches I have picked up (and often shamelessly stolen) a lot of great ideas from educators around the University. My current role has given me a good perspective on the impact of WIHEA on my department and the wider institution. The highlight for me is how the Academy contributed to the reshaping of the promotion process. Providing a forum for the enthusiastic sharing of best pedagogical practice and a transparent promotion process has made a huge difference to all staff with a passion for teaching. WIHEA has unlocked a huge amount of potential and I am sure it will continue to do so in the future.



Dr Cathy Hampton
Associate Professor
School of Modern Languages and Cultures

During my fellowship with WIHEA I met and talked with lots of people that I'd not had the chance to make contact with before - WIHEA lunches were the perfect opportunity for these chance encounters.

I found synergies and discovered whole areas of enquiry that I'd never had cause to think about. I joined the Module Evaluation learning circle, which I now chair, and have become a member of the WIHEA Advisory Committee and the International Steering Group.

I'm proud of the fact that we're making headway with a cross-University online Module Evaluation system. At department level, WIHEA funding gave us a student intern with whom we have transformed our Year Abroad feedback processes. Thanks to a new survey platform and question set, students are now much more cognitively engaged with the transferable skills afforded by Residence Abroad.

To paraphrase a Peter Ustinov quote, 'doubt unites people'. I tell students often about the importance of 'cognitive uncertainty', but I'm not sure I ever let mine show much outside of my department. Being able to let down your guard and ask speculative questions with likeminded travelers on the pedagogical road has been the great value of WIHEA.



Ben Hayday
Undergraduate Student (3rd Year)
Politics & International Studies

Having spent two years working on the International Conference of Undergraduate Research (ICUR), I have spent my fellowship this year feeding student voices into the internationalisation strand of the University Education Strategy.

The Internationalisation Learning Circle has really taken some ownership of this strategic priority. I have enjoyed working with them to ensure the delivery is understood as a valuable development for the Warwick community - not as a disconnected or abstract term. In addition, there has been substantial overlap with my work as a course rep. The two roles have provided a great opportunity to join up the conversations being had amongst students and staff to develop the university. A brilliant example of this has been on liberating the curriculum. In the devolved Warwick system, the chance to share best practice across departments in this forum has been invaluable for staff and student representatives pursuing the same objectives.



Prof Des Hewitt NTF
Head of Primary and Early Years'
Teacher Education
Centre for Teacher Education

I took part in network WIHEA meetings, in particular supporting development of the Academic Promotion criteria, with a particular focus on Higher Education teaching and learning.

Similarly, it has been really interesting to make contact with colleagues in respect of academic leadership in Higher Education.

WIHEA has enabled me to continue in my interest in teaching and learning across the whole University rather than just in the Centre for Teacher Education. I continue to take part in PFHEA dialogic and written assessments; and have really enjoyed this aspect of the University. It certainly connects with the work of WIHEA.

WIHEA has enabled many of our colleagues to engage with a wider University of Warwick network. Particularly, in respect of assessment and E-learning developments, the work of WIHEA has been influential in our department's thinking.

It has been fantastic to meet people from all over the University. Everyone has been collegiate and quite open-minded about learning. The University is in good hands with WIHEA fellows leading the way in Teaching and Learning.



Dr Russ Kitson
Associate Professor
Department of Chemistry

In my time as a WIHEA fellow I formed new networks and collaborations, joined several learning circles (one of which I co-lead) and have had three projects funded. I am very grateful for the opportunities, support and the platform that WIHEA has provided.

Institutional impacts I am particularly proud of are:

- The creation of a Warwick Inventory of Interdisciplinarity and the related MyWarwick Hub page, feeding into the 3 strands of the Warwick Education Strategy to promote interdisciplinary opportunities to students as a Warwick USP (with Jo Wale, Bo Kelestyn, Vasanthi Subramonia Pillai and the learning circle).
- The employability skills badge initiative that has now been included in the Warwick Employability Strategy (with Tina Overton and Chris Thompson [Monash] and Pat Tissington and the learning circle) to raise students' awareness of their skills and enhance their employability.

I would advise incoming Fellows to take full advantage of the networking and funding opportunities that WIHEA offer and highlight that it can provide a platform to make a real impact at departmental and institutional levels.



Graeme Knowles
Reader
Warwick Manufacturing Group

Being a WIHEA Fellow has been a privilege and a pleasure; my understanding of the whole Learning and Teaching Ecosystem has grown, and these new insights and perspectives have given me increased confidence in my approach, as well as an abiding sense of the richness and diversity of excellent practice flourishing at Warwick.

I have transformed my pedagogical practices to the great benefit of my own students; their growth and achievements never cease to amaze me, and it is humbling to be part of that. Even more rewarding has been working within WMG to create a team of learning designers and educational researchers (The Education Innovation Group) focused on helping staff reach their potential as educators and, in turn, deliver a transformational experience for their own students.

My advice to new Fellows would be to grasp every opportunity with both hands, and to share their learning and enthusiasm as broadly as possible with colleagues and students; that way we can increase the impact and value of WIHEA - and let everyone join in the fun.



Claire O'Leary
Head of Student Internationalisation,
Immigration, Student Experience and
Welcome Student Opportunity

During my time as a WIHEA Fellow I attended many of the networking lunches and drew inspiration from the internal and external speakers.

I joined the internationalisation and anti-racism pedagogy workshops and through the former I lead on a WIHEA project to understand how internationalisation of the student learning experience is currently being conceptualised and enacted in Warwick academic departments and relevant professional services. I am working on another WIHEA project this summer, looking into internationalisation of the curriculum, led by Dr Troy McConachy and finally on a 2-year Alliance Education project with Prof Jo Angouri, Caroline Gibson and Dr Sophie Reissner-Roubicek, which is seeking to bring insights about good practice in internationalisation of the curriculum from both institutions. Working in a predominantly international student support department, I didn't have much contact with academics on a daily basis and the Fellowship has helped me to make some really good connections across the academy. Secondly, having completed my MSc in Intercultural Communications with CAL last year, in which I did my dissertation on internationalisation in UK HE, the WIHEA network has been great for offering me the opportunity to continue reading and discussing the literature in this area with academics and other professional service staff keen to see developments here at Warwick in this area. Being part of WIHEA has helped to make contributions at a more strategic level and hopefully in time, this will lead to innovations in practice that will enable all students to have a truly internationalised learning experience at Warwick.

My advice for incoming Fellows is to dive in straight away and go to as many WIHEA networking/ knowledge exchange opportunities as you can – the Fellowship goes by in a flash and you don't want to regret not making the most of it.



Dr Robert O'Toole NTF
Senior Academic Technologist
IT Services

I have been working on two major projects, and in both cases WIHEA's support has proved to be invaluable.

Within the Academic Technology Team, we have developed an approach called The Extended Classroom. This has repositioned technology-enhanced learning as integral to enabling high-quality education across the university. Our approach has been informed by quality research (through the Pedagogic Journal Club) and our emerging

institutional priorities (especially interdisciplinarity, student engagement, internationalisation, undergraduate research). I use my work with WIHEA to ensure that our suite of technologies and techniques fits well with sound pedagogic principles and values.

WIHEA has also played an important part in helping me to develop and apply my PhD research, concerning the methods we collectively use to systematically and creatively [re]design practice and the university as a shared platform. Working with my teaching and research partner, Dr Bo Kelestyn (WIHEA fellow), we ran a popular and very energetic WIHEA masterclass. This has evolved into the Design Thinkers Network, an increasingly widespread awareness and use of designerly approaches across the university, and an IATL interdisciplinary module.



Alyson Quinn
Associate Professor
Warwick Medical School

Foundation Fellowship of WIHEA has been an immensely positive experience in that it enabled me to engage with a University-wide educator community of practice, explore a range of educational innovations through the Learning Circles, and WIHEA lunches, and also lead on my own areas of interest.

I led an 'International Study Group: China' Learning Circle through which I was able to develop a partnership with Hong Kong University, collaborating on areas of pedagogical practice, and am now planning study trips for Warwick/Hong Kong University educators to work together on mini case studies, joint reflections and scholarly conversations. I have learnt a lot from the experience of gradually building up international institutional relationships and this has, without doubt, been the highlight of my fellowship experience.

One of the most exciting aspects of being a WIHEA fellow is having the opportunity to contribute to some major policy-changing innovations across the University; for example, driving institutional change in how we engage in the implementation of peer review of teaching, and developing the 'game-changing' new promotion criteria that now recognises and values teaching activity. These are just two examples of Learning Circle and WIHEA Fellows changing academic practice at Warwick, and impacting, positively, on the University-wide community of educators and students.

There have been so many 'best bits' over the years of being a Fellow, the learning from and with other fellows, having access to excellent guest speakers, the fantastic opportunities to design projects and bid for funding to support them, but perhaps the real 'best bit' was that every time I walked into a WIHEA Fellows Lunch or seminar, the genuine warmth of

welcome from Gwen, Lisa, Michelle and the Fellows felt like receiving a big hug. I 'found my tribe' in the WIHEA Fellowship community and it was a delight and a privilege to be part of it.



Prof Michael Scott NTF
Professor of Classics and
Ancient History
Classics and Ancient History

While a Foundation Fellow, I have been actively involved in communicating new teaching ideas across the University, as well as across Classics departments within Universities across the UK.

At the same time, I have been committed to increasing exchange between Universities and Schools to promote widening participation and engagement. As a result my students have benefitted from new and exciting modules covering topics never before taught at Warwick, new diverse assessments, and the opportunity to reach out and engage school students and the wider public. It was an honour to win an NTF in 2017, be re-created as a Lego figure, and, following my promotion to Professor, to give one of the WIHEA Inaugural Lectures in February 2019 (which was also streamed live on Facebook!). My advice for Fellows: students love innovation, but are also often inherently nervous of it. Invest the time to ensure they are familiar with the innovation you offer them – and they will amaze you with how far they will run with it!



Anne Wilson
Head of Careers
Student Opportunity

My involvement in WIHEA has supported me in achieving Senior HEA Fellowship as I met my mentor, Dr Deborah Outhwaite, through the WIHEA group.

I was able to present, with a fellow 'Sprint' Trainer and 'Sprint' students at an Education conference, about the positive impact the female personal and professional programme, designed to tackle gender inequality, has had on participants.

I have contributed to WIHEA Learning Circles on Employability, Authentic Learning and Anti-Racism. I will continue to contribute to the latter through supporting staff training delivery.

I have found it invaluable to network with academic and professional services staff who I may not have met other than through WIHEA and as a result will continue to work with some of my contacts on projects that will be of benefit to WP and BME students in particular.



Dr Philp Young
Director of Undergraduate Studies
School of Life Sciences

WIHEA brought me in contact with the fantastic, superb, driven and incredible Kate Mawson. Through Kate's contacts we have implemented a West Midlands poster competition as part of the Royal Society of Biology's "Biology Week".

We have developed a lesson plan for new trainee Biology teachers (from Kate's department), who are placed in West Midlands secondary school. The plan means they can teach the students to make a poster (transferable skills) on a topic they have covered during their current year of study- it means the students can submit a poster that consolidates their knowledge and the trainee teachers have a focused "in" with the class (that builds their confidence- important as this is run within the first month of their placement). It the superb merger of pedagogy, WP impact and outreach.

We would also like to mention the following Fellows as they reach the end of their Fellowships.

Koehun Aziz-Kamara
Undergraduate Student (2nd Year)
Department of History

Tier Blundell
Undergraduate Student (3rd Year)
Centre for Lifelong Learning

Dr Rebecca Freeman (Foundation Fellow)
Head of Student Engagement and Recruitment
School of Life Sciences

Ellie King
Post Graduate Officer
Students' Union

Prof Georgia Kremmyda
Professorial Teaching Fellow
Civil Engineering

Dr Tim White
Associate Professor
School of Theatre and Performance Studies

REFLECTIONS

Like last year, the reflections of departing WIHEA Fellows show how influential their collective efforts have been – and they are a joy to read.

From an institutional perspective, Fellows have made a tremendous contribution to Warwick's enhancement of our educational provision this year. The institution has supported the Fellow's proposal for a new peer observation policy, their proposals on addressing the Black Attainment Gap and several Fellows have fed into the development of our Employability Strategy, Social Inclusion Strategy and Widening Participation Strategy. We are also about to see three WIHEA projects coming together to offer much greater student access to opportunities which help them learning beyond boundaries.

Working on Student research, Internationalisation and Interdisciplinarity respectively, these projects have provided new online 'hubs' where students can explore how they can extend their learning by engaging in travel, research projects, learning in a different discipline or learning in new ways from our diverse community of staff and students. All prime examples of the impact the Fellows have at Warwick. A particular delight this year was seeing the new academic promotions criteria in action, resulting in career recognition for many academics who are improving learning, teaching and assessment across campus – and that's success for both Fellows as well as other colleagues.

This year the review of WIHEA has started under the external leadership of Professor Jon Scott, my counterpart from the University of Leicester. We do not have the outcome of the review yet, but the effort itself aimed at ensuring alignment of the Academy's efforts to institutional interests and ambitions is typical for the approach the Academy has successfully taken so far. The Fellows are constantly raising their collective voice to inform, steer and formalise the joint student and staff interest in excellence in learning and teaching, based on sound research and evaluation. This grass roots approach has become highly valuable to Warwick and I am grateful to the many colleagues who have – and still are – contributing to its success.



Professor Chris Hughes
Pro-Vice Chancellor (Education)



FUNDED PROJECTS 2018/19



LEARNING CIRCLES 2018/19



82 Fellows
Involved

VISITORS

2 Monash / **4** Warwick

Visiting Educators
through the Monash
Warwick Alliance
Visiting Educator
Scheme



2 External
National
Speakers

1 International
Academic



EVENTS / ACTIVITIES



2 Seminars
5 Masterclasses
4 Inaugural Lectures
3 Workshops



7 Fellows
networking
lunches

3

Fellows Bid
Writing Clinics



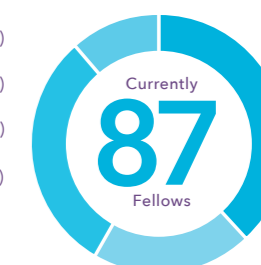
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Roundtable
Discussion



FELLOWS and ALUMNI

22 Fellows Selected (2016/19)
27 Fellows Selected (2017/20)
33 Fellows Selected (2018/21)
10 Appointed Roles (2018/21)



7
students



17
professional
service staff



63
academic
staff



16
Fellows
Chairing

7
Alumni
Chairing



151
Seats on L&T committees
held by Fellows

39
Seats on L&T committees
held by Alumni

achieved by Fellows/Alumni during 2018/19

1 Fellow of Higher
Education Academy

2 Senior Fellow of Higher
Education Academy

1 Principal Fellow of Higher
Education Academy

16 Fellows Promoted
at various levels



WIHEA TEAM



Gwen van der Velden
Deputy Pro Vice
Chancellor (Student
Learning Experience)
/ Academic Director



Lisa Drummond
Academy
Administrator



Michelle Kulpa
PA to Deputy Pro Vice
Chancellor (Student
Learning Experience)
/ Academic Director

With a contribution from Graduate Project Officer: Holly Turpin

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