When reflecting on the past year, it is unavoidable to consider the impact of the pandemic and to be mindful of the widespread disruption that this has caused to our lives. We have had to navigate rapid changes and adapt to new patterns of work in a period of global uncertainty. It is against this backdrop that I began my term as Director of WIHEA in August 2020 – at the most unusual of times. And yet, I have been absolutely awestruck by (and immensely grateful for!) the enthusiasm, perseverance and commitment of WIHEA Fellows. Amidst the numerous demands of the past few months, they have continued to dedicate time and energy to the Academy progressing the work of the Learning Circles, participating in online events and meetings, collaborating on new initiatives, and supporting each other in a myriad of different ways. Indeed, their determination to remain connected has been inspirational and I am confident that some of the innovations emerging in our practices will facilitate further inclusion as we emerge stronger from these difficult times.

Having been involved in its inception as a Foundation Fellow, I have seen the Academy grow and establish itself as an agent of change and a beacon of educational excellence at Warwick under the exceptional leadership of Professor Gwen van der Velden. Gwen has brought to Warwick and to the Academy a wealth of knowledge and expertise gained in national and international settings; her determination to enable positive transformation, her commitment to push policy change, and her sustained dedication to enhancing the student experience are a true inspiration to all of us. Her vision for learning beyond boundaries is reflected in the numerous projects that Fellows have delivered, with an impact that extends well beyond the number of those directly invested in WIHEA. For me personally Gwen has become a friend and a mentor, and I am both honoured and humbled to be following her in the role of director. I will work closely with colleagues within and beyond the WIHEA community to build on Gwen’s legacy and to ensure that the Academy’s value and significance continue to be felt across the institution and beyond.

Dr Letizia Gramaglia
Academic Director
CONTRIBUTION FROM THE FOUNDING ACADEMIC DIRECTOR

Thank you for reading what will be my final contribution to the Academy in a formal sense. It is a good opportunity to reflect on why the Academy has become the success it now is. And in essence, of course, the key to its success is the Fellows.

In 2016, when I had just been appointed to take on the Directing role of the Academy, I focussed on how we could make considerable cross-institutional educational impact at Warwick in the most effective way. In previous roles I had learnt that the real strength of any enhancement effort lies in the people who have the ideas, the enthusiasm, the credibility and the drive. Those key people could be students or staff, or best of all, a combination of both so that insights and understanding from different perspectives brings forward the greatest collective intelligence. It is also well understood that a diverse collection of people, inspired by their variety of insights create energy and wisdom which goes much further than anything that can be achieved otherwise. Seniority or job role are not necessary indicators for educational development excellence. And so, I proposed that we should select as Fellows those colleagues and students who had already started to lead on educational change, formally or informally, and who came from any department or service, no matter their seniority or prior formal recognition.

Over the four years during which we established the Academy, clarified its remit and evidenced its credibility and the drive. Those key people could be students or staff, or best of all, a combination of insights and understanding from different perspectives, which brings forward the greatest collective intelligence. It is also well understood that a diverse collection of people, inspired by their variety of insights, create energy and wisdom which goes much further than anything that can be achieved otherwise. Seniority or job role are not necessarily indicators for educational development excellence. And so, I proposed that we should select as Fellows those colleagues and students who had already started to lead on educational change, formally or informally, and who came from any department or service, no matter their seniority or prior formal recognition.

The Warwick International Higher Education Academy (WIHEA) was the first Academy of Educators within the UK. Since 2015/16 its community, activities and presence have continued to grow and be part of the institution. 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 growing community of WIHEA Fellows and Alumni presents a strong academic voice within the ambitious educational agenda of the University.

Fellows and Alumni meet regularly at WIHEA networking sessions to share updates on institutional and national developments, new research and good practice on topics of current interest. Learning Circles are normally led by Fellows or co-led by Alumni, and provide a space where particular topics are researched and debated, and in many cases policy proposals or good practice guidance result from their work. Masterclasses open the floor to Fellows and other colleagues to share their particular expertise. External visitors are invited either for seminars or short term stays allowing engagement across and beyond the University. WIHEA also funds co-creation projects on a very wide range of educational topics which support and enhance the student experience. New methods of working are emerging all the time, developed and owned by the Fellows themselves.

Impact at an institutional level
WIHEA aims to increase cross-institutional expertise on a wide range of themes. This is achieved thanks to the knowledge that the Fellows bring into the Academy and the commitment to rigorous processes of contextual and pedagogical research to inform institutional debates.

Impact on Fellows
Staff Fellows are based in both academic departments and professional services. Fellows from professional services are often colleagues based in the administrative structure but working with direct impact on students and academic practices. In their 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. Many Fellows have received external professional recognition, and almost all Fellows recognise that the project funding, participation or leadership in Learning Circles, involvement in governance or policy development adds to their promotion prospects. Fifteen Fellows have become Professors during the five years of the Academy’s existence, and four Fellows have become 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 on pedagogical and institutional developments, allowing them to enhance their position and standing within their departments and professional services. It provides unique opportunities for Fellows to take part in exchanges, projects, learning circles, proposing teaching and learning policy or develop new academic or professional experience and student outcomes as well as further develop an impressive range of skills, knowledge and experience whilst in the Higher Education Sector.

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 and knowledge 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.

HOW THE ACADEMY WORKS

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**LEARNING CIRCLES**

Led by Fellows or co-led by Fellows and Alumni, the WIHEA Learning Circles gather intelligence, collaborate and share their findings to inform strategic and practical thinking and enhance institutional practice and policy. Joining a Learning Circle enables Fellows 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. WIHEA currently has nineteen learning circles; Anti-Racist Pedagogy and Process in HE, Authentic Learning, Employability, Interdisciplinarity, Internationalisation, International Study Group, Learning Analytics, Module Evaluation, Pedagogic Research in HE, Peer Dialogue, Student Voice, Teaching Recognition & Reward, Third Space, Wellbeing Pedagogies, plus five new Learning Circles launched this year:

- **Co-creation Learning Circle**

  Led by Dr Damien Homer (Faculty of Arts) and Mairi Macintyre (WMG): the aim of this Learning Circle is to embed co-creation into everyday practice at Warwick by building a community of staff and students working together to draw on current literature about co-creation, challenge conventional notions and explore how it might develop a better understanding of the co-creation process in Higher Education, catalogue a library of case studies to aid dissemination, method and practice and make recommendations to policy for appropriate governance.

- **Neurodiversity and the Student Experience Learning Circle**

  This Learning Circle led by Dr Jagjeet Jutley-Nelson (Social Sciences), aims to bring together academics that are interested in exploring the learning experience of students who identify as having Specific Learning Differences/Neurodivergent. Neurodiversity or Specific Learning Differences is a term that is commonly used to describe people with Autism Spectrum Disorder (ASD) including Asperger’s, Dyslexia, Dyscalculia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder (AD(H)D); co-occurrence amongst these is also common. The Learning Circle aims to explore existing literature and find out what the experiences of students who identify as being Neurodivergent are, how we support those students once they are here at Warwick and post two years after graduation (student cycle), what are staff experiences and approaches to teaching inclusively, and what are the experiences of staff who identify as Neurodivergent. Anticipated outputs of the Learning Circle include guidelines and a toolkit for staff to help embed inclusive practice at course/University level and beyond.

- **Peer Mentoring Learning Circle**

  Led by Dr David Lees (SMLC): this Learning Circle seeks to support the development of student peer mentoring at Warwick. With the support of WIHEA project funding, it initially aims to undertake an institutional review of existing peer to peer schemes across all departments, investigate examples of best practice across the sector and support initiatives across the University to develop student interest in mentoring and peer assisted learning and examine potential future policy.

- **Restorative Justice in HE Learning Circle**

  This Learning Circle, led by Dr Imogen Davies (WiMS) and Dr Jane Bryan (School of Law) aims to explore how Restorative Justice works in other institutions within and outside of HE, explore literature to develop an evidence base relevant to Warwick and engage with stakeholders from across the University to explore ways in which Restorative Justice processes might be used at Warwick.

- **Tackling Racial Inequality at Warwick**

  The development and launch in November 2020 of a multi-module programme to tackle racial inequality at Warwick, was led over 2019/20 by the co-chairs of the WIHEA Anti-Racist Pedagogy and Process in Higher Education Learning Circle, Dr Melissa Ono-George (History) and Dr Anil Awesti (CLL) and a team of Learning Circle members.

  Founded just last year to inform institutional deliberations on issues of BAME student experience, attainment and the creation of inclusive classrooms through the engagement and practice of anti-racist pedagogy, the Learning Circle also launched an Anti-Racist Pedagogy Teaching Forum at the end of June 2020, which will support those that have attended the training programme and complement the Learning Circle by enabling members to learn and share from the practices and philosophies of the wider University community, its focus will be broader and include discussion of key texts in the field as well as other and emerging matters raised by Forum attendees.

  **Launch of the Warwick Wellbeing Library**

  An active group led by Dr Martin Mik (Life Sciences) and Dr Elena Riva (IATL), the WIHEA Wellbeing Pedagogies Learning Circle shared well-being in distance learning through a number of WIHEA Mastersclasses and Workshops. The circle originally focused on four areas of interventions: Wellbeing and Governance, Embedding Wellbeing at Modular Level, Embedding Wellbeing at Course/University Level, and Wellbeing in the Community. In the course of 2019/20 these were expanded to include Differential Experience of Wellbeing for different Communities and Wellbeing in the Context of Online Teaching & Learning. Dr Elena Riva also led a WIHEA funded project this year, which came out of the work at Modular Level and involved a team of staff and student project officers working closely together to produce the Warwick Wellbeing Library.

- **Trans & Queer Pedagogies Learning Circle**

  Led by Sam Parr (SU) this Learning Circle looks at gender inclusive teaching and queer pedagogy in particular by researching and discussing existing literature, sharing teaching and learning practices and exploring what trans students’ learning experiences are.
2019/20 FUNDED PROJECTS

WIHEA project funding aims to enable collaborative partnerships between staff and students to directly improve the learning experience by seeking to recognise, develop and embed outstanding academic practices that enhance student opportunities to ‘learn beyond boundaries’. Proposals are invited for development and dissemination projects which result in guidance for departments, programme teams and individuals based on our three core strategic priorities: Internationalisation, Interdisciplinarity and Student Engagement. Teaching Leadership and Curriculum Design & Development. The projects funded this year are described below:

- **Student Mentoring** - led by Dr David Lees (SMLC) and Dr Karen Simacak (Philosophy)
  This project aimed to undertake an institutional review of existing peer to peer support schemes across all departments with a view to identifying aspects of good practice whilst also highlighting areas for attention and improvement and evaluating the role of peer mentoring within the University’s framework of student support. A report detailing the initial findings based on the scoping of existing mentoring schemes and wider literature review on best practice in peer mentoring has been produced with further work required to examine the training in place for departments and other examples of practice.

- **Creating Bridging Materials** - led by Prof Pat Tissington (WIHEA)
  This project facilitated the development of bridging content for 2020/21 second year students in 13 departments. Students and staff co-created online learning materials to enrich the first year standardised Warwick Online Learning Certificate (WOLC) with new, subject specific learning units.

- **BAME Student Experiences** - led by Gill Frigero (CLL)
  This action research project aimed to explore the BAME student experience on three PGT professional programmes in RMS, CLL and CTE, in the context of a) the awarding gap for BAME students in UK Universities and b) their respective professional contexts. By exploring participation and progress data, student perspectives and relevant literature it aimed to generate recommendations for the respective course areas, the University and wider stakeholders in medical education, teaching and career development work. The outcomes will be published in a report and disseminated in small, structured and carefully facilitated events and have been considered in the University’s social inclusion strategy.

- **Research Skills** - led by Dr Zhiyan Guo (SMLC)
  This project aimed at enhancing the culture component of Language Centre modules for SMLC finalists. Students were engaged in the newly designed assessment and evaluation, which integrated research skills into language learning, in order to provide guidance on how to improve the culture components of language modules, and to explore the possibility of innovating the design of modules in the SMLC. The guidance on using video in assessment will be shared more widely to assist the diversification of assessment methods and promote student engagement.

- **Co-creation at Warwick** - led by Dr Damien Homer (Faculty of Arts)
  This project aimed to map out co-creation activities across the University in order to understand, support, promote and publicise its benefits. The findings will shortly be shared across the institution on our WIHEA web pages.

- **Remotely Practical** - led by Dr Miriam Gifford (Life Sciences)
  This project links students and staff across the SEM Faculty with the aim of improving the delivery of practical subjects online for this year and beyond. The project addresses the big problem of how we can achieve learning outcomes that are practical in nature, in an online setting. In this student-staff co-creation partnership funded over two years, the team are developing an online unit to enable students to learn and apply concepts to help their understanding of practical science. The project aims to influence student behaviour, understanding and prospects, enabling interdisciplinary teaching, learning and research across the campus, directly in frame with Warwick’s STEM grand challenge.

- **The Warwick Wellbeing Pedagogies Library** - led by Dr Elena Riva (IATL)
  Co-developed by students and teachers in order to share practice and support Warwick’s community to embed and sustain wellbeing in the curriculum when planning modules, courses and assessments this library provides guidance and practical examples. The library is divided into four main categories: 1) Student-Centered environment, 2) International and intercultural integration, 3) Emotional intelligence and 4) Staff and Students Wellbeing and accessed online at www.warwick.ac.uk/wellbeingpedagogieslibrary. As a continuous evolution, it hopes the community will help capture and contribute further strategies and pedagogies.
CELEBRATING AWARDS

WIHEA Fellows are selected through an application and nomination process based on their educational leadership. On their selection they commit to making an institutional contribution to learning and teaching at Warwick and being a Fellow helps their commitment more visible. Recognising academic achievement, encouraging and inspiring a community of teaching and learning minded staff and students is at the heart of WIHEA, so we take great joy in celebrating and sharing the successes of our Fellows, which this year includes:

**NTF Winner 2020**

Professor Jo Angouri NTF
(Centre for Applied Linguistics)

**WATE Award Winners 2020**

WES Top 50 Women in Engineering 2020 Winner

Dr Laura Chamberlain
(Warwick Business School)

Dr Bo Kelestin
(Department of Chemistry)

Dr Elena Riva
(Institute for Advanced Teaching and Learning)

**OSCA 2020 Winner**

Toby Stacey (Student Fellow)
(School of Law)

**WES Top 50 Women in Engineering 2020 Winner**

Professor Claire Lucas
(left Warwick August 2020)

**FELLOWS IMPACT STATEMENTS**

The next section of this report is written by some of the Fellows transitioning to Alumni in 2020. It provides an insight into their individual experiences and vigorous encouragement for those who will follow them. A few prominent themes emerge in their reflections: the value of joining a cross-institutional community; the rich (and often transformational) learning derived from engagement in the Academy’s activities and projects; the lasting impact of the experience on their professional identity; and the determination to continue to lead educational change beyond the term of their Fellowship. Ad maiora!

Dr Anil Avesti
Senior Teaching Fellow
Centre for Life Long Learning (CLL)

My time as a WIHEA Fellow has been focused on advancing the anti-racism agenda at Warwick and WIHEA has been an invaluable body in facilitating progress in this area over the past three years. Through co-leading (with Dr Maleisa Ono-George) the ‘Anti-racist Pedagogy and Process in HE Learning Circle, I have played a part in creating a community of academic and professional service colleagues dedicated to tackling the BAME student experience and attainment/awarding gaps at Warwick. In doing so, as well as going through a journey of collective learning, we have been able to inform institutional deliberations on teaching and learning through the engagement and practice of anti-racism. In particular, our work in the Learning Circle has led to the establishment of a University-wide ‘Anti-Racist Pedagogy Teaching Forum and a University-funded ‘Tackling Racial Inequality at Warwick Staff Development Programme’ which is aimed at equipping staff with the knowledge and practical tools to engage with anti-racist pedagogy in their classrooms, and to challenge racial inequality at both individual and institutional levels. My single piece of advice to new Fellows would be to make the most of the opportunities WIHEA affords because it is a vehicle through which real change can be enacted, and because your time as a Fellow flies by!

Alex Baker
Postgraduate Student
Department of Chemistry

I used my time as a Fellow to build relationships with teaching colleagues across the University. This has opened my eyes to different styles of teaching and best practice that I have tried to emulate in my own work. With Prof. Sorinola, another WIHEA Fellow, we have pushed the decolonisation agenda in the Faculty of Science, Engineering and Medicine. This has involved sharing best practice and opening up discussions about decolonising the Sciences, while bringing the faculty together to understand attainment gaps. Without the continual support and advice of Fellows from across the University, I don’t think this would have been possible. Therefore my advice to incoming Fellows is to actively engage with other Fellows – they will either have the experience and expertise you need or can provide a kind word and the motivation to keep pushing for educational excellence.

Ant Brewerton
Head of Academic Services
The Library

I knew a WIHEA Fellowship was to be cherished from the outset, having put various colleagues forward for Fellowship. My earliest memories involve the Teaching Grid, with lively lunches and even livelier presentations. More importantly, my innovative community of Fellows were also on hand when I wanted to review the place for innovative teaching. What was working well? What could be improved? This led to operational improvements and fed into strategic plans for the Grid. One such plan was how we could start to develop it as a co-creation space to improve the student experience. I next joined the Co-creation Learning Circle which helped inform the Library’s co-creation practice, and saw me surveying and writing for the wider Library profession, to show what the sector was doing. Decolonisation
became another key theme (of course) with discussions sparking ideas which led to some great work around our collections and student engagement. I will miss the great colleagues, the camaraderie and the cakes… especially with a virtual leaving party. Damn you, Covid!

Izzy Gatward
Postgraduate Student
School of Modern Languages and Cultures (SMLC)

Through the WIHEA Fellowship, I was able to join the Peer Mentoring Learning Circle, and continue my work on promoting and developing student support schemes at Warwick. In collaboration with this Learning Circle, I was student co-lead of a funded project investigating peer mentoring schemes in all departments, conducting a review of existing elements of best practice across the University, as well as potential areas for improvements. Although this project naturally changed in the face of lockdown and campus closure, we were still able to develop a report of initial findings and recommendations, with a specific focus on peer mentoring practices in the light of increased online and remote teaching and learning. The WIHEA Fellowship enabled me to get directly involved in leading and developing pioneering projects such as this, and it has most definitely been a highlight of my MA year at Warwick.

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

During my Fellowship, I have worn several hats, and brought forward different experiences from each to the innovation of teaching and learning at Warwick. At the beginning, I was specialising in the development of education policy as a Politics student, assisting the PAIS Department’s work on widening participation and equality and diversity. I then joined the Institute of Advanced Teaching and Learning to reform their project funding to inspire more ambitious and impactful research, and addressed issues that lurk in blindspots or are too numerous to mention, but Fellows have surfaced and remain committed to its objectives. Fellowship conjures up an image of fireside contemplation and remains a key theme (of course) with discussions sparking ideas which led to some great work across Warwick. Having space to share practice, ideas and experiences has been inspirational. The masterclasses and learning circles have provided me with an opportunity to reflect upon my practice and learn from others. I have also had the opportunity to co-lead the Teaching Reward and Recognition Learning Circle. This experience provided me with an opportunity to work closely with colleagues from across Warwick and learn from their experiences. In this space, I was able to see first-hand how WIHEA can have a wider impact upon the institutional conversation within this space. My work is within the Academic Development Centre - this experience has informed my own practice, providing me with the opportunity to learn and discover from colleagues at Warwick. In addition engagement with the learning circles and masterclasses has enabled me to reflect upon key issues within teaching and learning and I share these reflections with colleagues who undertake the Postgraduate Award in Technology Enhanced Learning. I have been able to use this experience to raise the profile of the work I do within teaching and learning to promote the work of my team. Having the opportunity to be a WIHEA Fellow has afforded me with many opportunities to be inspired, share experiences and see how we can have an impact on the wider University agenda. I have grown in my time as a Fellow and have made connections with some amazing colleagues from across Warwick. I would say to any incoming fellows - make the most of this opportunity - you get out of it what you put in. I look forward to transitioning to the Alumni phase and continue to support the work of WIHEA.
Like-minded people to make the changes that they desire to make a difference, and to initiate change policy and strategy. It has invigorated my own agenda continues to develop within the institution. Working alongside WIHEA Fellows I have often been look forward to seeing how the internationalisation goals within their modules. This has led to the implemented internationalisation-related learning extent due to personal circumstances, I valued the carried out across departments, centres, and teaching and joining up important work being carried out across departments, centres, and administrative units. Although my participation in WIHEA activities was constrained to some extent due to personal circumstances, I valued the opportunity to join the Internationalisation Learning Circle and find out what internationalisation means to colleagues outside my home department. In 2019, I was fortunate to have the opportunity to lead on a WIHEA funded project on internationalisation of the curriculum which explores the ways that academic staff members in the three Faculties interpreted and implemented internationalisation-related learning goals within their modules. This has led to the production of a 50-page project report that will feed into ongoing project work within the institution. I look forward to seeing how the internationalisation agenda continues to develop within the institution.

Dr Troy McConachy
Associate Professor Centre for Applied Linguistics (CAL)

I really enjoyed my 3 years as a WIHEA Fellow. It was an exciting opportunity to meet a variety of colleagues from all around the University about my passion for advancing teaching and joining up important work being done across departments, centres, and administrative units. Although my participation in WIHEA activities was constrained to some extent due to personal circumstances, I valued the opportunity to join the Internationalisation Learning Circle and find out what internationalisation means to colleagues outside my home department. In 2019, I was fortunate to have the opportunity to lead on a WIHEA funded project on internationalisation of the curriculum which explores the ways that academic staff members in the three Faculties interpreted and implemented internationalisation-related learning goals within their modules. This has led to the production of a 50-page project report that will feed into ongoing project work within the institution. I look forward to seeing how the internationalisation agenda continues to develop within the institution.

Dr Jennie Mills
Senior Teaching Fellow, Deputy Head of Academic Development Centre (ADC)

Working alongside WIHEA Fellows I have often been astounded by their incalculable commitment to learning and teaching, and their ability to influence policy and strategy. It has invigorated my own desire to make a difference, and to initiate change in these newly created spaces. For me the great strength of WIHEA has been to bring together like-minded people to make the changes that they believe in. As convener of the Warwick Education Conference I feel that I have also benefited greatly from the multiplicity and variety of WIHEA funded work undertaken by WIHEA Fellows, which has enriched our programme for the last three years. My takeaway from three years as a WIHEA Fellow would be to never to underestimate what can be achieved when we work collaboratively, collegiately and cross-institutionally.

Khoi Nguyen
Undergraduate Student (3rd Year)
Philosophy, Politics and Economics (PPE)

Together with Dr Simecek and Dr Lees we tried to answer the question: How are students supporting each other’s mental health? How do they value mentors in societies and departmental pastoral schemes? We tried to distil the wisdom of current well-functioning pastoral schemes into a model of guidance and training for future similar initiatives. What I experienced for the first time at WIHEA, is that good ideas have a life of their own; they quickly become larger than the single person or department that started them. It is a truly interdisciplinary group of educators, committed to excellent teaching and good practice. I am confident that my work and initiatives will outlive my short time at Warwick thanks to WIHEA’s commitment to cross-departmental work and long-term, structural change.

Todd Olive
Undergraduate Student (3rd Year)
Global Sustainable Development

Being a part of WIHEA for my final year at Warwick has been a fantastic journey. From articulating an entirely new pedagogical concept (transviciniar learning!) with the fantastic Dr Bryan Brazeau, to working on institutional practice in interdisciplinarity and co-creation with Jo, Debbie, Mari, Damien, and fellow Learning Circle members, I’ve been thrilled to work alongside such inspirational people. The impact of these experiences on my time at Warwick is incalculable; to have been part of the way in which our institution, and the academy more widely, is evolving has been an incredible experience - one which has fundamentally changed the way I think and work.

Jo Wale
Deputy Director and Academic Manager Institute for Advanced Teaching and Learning (IATL)

My WIHEA Fellowship was motivated by the desire to contribute to Teaching and Learning projects at Warwick and the experience did not disappoint. First, I signed up for the Module Evaluation and Interdisciplinarity Learning Circles and was fortunate enough to attend the inaugural meetings of both! Before long I was contributing to my first WIHEA funding proposal before becoming Co-Lead of the Interdisciplinarity Learning Circle with Ruzs Kisztin. Our first WIHEA project undertook an institutional review of interdisciplinary initiatives, created a May Warwick Hub page and launched the inaugural Warwick Secret Challenge (inspired by our two student officers Bo Kelestyn and Subramonia Pillai). The second project, co-led with Jo Angouri, Caroline Gibson and Claire O’Leary, brought together three of the four strands of the new Education Strategy by communicating to students how to engage with Student Research, Interdisciplinarity and Internationalisation through pilot departmental web pages. The final year of the Fellowship saw Debbi Marais join the Interdisciplinarity Learning Circle as Co-Lead and the year started at a pace: a further WIHEA funding project was accepted, members of the circle submitted abstracts for the forthcoming Interdisciplinary Learning and Teaching Conference and a workshop was accepted for the May 2020 Warwick Education Conference. Then the pandemic struck! While the Learning Circle continued to meet, there is no doubt that the events of the last eight months have disrupted the momentum and some of the institutional impact of the work. However, we are undeterred and, under the new leadership of Lauren Schrock, the Learning Circle is busy discussing how to adapt to the rapidly changing educational landscape.

Dr Lydia Plath
Associate Professor of US History Department of History

The most impactful part of being a WIHEA Fellow, for me, was the networking. Through engagement with multiple Learning Circles, attendance at events, and at the regular lunches, I got to meet a broad range of people from across the University all committed to education and the student experience. As a member of staff quite new to Warwick when I joined, three years on I now feel fully embedded in the Warwick community! This means that when I want to start a new initiative in my department, I have lots of contacts to turn to for ideas and good practice. So my advice to incoming Fellows, is to get involved! Join a few Learning Circles, make sure you attend the lunches (when they’re back in person) so that you can meet people and get to know others from across the University.

Dr Emma Rushforth
Associate Professor Warwick Manufacturing Group (WMG)

I met a lot of interesting people at Warwick beyond my faculty and department. I attended many events which helped me to take a step back from my day-to-day work, albeit for just an hour or two, to consider big, ranging matters in teaching. In light of recent events, attending a presentation last year by Professor Basia Diug, from Monash about assumptions of online learning which included an example of distance learning and face to face equivalent assessment was providential. Achieving 100% student satisfaction score in NSQ for my degree programmes, Manufacturing and Mechanical Engineering, but there is more to do in other degree programmes, not to mention maintaining that 3 years is not enough time. You need to get your department to afford you the time to take full advantage of your Fellowship.

Dr Gavin Schwartz-Leeper
Senior Teaching Fellow Liberal Arts

I joined a number of learning circles, which I found to have really enriched my teaching practice. The Anti-Racist Pedagogy Learning Circle in particular has been transformative in how I see my teaching and learning practices and priorities. I also worked with some students to run a institution-wide project on debate-based pedagogy. It was a real pleasure to work collaboratively to support this student project and I’m grateful to WIHEA for funding this. Beyond building connections to a wonderful network of educators (itself a really rewarding experience), I feel so much more confident about tackling sensitive issues (racism, sexism, and other structural inequalities). Moreover, it’s good to see Warwick supporting this kind of work: beyond its impact on me, I hope this kind of work will at least start to address some of the serious issues we see so often here and elsewhere. My advice would be to get involved: the best learning opportunities come from active engagement.
Dr Leanne Williams  
Associate Professor and SLS Director of Student Wellbeing  
School of Life Sciences

WIEA Fellowship enables access to an incredible community of impassioned and inspiring innovators of practice and enquiry. For me this was a privileged opportunity to share and develop ideas that push boundaries. I worked with the amazing Jane Bryan and Catherine Bennett in the Peer Dialogue Learning Circle and enjoyed the pedagogical journal club meetings. The networking events were at times some of the most valuable occasions for me in connecting with like-minded colleagues across the University. Last year I was invited to sit as a member of the WIHEA Advisory Group. This was a fantastic opportunity to be a part of the process of considering project funding applications. The scope and quality of the applications reassured me that WIHEA Fellows will be pushing boundaries for a long time to come! It was also incredible to work more closely with Gwen who has been a great inspiration to many of us. At the moment I am working with Miriam Gifford (SLS) and staff and students from across the Science Faculty on a WIHEA funded project. The aim is to develop a cross-disciplinary module/unit to help develop practical skill understanding in a remote environment. I’m also working with the fabulous Sam Parr and a group of colleagues on Queer and Trans Pedagogy. I am really excited to focus my energies on this next chapter even as my term now comes to an end. There is still so much to look forward to!

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

Nick Barker  
Senior Teaching Fellow  
Department of Chemistry

Chloe Batten  
Education Officer  
Warwick Students’ Union

Dr Gavin Bell  
Reader  
Department of Physics

Dr Dave Britnell  
Associate Professor  
School of Engineering

Dr Imogen Davies  
Senior Teaching Fellow  
Warwick Medical School (WMS)

Ben Newsham  
President  
Warwick Students’ Union

Dr Stefania Paredes Fuentes  
Associate Professor  
Department of Economics

Dr Sophie Reissner-Roubicek  
Associate Professor  
Centre for Applied Linguistics (CAL)

Toby Stacey  
Undergraduate Student (3rd Year)  
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REFLECTIONS

Since WIHEA’s inception five years ago, Academy Fellows have been selected on the basis of their commitment to enhancing teaching and the student learning experience. Colleagues and students have shown such commitment already before they become Fellows, but it is remarkable how participation in a community of excellence stimulates even more enthusiasm and inspiration. This year - despite its well-known challenges - has been no different.

New Fellows came on board and added their own ideas, experiences and interests to existing efforts. As a result new projects were established, including student engagement for co-creation (Damien Homer & Masi Macintyre et al), BAME student experience (Gill Frigerio et al), research skills development in language learning (Dr Zhiyan Guo et al) and student mentoring (Dr David Lees and colleagues).

Following more than a year of work undertaken by no less than three Learning Circles, this year saw the development and launch in November 2020 of a multi-module programme to tackle racial inequality at Warwick. It was led by the co-chairs of the WIHEA Anti-Racist Pedagogy and Process in Higher Education Learning Circle, Dr Melissa Ono-George (History) and Dr Ani Avessi (Lifelong Learning) and the wider team of Learning Circle members. After receiving WIHEA project funding to initially develop the content, the Learning Circle secured further central University funding to deliver this programme aimed at equipping academic and professional services staff with the knowledge and practical tools to engage with anti-racist pedagogy in their classrooms, and to challenge racial inequality at both individual and institutional levels. The programme has two ‘core’ modules and a series of optional modules that can be taken by staff online and over the course of a year.

Three projects were particularly apt to ‘the year when we moved online’. One is the outstanding ‘Remotely Practical’ project which has made it possible for students across various disciplines to develop core laboratory skills whilst unable to use physical labs – an extraordinary achievement based on cross disciplinary collaboration and ingenuity. Congratulations to Dr Miriam Gifford and many colleagues and students involved. The second one is led by Dr Rebecca Stone and explores the student experience of digital assessment in the Arts. This project will support further planning and development of online practices and has the potential to inform staff and students from all Faculties as we hone our approaches to online assessment in the future. In addition, noting the exceptional nature of this year, WIHEA wanted to support the inventiveness and disciplinary excellence needs identified outside the Academy’s field of work. When the opportunity arose, departments were invited to bid for funding to redevelop the Warwick Online Learning Course (WOLC) for discipline specific relevance. A good number of departments took this up in an effort to ensure first year students could transition effectively from a curtailed first year into a second year delivered by blended learning.

Another project that stood out for its potential to change the nature of Warwick education is the Wellbeing Pedagogies project led by Dr Elena Riva. The project team developed an online Wellbeing Library, an outstanding resource, practical and inspired in nature, with a raft of case studies and examples of interest. Dr Riva’s work on ‘Wellbeing in the Curriculum’, which is to be developed into an online course, has also been recognised with a WATE award and has received interest from the University of Copenhagen. This shows how Warwick now has structures in place to move some of the best educational developments from initial idea, all the way to international recognition.

In short, the Fellows have again shown their exceptional ability to change the face of teaching and learning at Warwick and continued to do so - no matter the wider circumstances. I am therefore most pleased to congratulate the Academy on another year of success.

Finally, I am delighted that Letizia Gramaglia has accepted Directorship of WIHEA, and will no doubt build upon and extend the excellent work that Gwen has started. Already I can sense a renewed vigour and sense of purpose amongst colleagues within our Learning Circles, and anticipate even greater achievements in the upcoming year. Galvanised by success and inspired by new leadership, I believe that WIHEA will help Warwick capitalise on the learning, collegiality and community which has emerged during the pandemic to redefine the future of education.

WIHEA TEAM

Dr Letizia Gramaglia
Head of Academic Development (ADC) and Director of the Warwick International Higher Education Academy (WIHEA)

Lisa Drummond
Academy Administrator

Michelle Kulpa
Event Co-ordinator and Administrative Assistant

Max Edgson and Izzy Gatward – Student Project Officers

Tracey Teggin – Temporary PT Clerical Officer

Laura McGowan – Ambitious Futures Management Trainee (6 month placement)

With special thanks for their contributions during the year:

Lena McGowan – Ambitious Futures Management Trainer (6 month placement)

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Professor Chris Hughes
Pro-Vice-Chancellor (Education)

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