

Teaching Recognition and Reward (TR&R)

WIHEA Learning Circle (Open)

Introduction

- Looks at parity between research and teaching, and how teaching activity is recognised and rewarded at Warwick.
- Draws on evidence-based research and WIHEA Fellowship input to inform institutional thinking and promote excellent teaching practice.
- The aim is to inform institutional thinking on these issues and to support and enthuse the promotion and adoption of excellent teaching practices more broadly.

2025/26 Highlights

- The Perceptions of Support for Teaching-Focused Academic Promotions report was well received at the TR&R meetings and has been presented to Faculty Steering Groups and the DPVC Teaching and Learning, generating engagement and discussion.
- Has since informed discussion across faculties, surfacing wider issues beyond its original scope.
- Clear succession plan in place for next year.

Project Spotlight

Perceptions of Support for Teaching-Focused Academic Promotions

- WIHEA-funded survey, 72 respondents across all faculties
- Found that teaching is valued on paper but seen as secondary to research in practice, with departmental inconsistency, patchy mentorship, and equity concerns for part-time and caring staff among the key barriers.
- One respondent summed up a widely shared view: "The process is transparent, but not the judgment."
- The findings have already been shared with the DPVC Teaching and Learning across faculties, generating discussion beyond the report's original scope and shaping the direction of the Learning Circle's work for 2026/27.

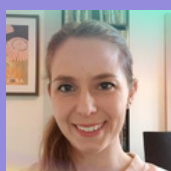
Looking Ahead

- Take forward key issues from the promotions report, connecting recognition and reward to the wider institutional agenda.
- Reach a bigger audience, build on strong workshop sign-up, and explore Study Leave opportunities.
- Deliver another Study Leave workshop for teaching-focused staff.
- Shift the conversation from "excellence in teaching" to everyday excellence, with clearer guidance distinguishing this from excellent feedback.

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One of the biggest impacts this year has been connecting to wider institutional initiatives, keeping teaching support and reward on the agenda, while still responding quickly to staff needs, such as organising our first study leave session in time for this year's PDR discussions.
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Co-lead
Dr Simon Peplow
Associate Professor
(Teaching Focussed),
History



Co-lead
Amanda Kowalczyk
Assistant Professor
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**Also served as Co-lead
earlier in the year:**

Ali Ahmad, Associate
Professor - Reader (Teaching
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Total Members

39