

Academic Promotion Application Form

This should be completed by the member of staff who is applying for promotion with comments from the Head of Department, and **submitted with an up-to-date CV** to the Academic Processes Team in Human Resources.

Prior to completion of this document, please read the document providing details on criteria and evidence and the standards matrix.

Name of Employee	Gwen van der Velden	Department	WIHEA
Current Appointment	Professor	Level of Promotion applying for?	
FTE	1.0	Career track (R&T-focused, R-focused)	T
Previous Appointments Held at Warwick (please indicate if any of these appointments were part time)	None (appointed to chair in 2016) The content in this form relates almost entirely to the work undertaken that led to the professorial appointment.		
Please detail any significant periods of leave (e.g parental, sickness)			

Please summarise achievements in the following areas of activity.

Research and Scholarship
Minimum threshold requirement for the level of promotion for which you are applying:
Score which you believe your experience demonstrates: Band 4
<i>Please submit a written summary of your achievements below, using a maximum of 600 words</i>
<p>Due to the teaching and national policy focus of my work previous to my current appointment, my research has been disseminated more frequently through keynotes, invited research seminars (20+ between 2012 and 2016) and policy advisory work than through written publications. Nonetheless, my CV does list research publications on institutional engagement with students as well as student engagement practices within the quality context (book chapters, journal articles, opinion articles in research magazines, research reports and a doctoral dissertation). My doctoral work covered student engagement practices in alternative providers which has since influenced national policy.</p> <p>Also, in line with my institutional roles I have been involved in institutional research which has informed institutional policy development. Several of the resulting research reports are confidential, but nonetheless illustrate research based innovation of teaching practices (examples: research on student drop out, teaching recognition practices, student engagement with support services, BME attainment analysis, qualitative evaluations of departmental student engagement</p>

activities). Such research has invariably led to the proposal of institutional change and consequent academic policy.

I have gained funding for and led a policy informing research project on embeddedness of student engagement for the QAA which has since informed further national policy development, specifically for alternative providers.

I have been a regular reviewer for 'Assessment and Evaluation in Higher Education' and other journals. For over ten years I have also supported colleagues on getting published in pedagogical research journals through the establishment of pedagogical journal groups, writing circles and retreats as well as individual coaching.

Learning and Teaching

Minimum threshold requirement for the level of promotion for which you are applying:

Score which you believe your experience demonstrates: Band 8

Please submit a written summary of your achievements below, using a maximum of 600 words

Over twenty years prior to my professorial appointment at Warwick, I have worked at institutional and national level to enhance academic aspects of the student learning experience. Leading teams of academic, curriculum and staff developers I have developed and embedded learning and teaching strategy and policy which has led to my last institution climbing up the national teaching rankings. Alongside this work I have led major institutional enhancement activities such as assessment and feedback reviews, technology enhanced learning projects, flipped classroom projects, retention and attainment summer schools, key skills development projects and a cross institutional curriculum portfolio review. I've co-drafted four learning and teaching strategies and related operational plans for two institutions before my arrival at Warwick.

Working with academic colleagues across all disciplines, I have been responsible for developing all learning and teaching elements of my previous institution's Quality Code of Practice and I have held strategic and administrative oversight of all teaching related governance activity at institutional level (below Senate). In particular I gained recognition for constructive alignment of the institution and students' union on academic matters and the development of student centred teaching development. Under my leadership of institutional student surveys, my previous institution has become number 1 on the NSS in two consecutive years (from 48th position five years previously) and was ranked in the top ten of all national rankings of institutional teaching and student experience.

I have a track record of student centred service re-alignment including the establishment of a highly successful student learning advisory service in one institution and an academic skills centre in another (the latter encompassing maths support, academic writing, English language, study skills and academic skills support at both undergraduate and postgraduate level). Such work has always been undertaken based on detailed analysis of the needs of academic departments and the interests of diverse groups of students.

Separately I have been responsible for the successful introduction of MOOCs (Massive Open Online Courses) through FutureLearn at my previous institution which included the most successful MOOC on Cancer and Genetics in the first round of FutureLearn's MOOC releases. I led a team that under my leadership introduced 'embedded MOOCs' as a method of broadening student learning within existing modules and programmes. Related to this work I led the

development of increasing the pedagogical uptake of Moodle, beyond its use as an information and communication tool.

In recent years I have taught mostly at postgraduate level, including programme leadership of postgraduate programmes on learning and teaching in higher education, but have also taught at MBA programmes aimed at HE leaders. I have been part of developing a wide range of programmes across different disciplines and led the development and successful delivery of a highly successful retention programme for undergraduate students.

In funding terms (principal bidder only) I have gained more than £700K external funding for teaching enhancement projects from various sources, £1.9 Million for capital teaching investment and the financial equivalent of 45 UG student FTE for short term summer schools aimed at student retention. I have been a contributor to a greater number of successful bids as a co-contributor, sponsor or critical reviewer, illustrating the collaborative nature of teaching leadership.

Impact, Outreach and Engagement

Minimum threshold requirement for the level of promotion for which you are applying:

Score which you believe your experience demonstrates: Band 5

Please submit a written summary of your achievements below, using a maximum of 300 words

My specific field is student engagement and my national roles reflect the regard with which my contributions are held. I am a much invited external speaker on institutional engagement with students and a critical friend for institutions moving towards student centred education (nationally and internationally). Such work leads to more effective student engagement practices in institutions moving from a consultation focus to partnership approaches.

I am a critical friend for Australian research projects which are contributing to Australian sector policy and have worked with the Indian Ministry (MHRD) on policy development for student centred technology enhanced learning. For over six years I have been a regular representative for the British Council in India, representing excellence in teaching for the UK at conferences and in institutions.

At national level I have advised a range of organisations, as well as a (now previous) minister and BIS on teaching excellence in the lead-up to the development of TEF.

I also hold several roles which have influenced policy, including

- leading national networks of educational development leaders (Heads of Educational Development Group, Standing Conference of Academic Practice and The Student Engagement Partnership Steering Group)
- co-drafting the QAA Code of Practice statement on student engagement (section B, chapter 5), chairing the HEFCE group which oversees the NSS and increasing student involvement in NSS development
- membership of the Office for Students' Student Information Advisory Group.

I was the national expert on the revision of the NSS which led to the new NSS introduced in 2017. The introduction of student voice questions in the new NSS now steers institutional behaviours across the UK, leading to greater student engagement practices and stronger

institutional support for student unions and student representation mechanisms. Since 2017 the NSS is now also mandatory for alternative providers (private providers) thus establishing agency for students in these institutions where it did not exist previously.

Collegiality, Leadership, Management

Minimum threshold requirement for the level of promotion for which you are applying:

Score which you believe your experience demonstrates: Band 6

Please submit a written summary of your achievements below, using a maximum of 300 words

Within the institutions I have worked in before applying to Warwick I have enjoyed the privilege of holding mid to senior leadership roles in teaching, most recently as Director of Learning and Teaching Enhancement (Bath) which included the leadership of academic staff development, quality assurance, quality enhancement, academic student support and post graduate student support (86 staff, £4.5M budget). I was a contributing observer in Senate for ten years, member of the Learning and Teaching Committee and Quality Assurance Committee and established and led the institutions' Directors of Teaching Forum, chaired various Learning and Teaching Committee subgroups and was a role model and mentor for the Women in Leadership activities of the institution. I have also chaired the annual Teaching Awards and the Teaching Development Fund and was key to the development of Bath's learning and Teaching Strategy and teaching governance review and led the institution's Quality Management review, Peer Mentoring Review, Student Support Review and similar reviews.

Supporting individual ambitions I have mentored a very wide range of academic and professional staff and numerous external mid-career women in educational leadership roles. I've been a reviewer for the HE Academy nationally and set up programmes of support for colleagues working towards HE Academy Fellowship recognition. Over twenty years I have coached more than 15 successful NTFS winners and have had a key role in redeveloping the teaching recognition and reward culture as well as procedures at Bath. At national level (beyond contributions set out elsewhere) I have mentored senior managers on policy development and engagement and institutional reputation building, which included colleagues who are now Pro-Vice Chancellors (three) or Vice Chancellor (one), each with a reputation for excellence in teaching leadership.

Recommendation from Head of Department (this should include comments on each of the four areas of activity outlined above and a statement about whether or not the claimed score is agreed.)

Signed		Date	
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Print Name			

To be signed by the member of staff applying for promotion

Signed		Date	
Print Name			

SAMPLE

For applications to Professorial level only, please complete at least one of the boxes below.

Research

Please provide details of four publications you consider to be your major contributions since your last promotion (or since your appointment at Warwick), indicating the scholarly impact each of these has had within the field. (maximum 600 words)

Teaching

Please provide details of achievements you consider to be your major contributions since your last promotion (or since your appointment at Warwick), indicating the impact each of these has had on students or the teaching and learning practices of your colleagues. It is important to state clearly what your contribution was in the case of collaborative efforts (maximum 600 words).