

Academic Promotion Application Form - Professorial

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** in the approved style (available on the Academic Processes webpage) 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	Ian Tuersley	Department	WMG
Current Appointment	Associate Professor		
FTE	100%	Career track (R&T- T-focussed, R-focussed)	Teaching Focussed
Previous appointments held at University of Warwick (please indicate if any of these appointments were part time)	Senior Research Fellow (March 1992 – June 1998) Principal Teaching Fellow (June 1998 – September 2018) (Job title changed to Associate Professor September 2018)		
Please detail any significant periods of leave (e.g. parental, sickness)	None		

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:	3
Score which you believe your experience demonstrates:	5 (with elements of 6)
<p><i>Please submit a written summary of your achievements below, using a maximum of 600 words</i></p> <p>My research and scholarship performance is consistent with the University's expectations for band 5 and I provide evidence that I have <i>"achieved national eminence and authority for the quality and impact of [my] research and scholarship and [am] developing an international profile."</i> Furthermore I am able to demonstrate <i>elements</i> of the expectations of band 6. My evidence is derived not only from my background as a PhD-qualified researcher in materials science but also from my more recent activity in pedagogical research, dissemination and scholarly-based contributions to professional bodies, both nationally and internationally.</p> <p>I can demonstrate an <i>ability to sustain the publication of research that is clearly of a national standard</i> with a proven track record of 15 high-quality, refereed international journal publications on aspects of materials science. This includes my work being used for the cover photograph of the <i>Journal of Materials Science</i> [Vol 31; No 15] and contributions to 5 international conferences.</p> <p>I have supervised and examined (both as an Internal and External Examiner) a number of doctoral students and am currently supervising one student towards his PhD.</p> <p>Evidence supporting my <i>ability to access external funding for research related activity</i> as well as <i>recognition within the institution and beyond for scholarship in learning and teaching</i> may be found in successful funding bids as PI for my more recent pedagogical research activities, notably a £6.4k grant from the British Council to investigate <i>"The impact of academic texts readability on students' comprehension of and engagement with these resources"</i>. This study has recently submitted its final report and publications resulting from this work are in preparation. I have led (as PI) other, internally-funded (IATL, WIHEA) teaching and learning projects which have been successfully disseminated via Faculty Teaching and</p>	

Learning Showcase events, WIHEA seminars etc.. I have also led campus initiatives on aspects of Technology-Enhanced Learning such as the use of 'Responseware' in lectures and collaboration with academics from other institutions on developing individualised feedback for mass-cohort exams. This latter project is currently under consideration by the institutional Student Personalised Information (SPI) programme to enhance the student experience at Warwick.

I have made a significant contribution in terms of *research and evidence gathering that informs policy development (institutionally and nationally)* by the work that I led advising Warwick's recent review of the academic promotions criteria. This arose out of my leading a WIHEA community of practice - or 'Learning Circle' (detailed under the 'Teaching & Learning' criteria) and received the following endorsement:

Ian's leadership of the WHIEA Learning Circle on recognising and rewarding excellence in teaching and learning was of real value during the recent review and reform of the academic promotion process. The review conducted by the Learning Circle informed the thinking about how best to capture T&L achievements in promotions applications and the willingness to accelerate aspects of the review work to align with the promotions project was hugely appreciated.

(Prof. Christine Ennew, Provost)

As evidence of my achieving elements of band 6 in this criteria;

- Fellowship status of two professional institutions; the Institution of Mechanical Engineers (FIMechE) and the Institution of Marine Engineering, Science and Technology (FIMarEST).
- Supervision of PhD/EngD students to successful completion.
- *A growing portfolio of outputs at international standard* including:
 - Review work for international conferences and awards (invited reviewer for SEFI2018 and 2019, invited reviewer for Advance HE's *Global Teaching Excellence* (GTE) awards2018).
 - My international-standard publication record in materials science is already established and I am developing similar publications in the field of pedagogical research and scholarship.
- My contribution to international Teaching and Learning 'masterclass' events (detailed under the 'Teaching & Learning' criteria).

Teaching and Learning

Minimum threshold requirement for the level of promotion for which you are applying: 8

Score which you believe your experience demonstrates: 8

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

My career has been recognised with awards and qualifications at both the institutional and national levels;

- February 2020 announced as winner of the Institute of Marine Engineering, Science and Technology's 'Outstanding Contribution to Marine Education' award.
- June 2018 awarded a Warwick Award for Teaching Excellence (WATE) – Warwick University's highest award for teaching excellence.
- April 2015 accreditation as a Senior Fellow of the Higher Education Academy (SFHEA).
- SoE's 'Lecturer of the Year (Years 1 and 2)' (student nominated) in both 2012 and 2013; Faculty of Science winner of the 2013 'Fabulous Feedback' competition; nominated for the Warwick Staff awards 'Outstanding Contribution to the Student Experience' in 2014; WMG Star Awards (Highly Commended – Contribution to Education Excellence) in 2014; SoE's 'Lecturer of the Year (Year 1)' (student nominated) in 2016 and WATE-nominated in each of the last 6 years.

In 2015, appointed a Foundation Fellow of the Warwick International Higher Education Academy (WIHEA) and led one of the first major projects undertaken by the Academy;

Ian has been an outstanding Fellow of our Academy of Educators. Not only was he key in shaping the structure of the Academy itself, he also took the lead on establishing a community of practice (Learning Circle) focussing on the Recognition and Reward of Teaching. Leading a group of fellow academics, he not only set up a research team and e-group engaging in review of practices at peer institutions, he also created a highly successful colloquium with several well placed external guests, that helped inform the members of the Learning Circle. Ian then led the drafting of a proposal to enhance promotion criteria for teaching, including a very thorough guidance on how to evidence achievement in curriculum, scholarly, enhancement, innovation and student learning environment leadership.

Ian has been crucial to the process of informing the promotion criteria now in use for teaching recognition. Moreover, he has mentored and supported many colleagues collating their own claims and inspired others to put themselves forward. By doing so he has made a substantial contribution to implementing Warwick's Education Strategy and enhancing our external reputation – with a number of institutions now basing their criteria on our collective work, as started by Ian.

(Prof. Gwen Van der Velden, Deputy Pro-Vice-Chancellor (Student Learning Experience))

The following evidences my *sustained leadership through the enhancement of teaching or the engagement of students, the development of educational achievement by other academics, external educational policy development and/or societal change;*

- October 2018, invited (as part of a Royal Academy of Engineering – funded programme) to deliver a 'masterclass' on the topic of 'STEM teaching in HE Institutions' to participants from various South African Universities, held in Cape Town, SA.
- Member of the Institution of Marine Engineering, Science and Technology (IMarESTY)'s Professional Affairs and Education Committee (PAEC), responsible for accrediting maritime-based engineering degrees internationally (and in March 2020 appointed Vice Chair of this committee).
- Recently contributed to the validation of the UK's first new University in over 30 years, the new Herefordshire University ('NMiTE'). This included involvement in the initial working group in July 2015 (and a number of related meetings since), leading on the Warwick activity in the market research activities in November 2017 and more recently being a principal reviewer for the modules and courses in the proposition.
- Between 2003-04 I was the sole UK representative on the EU Leonardo – funded (€400k) 'MABUSE' programme, establishing pan-European Masters courses in collaboration with European Universities (e.g. Twente University and KU Leuven) and industrial partners. This included hosting at Warwick one of the two main evaluation conferences (February 2004).

I am a member of the Advance HE STEM Dean's forum, the Education Strategy Forum (both invitation-only) and the Engineering Professor's Council.

Impact, Outreach and Engagement

Minimum threshold requirement for the level of promotion for which you are applying: 4

Score which you believe your experience demonstrates: 4 (with elements of 5)

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

As evidence of band 4's *developing regional/national recognition for work demonstrating value of broad-based academic activity*, I am a leader of various Outreach / Widening Participation activities:

- Contributor for >10 years to the School of Engineering's 'Headstart' programme, delivered for the Engineering Development Trust (EDT) each summer, encouraging young people into STEM education and technology-based careers.
- Hosting visits to WMG and the School of Engineering for schoolchildren from disadvantaged backgrounds to introduce them to the opportunities of careers in Engineering. Specifically, working with Nick Barker (Chemistry Department) on Outreach activities with the school that he is seconded

to, taking STEM activities to encourage participation in HE STEM amongst children from a severely disadvantaged background.

By your efforts, a group of very bright children now know what Engineering can be like and what a university looks like. Life is not easy for many of those children or their families and it is very hard for me to quantify the immense significance of what you do for them.

(Nick Barker, Dept. of Chemistry, seconded to Hollymount School, Worcester)

As evidence of band 5 activities;

- As the Project Director of the ‘Warwick Submarine’ student project I have introduced a number of our sponsors to greater engagement with the University, notably:
 - Organising a campus-wide seminar (networked through WIHEA) promoting novel applications of 3D-printing technologies in conjunction with *Stratasys*.
 - Generating significant CPD and graduate recruitment opportunities with *Babcock*.
 - Introducing *3M* to research colleagues, ultimately resulting in over £1.5M-worth of collaborative research on battery technologies.

I may also evidence *Involvement and engagement in significant national or international projects, working groups policy and networks to enhance University reputation* by my involvement with both the pan-European collaboration for the MABUSE programme and the validation of NMiTE (detailed under the ‘Teaching & Learning’ criteria).

Collegiality, Leadership, Management

Minimum threshold requirement for the level of promotion for which you are applying: 4

Score which you believe your experience demonstrates: 6

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

I evidence my *Leadership ... within the University* with number of University-level roles and activities as well as leadership in Professional Societies and Institutions.

University-level roles, past and present include:

- Student Learning Experience and Engagement Committee (SLEEC), addressing the delivery of key aspects of the University’s Education Strategy such as the transformation of student academic representation and gender- and BAME–related attainment gaps in the student experience.
- Academic Integrity Subgroup, reviewing the University’s procedures for investigating and addressing accusations of plagiarism and cheating in credit-bearing assessments.
- Academic Quality Standards Committee (AQSC) during much of the period that helped to develop the University’s current Education Strategy.
- Validation of the new Herefordshire University programme (‘NMiTE’)
- Panel member for; 2017 Institutional Teaching & Learning Review (ITLR), 2018 Teaching Excellence Group (TEG) departmental reviews and 2018 Education Experience Monitoring (EEM).

Beyond the University, my national/international roles are:

- Midlands branch committee member of the IMarEST, governing the local branch affairs of this international Institution, also responsible for a significant programme of lecture presentations with full CPD- relevance to the engineering sector.
- Vice Chair of the IMarEST’s Professional Affairs and Education Committee (PAEC). Responsible for the Institutional accreditation of marine-related degree programmes internationally and other aspects of professional education for this sector.
- Advance HE STEM Dean’s Summit, an invitation-only panel addressing subject-level TEF and Gender Issues in STEM.

- Invited reviewer for Advance HE 2018 Global Teaching Excellence Awards (GTEA) and the 2018 and 2019 SEFI Conference (European Society for Engineering Education).

As evidence of my *contribution to the professional development of senior colleagues*:

- Mentoring and assessing colleagues in their applications for the various grades of Fellowship of the Higher Education Academy against the PSF for the accreditation of Teaching in HE.

Organising committee for the Warwick Education Conference in both 2018 and 2019.

Minimum score required	22	Total Score <i>Please add your scores from each of the four areas</i>	23-25
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Please complete at least one of the boxes below, and provide a citation analysis (if relevant in your discipline) for your publications using Scopus.

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). Publications should be submitted electronically to academicprocesses@warwick.ac.uk

<https://www.scopus.com/authid/detail.uri?authorId=6603540463>

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).

I am committed to developing learning opportunities for our students enabling them to become the best possible engineers. From my experience as a Rolls-Royce-apprenticed, chartered engineer I know that modern engineers need to be experienced in a wide range of subjects, including the more obvious technological sciences. I design learning that provides the opportunity to achieve this through authentic tasks and assessment and encouraging students to work collaboratively. The size of the cohorts I teach challenge individual interaction with students and I have pioneered the use of various technologies (such as 'responseware', lecture capture and other Technology Enhanced Learning tools) to improve the student experience. I am active in the sharing of these best practices with teaching colleagues via various networks such as Advance HE and WIHEA.

I believe that it is important to build a community of learners within large groups and have been commended for my approach to providing feedback, encouraging both *Active* and *Reflective* Learner attributes:

"You should speak to the other module leaders about how you deliver your course and encourage them to take many leaves out of your book. If all modules were as good as yours, Warwick would be several places higher in the league tables!"

“Easily the best module I have taken at University and I have already studied two years of maths first before transferring to Engineering! Even the boring stuff became interesting.”

[Anonymous Y1 students, module feedback]

The excellence of my teaching has been recognised locally with awards such as a WATE in 2018, Science Faculty winner of the ‘Fabulous Feedback’ competition and multiple (student-nominated) awards for lecturing in both WMG and the School of Engineering but also nationally with the IMarEST’s 2019 ‘Outstanding Contribution to Marine Education’ and Senior Fellowship of the HEA. I am also active in helping colleagues in LDC develop the mentoring and assessment pathways for staff to achieve HEA Fellowship and am myself actively pursuing the credentials of Principal Fellowship. I have repeatedly led teams of students to achieve major awards in international competitions over the last seven years, have been invited to deliver a ‘Masterclass’ workshop on Teaching in HE in South Africa (50% contribution in collaboration with a colleague from Aston University) and to be a reviewer for international awards and conferences.

Beyond my focus of teaching I have developed my scholarship, impact/engagement and leadership credentials at the institutional level but critically at a national and international level as well.

My work on practises such as Legitimate Peripheral Participation (LPP) and Authentic Assessment has led to a number of conference presentations and now journal paper submissions in these areas of pedagogical scholarship.

In addition to being an outstanding leader of learning I excel in the teaching and learning administration responsibilities demonstrated by me holding a number of departmental, institutional and external roles.

I have held *and significantly developed* Departmental roles including Stream Leader for large-cohort degree programmes; Chief Exam Secretary and Director of Undergraduate Studies.

My work with colleagues on recognition and reward for teaching staff has been fundamental to the development of a substantially improved promotions process at Warwick and included organising a seminar including keynote speakers of international renown in this field.

My role within both the regional and national committees of the Institution of Marine Engineering, Science and Technology involves me in organising a programme of internationally broadcast lectures and the accreditation of degree programmes at institutions across the world.

In 23 years of teaching at Warwick I have provided the very best learning experience for students through enthusiastic, innovative, pedagogically-informed practice and actively engaging in both the development and sharing of ideas with colleagues within and beyond our institution.

PERSONAL DETAILS

Full Name and Title: Dr Ian Peter Tuersley

Department: WMG

Title of current appointment: Associate Professor

Education/Qualifications:

- Warwick Teaching Certificate (PGC in Post-Compulsory Education HE). (University of Warwick, 2004).
- PhD entitled "The Microstructure and Fracture Mechanisms of Silicon Nitride Based Ceramics for Gas Turbine Applications". (University of Warwick, conferred 1990).
- Bachelor of Science with Honours (2:1) in Mechanical Engineering. (University of Hertfordshire, conferred June 1986).
- 3 'A' Levels (Maths (B), Physics (B) and Chemistry (A)). (Watford Boys Grammar School, 1980).
- 10 'O' Levels (including English, Maths and Additional Maths). (Watford Boys Grammar School, 1977/78)

Appointments held:

Senior Research Fellow (March 1992 – June 1998)

Principal Teaching Fellow (June 1998 – September 2018)

(Job title changed to Associate Professor September 2018)

In WMG and with significant responsibilities in the School of Engineering and the Faculty of Science, Engineering and Medicine.

Originally contracted as a Senior Research Fellow to a £1.6M DTI and industry-funded programme investigating the laser processing of advanced composite materials, which resulted in a number of peer-reviewed, international journal publications in the field of materials science. Subsequently involved in the teaching, development and management of various programmes in the UK and overseas at both undergraduate and postgraduate level (often industry-based), principally in areas of data analysis, Design of Experiments, Statistical Process Control and various aspects of Engineering Business Management. Principal Teaching Fellow since 1998 (until recent change in job title to Associate Professor).

Key responsibilities:

- 2015 – present: Science, Engineering and Medical (SEM) **Faculty Student Engagement Coordinator** (one of five equivalent Faculty posts within the University), responsible for the development and quality assurance of the University's Student Experience and Engagement initiatives. This also entails appointment to the Student Learning Experience and Engagement Committee (SLEEC) and previously (2015-2018) the Academic Quality Standards Committee (AQSC), the University's two main teaching committees, reporting directly to Senate. Also member of SEM Faculty Education Committee (SEMEC).
- February 2017 – July 2019: **Director of UG Studies** for the School of Engineering, responsible for overseeing the School's activities in relation to undergraduate and taught Master's programmes, ensuring that the provision is consistent with a leading School of Engineering.
- 2012 – 2017: **Chief Exam Secretary** for the School of Engineering, with responsibility for the overall examinations process across all years (~1,400 students each year) and specifically the graduating year Exam Board (~400 students each year).
- 1998 – 2017: **Degree Stream Leader** for WMG's Full-Time MSc in Engineering Business Management (typically ~120 students per year). Involved responsibility for ensuring continued relevance of the syllabus by leading on development of the course, overall quality of delivery and contribution to a number of individual lecture sessions. Also supervision of (typically 5) student projects each year.

- 2010 – 2018: **Degree Stream Leader** for the School of Engineering's equivalent undergraduate (BEng) degree.
- 1996 – 2008: **Academic Convenor** for the WMG FT MSc Student-Staff Liaison Committee (SSLC)
- 2005 – present: Module leader for the School of Engineering's core first-year module ES194 (previously ES175 and ES187) "Introduction to Engineering Management" (typically ~340 students per year). This is consistently rated as one of the best-delivered modules in the first two years of the School of Engineering's degrees.
- Positions on other internal committees within WMG and School of Engineering which support teaching development and the student experience.

Key achievements/projects/awards:

- As Chief Exam Secretary, led a complete overhaul of the way in which the School's examinations process is configured, replacing a system which had become overly complex and reliant on individual staff and obsolete data handling systems with a system capable of automatically drawing student data and results from centrally-held student records. This developed a more effective and efficient process that could be adopted by all other Departments within the University.
- As Director of Studies:
 - i. Implemented a revised Year 1 and Year 2 curriculum to meet latest AHEP3 and Professional Institution accreditation standards across all of the School of Engineering's undergraduate degree programmes.
 - ii. Leading a similar revision of Years 3 and 4 across all of the School of Engineering's undergraduate degree programmes.
 - iii. Completely overhauled the School's Student Handbook provision to ensure compliance with the revised requirements of both the University and external regulatory bodies. This included a thorough revision of the Course Regulations and Progression Requirements across all SoE degrees.
 - iv. Significant development of the SSLC provision within the School, in part due to my Faculty role as Student Engagement Coordinator. This involved substantial liaison with both the Student Union and the University.
 - v. Significant contributions to Warwick University's support in the validation of the UK's first new University in over 30 years, the new Herefordshire University ('NMI TE'). Included involvement in the initial working group in July 2015 (and a number of related meetings since), leading on the Warwick activity in the market research activities in November 2017 and subsequently being a principal reviewer for the modules and courses in the proposition.
 - vi. My period in the role coincided with the School of Engineering undertaking the University ITLR and TEG reviews and two professional body accreditation visits (IMechE and IET) – all of which have involved my active engagement as Director of Studies.
- April 2015 gained accreditation as a Senior Fellow of the Higher Education Academy (SFHEA).
- At its inception in 2015, appointed a Foundation Fellow of the Warwick International Higher Education Academy (WIHEA). In this position, led a project which produced a briefing paper advising the Provost's Committee reviewing **Parity of Research & Teaching / Teaching Career Development** which resulted in the introduction of revised promotional criteria across all academic roles.
- November 2019 nominated for the Institution of Marine Engineering, Science and Technology (IMarEST)'s 'Award for Outstanding Contribution to Marine Education'. This is the most prestigious award for education awarded by this international, professional Engineering Institution.
- June 2018 awarded a Warwick Award for Teaching Excellence (WATE) – Warwick University's highest award for teaching excellence.
- October 2018 invited to deliver 'expert' workshop entitled 'Teaching Engineering in HE' in Cape Town, South Africa as part of Royal Academy of Engineering (RAE) project.
- SoE's 'Lecturer of the Year (Years 1 and 2)' (student nominated) in both 2012 and 2013; Faculty of Science winner of the 2013 'Fabulous Feedback' competition; nominated for the Warwick Staff awards 'Outstanding Contribution to the Student Experience' in 2014; WMG Star Awards (Highly Commended

- Contribution to Education Excellence) in 2014; SoE’s ‘Lecturer of the Year (Year 1)’(student nominated) in 2016 and WATE-nominated in each of the last 6 years.
- 2003-04 I was the sole UK representative on the EU Leonardo – funded (€400k) ‘MABUSE’ programme, establishing pan-European Masters courses in collaboration with European Universities (Twente University, RWTH Aachen, KU Leuven, GSIM Maastricht and UPC Barcelona) and industrial partners. This included my hosting at Warwick one of the two main evaluation conferences (February 2004).

Positions on External Bodies

- Vice-Chair (since March 2020) of the Institution of Marine Engineering, Science and Technology (IMarEST)’s Professional Affairs and Education Committee (PAEC), responsible for the accreditation of maritime-based engineering degrees internationally (Committee Member since March 2018).
- Committee Member of the Midlands branch of IMarEST (since June 2017).
- Reviewer for HEA /Advance HE for Global Teaching Excellence Awards (GTEA) 2018.
- Reviewer for European Society for Engineering Education SEFI Conference 2018.
- Member of the (invitation-only) Advance HE STEM Dean’s forum and the Engineering Professor’s Council.

December 1990 – March 1992: Senior Project Engineer with Molins PLC, Univ. of Warwick Science Park.

Conception, design, rig-build and validation of novel applications of fast process machinery to high degrees of accuracy at high speed. Successfully created a module capable of producing ‘self-extinguishing’ cigarettes – credited as being possibly the fastest operating FMCG process machine at the time.

August 1986 – November 1990: Senior Materials Scientist, Rolls-Royce PLC, Leavesden, Herts.

Engaged in research on microstructural development of ceramic materials for high temperature applications. This included the specification, purchase and commissioning of a £0.75M ceramic materials mechanical test facility at the company’s Bristol site. Panel member of the European Committee responsible for establishing Standards documents for mechanical testing of ceramics.

Membership of learned or professional societies:

- Elected to Fellowship of the Institution of Marine Engineering, Science and Technology FIMarEST (2018). Committee member of Midlands branch (2017 – present) and member of the Institute’s Professional Affairs & Education Committee (PAEC) (2017-present), responsible (amongst other things) for the accreditation of marine-related degree courses internationally.
- Senior Fellowship, Higher Education Academy SFHEA (2015).
- Foundation Fellow (2015-18) of the Warwick International Higher Education Academy (WIHEA). Lead the Teaching Recognition & Reward (TR&R) Learning Circle.
- Completed a full, Institution of Mechanical Engineers - approved undergraduate engineering apprenticeship (Sept. 1981 - Aug. 1986) resulting in membership of the Institution (MIMechE) and Chartered status (CEng, conferred 1989). Membership upgraded as elected to Fellow (FIMechE) in May 2019.

RESEARCH AND SCHOLARSHIP

Publications:

1. “*Competition-based Group Engineering Projects: A Case Study on Authentic Learning to Enhance Employability Skills*”. I Tuersley, J Thornby & K Mawson. In submission to *Higher Education Pedagogies* for publication Autumn 2019. *Personal contribution estimated as 60%*.
2. “*Developing leadership skills through competition-based group projects*” (conference presentation). I Tuersley & J Thornby, Advance HE STEM Conference, Birmingham, January 30th – 31st 2019. *Personal contribution estimated as 80%*.
3. “*Improved engagement via Authentic Assessment in STEM*” (poster presentation). J Thornby, M Gillie, L

- Pecchia, I Tuersley & R Kitson, Engineering Professors Council (EPC) Recruitment and Admissions Forum, Sheffield, 14th November 2018. *Personal contribution estimated as 50%.*
4. "Authentic Assessment in STEM" (poster presentation). J Thornby, M Gillie, L Pecchia, I Tuersley & R Kitson, Warwick Education Conference, 15th May 2018. *Personal contribution estimated as 20%.*
 5. "Enhanced contextual problem solving by engagement in design and build competitions: A case study-based review" (conference presentation). I Tuersley & K Mawson, HEA STEM Conference, Newcastle-upon-Tyne, January 31st–February 1st 2018. *Personal contribution estimated as 50%.*
 6. *From Six Sigma to Design for Six Sigma.* R. Banuelas, C. Tennant and I. Tuersley 5th International Conference on Quality, Reliability & Maintenance QRM 2004, Oxford University UK 1st-2nd April 2004, Edited G J McNulty, Publ. Professional Engineering 2004 pp131-134 ISBN 1 86058 440 3 *Personal contribution estimated as 40%. (Refereed)*
 7. *A Practical Calibration Process Using Partial Information for a Commercial Stewart Platform.* Kok-Soon Chai, Ken Young and Ian Tuersley Robotica (May 2002) Vol. 20 Issue 03 pp.315-322 Cambridge University Press (UK) DOI: 10.1017/S0263574701004027 *Personal contribution estimated as 50%. (Refereed)*
 8. *The Processing of a SiC / SiC Ceramic Matrix Composite using a Pulsed Nd-YAG Laser. Part II: The Effect of Process Variables.* I P Tuersley, T P Hoult & I R Pashby Journal of Materials Science 33 (1998) pp.963 – 967 *Personal contribution estimated as 80%. (Refereed)*
 9. *The Processing of a SiC / SiC Ceramic Matrix Composite using a Pulsed Nd-YAG Laser. Part I: Optimisation of Pulse Parameters.* I P Tuersley, T P Hoult & I R Pashby. Journal of Materials Science 33 (1998) pp.955 – 961. *Personal contribution estimated as 80%. (Refereed)*
 10. *Nd-YAG Laser Machining, SiC Fibre /Borosilicate Glass Composites. Part II: The Effect of Process Variables.* I P Tuersley, A P Hoult & I R Pashby. Composites Part A 29A (1998) pp.955-964. *Personal contribution estimated as 80%. (Refereed)*
 11. *Nd-YAG Laser Machining, SiC Fibre /Borosilicate Glass Composites. Part I: Optimisation of Pulse Parameters.* I P Tuersley, A P Hoult & I R Pashby Composites Part A 29A (1998) pp.947-954. *Personal contribution estimated as 80%. (Refereed)*
 12. *Processing of Polymer Matrix Composites using a Nd-YAG Laser.* I P Tuersley, & I R Pashby in *Lasers as Tools for Manufacturing II*, Leonard R. Migliore, Ronald D. Schaeffer, Editors, Proc. SPIE 2993, (1997) ISSN 0277-786X ISBN0-8194-2404-8 (Presented at SPIE Photonics West '97, 12th - 14th February 1997, San Jose, CA). *Personal contribution estimated as 80%. (Refereed)*
 13. *The Processing of a Magnesium-Alumino-Silicate Matrix, SiC Fibre GCMC using a Pulsed Nd-YAG Laser. Part II: The Effect of Process Variables.* I P Tuersley, A P Hoult & I R Pashby. Journal of Materials Science 31 (1996) pp.4121-4126. *Personal contribution estimated as 80%. (Refereed)*
 14. *The Processing of a Magnesium-Alumino-Silicate Matrix, SiC Fibre GCMC using a Pulsed Nd-YAG Laser. Part I: Optimisation of Pulse Parameters.* I P Tuersley, A P Hoult & I R Pashby. Journal of Materials Science 31 (1996) pp.4111-4119. *Personal contribution estimated as 80%. (Refereed)*
 15. *Nd-YAG Laser Interactions with CMC Materials.* I P Tuersley, A P Hoult and I R Pashby. 7th International Manufacturing Conference with China (IMCC 7) 19th-21st October '95, Harbin, China. Vol II pp.89-95 ISBN 962-367-189-X. *Personal contribution estimated as 95%. (Refereed)*
 16. *Processing Methods for Advanced CMC Materials Using YAG Laser.* I P Tuersley, A P Hoult and I R Pashby. 10th Int. Conf. on Composite Materials, (ICCM-10), Whistler, British Columbia, Canada, 14th-18th August 1995. Proceedings, Vol.III pp53-60. Publ. Woodhead, 1995. ISBN 1-85573-221-1. *Personal contribution estimated as 95%. (Refereed)*
 17. *The Machining of CMC Materials Using YAG Laser.* I P Tuersley, A P Hoult and I R Pashby. 2nd Int. Conf. on High Temp. Ceramic Matrix Composites (HT-CMC-2), Santa Barbara, Calif., 21-24th August 1995.

Ceramic Transactions Vol.58 (eds. A G Evans, R Naslain) pp349-354. Publ. American Ceramic Society, 1995. ISBN 0-944904-99-8. *Personal contribution estimated as 90%. (Refereed)*

18. *Review; Various Methods of Machining Advanced Ceramic Materials.* I P Tuersley, A Jawaid & I R Pashby; *Journal of Materials Processing Technology*, 42 (1994), pp377-390. Elsevier Science BV, SSDI 0924-0136(93)E0102-M. *Personal contribution estimated as 80%. (Refereed)*

19. *The Machining of Ceramic Matrix Composites - an Overview.* I P Tuersley, I R Pashby & A Jawaid; Proc. of the Sixth International Manufacturing Conference with China, 10-12th March 1993, Hong Kong. Vol.2, pp115-122. Eds. W S Lau, T C Lee & T M Yue. *Personal contribution estimated as 90%. (Refereed)*

20. *Silicon Nitride-Based Ceramics for Gas Turbine Applications.* I. P. Tuersley, G. Leng-Ward & M. H. Lewis; 3rd International Symposium on Ceramic Materials and Components for Engines; Las Vegas, Nevada; USA; 27-30 Nov. 1988., edited by V. J. Tenney (American Ceramic Society, 1989) pp. 856-870. *Personal contribution estimated as 70%. (Refereed)*

21. *High-Temperature Si₃N₄-Based Ceramics.* I. P. Tuersley, G. Leng-Ward & M. H. Lewis; *Advanced Engineering with Ceramics London*, 14-15 December 1989, p.231-246 Institute of Ceramics; Br.Ceram.Proc. No.46, April, 1990. *Personal contribution estimated as 70%. (Refereed)*

Research Grants and Contracts:

(Current projects only)

No	Date Awarded	Project Title/Details Duration of Award	Funding Body	Involvement PI?	Names of Other Holders	Total Awarded	Total to University if amount split
1	June 2017	<i>"The impact of academic texts readability on students' comprehension of and engagement with these resources."</i> 18 months	British Council	PI	-	£6.4k	N/A
2	May 2018	1 year	WIHEA (Warwick Uni)	PI	John Thornby	£5k	N/A

Number of postdocs:

One; Saeede Haghi from the Centre for Applied Linguistics (CAL), employed through Unitemps on above British Council- funded project.

TEACHING AND LEARNING

Departmental Duties:

	<u>Length of Course</u> (Contact hours)	<u>Number of Students</u> (approx) UG / PG
<p>Lecture Courses</p> <p>Module Leader:</p> <ul style="list-style-type: none"> ES194 'Introduction to Engineering Business Management' ES4B9 'Innovative Process Development' <p>Contributions to:</p> <ul style="list-style-type: none"> ES3D7 'Industrial Engineering' ES382 'Quality Techniques' ES428 'Exchange Reports' ES327 'Y3 Individual Projects' ES410 'Y4 Group Projects' [Director, 'Warwick Human-Powered Submarine'] 	<p>1 Term (20 hours)</p> <p>1 Term (20 hours)</p> <p>1 Term (1 hour)</p> <p>1 Term (4 hours)</p> <p>(N/A) (4 hours) 2 Terms (25 hours)</p> <p>2.5 Terms (25 hours)</p>	<p>320 (UG)</p> <p>29 (UG)</p> <p>40 (UG)</p> <p>60 (UG)</p> <p>4 (UG) 4 (UG)</p> <p>7 (UG)</p>
<p>Tutorials/Seminars</p> <ul style="list-style-type: none"> Y1 UG Weekly Tutorials Y2-Y4 Twice-termly tutorials WMG MSc Twice-termly tutorials 	<p>2.5 Terms (30 hours)</p> <p>(3 Terms) 18 hours</p> <p>(All year) 18 hours</p>	<p>UG: 14 Total (all SoE) 5 x Y1, 5 x Y2, 3 x Y3 1 x Y4</p> <p>PG: 4 x WMG FT MSc</p>
<p>Taught Masters Classes</p> <p>Module Leader:</p> <ul style="list-style-type: none"> ES949 'Applied Statistical Methods' (home and overseas delivery) <p>Contributions to:</p> <ul style="list-style-type: none"> ES965 'Problem Solving with Statistics' ES969 'Quality, Reliability and Maintenance' ES9V8 'Industrial Engineering' Research Methodologies ES961 'Logistics and Operations Management' [Seminars] 	<p>1 week block mode (27 hours) (+42 hours for each overseas running, if scheduled)</p> <p>1 week block mode (30 hours)</p> <p>1 week block mode (9 hours)</p> <p>1 week block mode (2 hours)</p> <p>3 day block mode (6 hours)</p> <p>0.5 week block mode (6 hours)</p>	<p>20 (PG)</p> <p>30 (PG)</p> <p>120 (PG)</p> <p>90 (PG)</p> <p>40 (PG)</p> <p>60 (PG)</p> <p>40 (PG)</p>
TOTAL	287 contact hours	

Research Supervision:

Current Research (MPhil/PhD) Students

<u>Individual (unnamed)</u>	<u>Start Date</u>	<u>Qualification aimed for</u>	<u>Anticipated Completion Date</u>	<u>Individual/Joint Supervisor</u>
A	Oct 2001	EngD	June 2005	Joint
B	Oct 2017	PhD	September 2021	Joint

Number of successful research students since 2004: 1

Number of unsuccessful research students since 2000: 0

NB Whilst not supervising many doctoral students I have been the Examination Advisor for ten doctoral vivas at Warwick in the last eight years and the External Examiner for three others.

Course Project Supervision:

WMG FT MSc Projects: Typically 3 students each year.
ES327 Individual Projects: Typically 5 students each year.
ES410 Group Projects: Project Director for 'Warwick Human-Powered Submarine' project, typically 6-8 students each year.

Also occasional WMG industry –based programme (e.g. SAFEA, MPP) Master's project supervision as required.

In the period covered by my last PDR I supervised a total of 15 project students on various taught programmes. Of these, 12 achieved the highest grade (either a First (UG) or Distinction (PG) for their project submission.

Other Teaching:

- **External Examiner** to Swansea University's MSc *Engineering Leadership & Management* programme (Sept. 2017 – present).
- **External Examiner** to Liverpool John Moores University's BEng and MEng *Manufacturing Systems Engineering* programmes (both UK and Shanghai, China –based; Oct. 2017 – present).
- **External Examiner** to Queen's University, Belfast's MSc in Mechanical Engineering with Management (January 2019 – present).
- Annual contributor to the SoE 'Headstart' courses, introducing 16-17 year old schoolchildren to STEM HE education.
- October 2018 invited to deliver 'expert' workshop entitled 'Teaching Engineering in HE' in Cape Town, South Africa as part of Royal Academy of Engineering (RAE) project.

IMPACT, OUTREACH AND ENGAGEMENT

- I have not only attended but presented at a range of conferences, in the past in my former research area of ceramic materials science but more recently on pedagogical issues. Recent presentations include:
 - "Developing leadership skills through competition-based group projects". I Tuersley & J Thornby, Advance HE STEM Conference, Birmingham, January 30th – 31st 2019. *Personal contribution estimated as 80%*.
 - "Improved engagement via *Authentic Assessment in STEM*". J Thornby, M Gillie, L Pecchia, I Tuersley & R Kitson, Engineering Professors Council (EPC) Recruitment and Admissions Forum,

Sheffield, 14th November 2018. *Personal contribution estimated as 50%.*

- “*Authentic Assessment in STEM*”. J Thornby, M Gillie, L Pecchia, I Tuersley & R Kitson, Warwick Education Conference, 15th May 2018. *Personal contribution estimated as 20%.*
- “*Enhanced contextual problem solving by engagement in design and build competitions: A case study-based review*”. I Tuersley & K Mawson, HEA STEM Conference, Newcastle-upon-Tyne, January 31st–February 1st 2018. *Personal contribution estimated as 50%.*

- For the period 2015 to 2018 I was appointed as a **Foundation Fellow of the Warwick International Higher Education Academy (WIHEA)**. In this position, I led the Teaching Recognition & Reward (TR&R) Learning Circle which produced a briefing paper advising the Provost’s Committee reviewing **Parity of Research & Teaching / Teaching Career Development**. This resulted in the introduction of revised promotional criteria across all academic roles. As part of this work, I organised a WIHEA seminar in December 2017 with key note presentations from Prof Dilly Fung (UCL), Prof Steve McHanwell (Newcastle Uni.) and Mr John Brady (HR Director, Reading Uni.) to speak on the theme of reviewing the promotional pathway for teaching staff. This was well attended and deemed a great success – with significant impact upon the institutional review of the issue.
- I am a member (since March 2018) of the Institution of Marine Engineering, Science and Technology (IMarEST)’s Professional Affairs and Education Committee (PAEC), responsible for the accreditation of maritime-based engineering degrees internationally.
- I am a committee member of the Midlands branch of IMarEST (since June 2017), in which role I am actively involved in both the organisation of and attendance at their programme of regional lectures, typically six each year on topics ranging from the ‘Quicksilver’ project attempt to regain the world water speed record for Britain to the specification and build of the Queen Elizabeth – class aircraft carriers. These provide excellent CPD material for the region’s Chartered Engineers from a range of disciplines and aspiring student members alike.
- In November 2019 I was appointed as a Registrant Member (on behalf of the IMarEST) of the Engineering Council’s Engineering Accreditation Board (EAB).
- I served as a reviewer for the HEA /Advance HE Global Teaching Excellence Awards (GTEA) 2018.
- I served as a reviewer for the European Society for Engineering Education SEFI Conference 2018.
- I was on the organising committee for Warwick Education Conference in both 2018 and 2019.
- In October 2018 I was invited to deliver an ‘expert’ workshop entitled ‘Teaching Engineering in HE’ in Cape Town, South Africa as part of Royal Academy of Engineering (RAE) project.
- I am engaged with the Engineering Professors’ Council (EPC), including conference presentation mentioned above.
- The ‘Warwick Human-Powered Submarine’ student project, for which I am the academic Project Director has achieved significant recognition both nationally and internationally. It has taken part in the International Submarine Race (ISR) and the European equivalent (eISR) competitions in each of the last seven years, alternately the Cardarock Naval Base in Maryland in the United States and at Gosport in the UK. The team have won the following awards in recent years:
 - 1st Place “Innovation Award” (including \$1,000 prize) in the US competition in 2015,
 - ‘Best Design Report’ in the UK competition in 2016,
 - 1st Place “Best Use of Composites Award”, 1st Place “Best Design Outline Award” and 3rd Place Speed Award in the US competition in 2017,
 - 1st place “Smooth Operator Award” (recognising the overall effectiveness of the team in competition) in the US competition in 2019.
 - Winner of the IMechE’s European Maritime Education, Research and Innovation (MariFuture) 2019 Maritime Innovation prize.

Warwick are currently UK champions, against more established ‘marine engineering’ institutions such as Bath and Southampton Universities. The success of the teams’ activities over the last seven years have featured on regional radio, television and press as well as in a number of prestigious publications such as the Royal Academy of Engineering’s *Ingenia* magazine [September 2017 edition].

- I was an early and enthusiastic adopter of *Responseware* in my lectures, such that I became regarded as a ‘campus champion’ and was asked to present my experiences with this technology at two faculty

'Teaching & Learning Showcase' events. I have made similar presentations at these events on other topics (e.g. the use of Perception software for assessments and the use of web forums with mass cohorts) to encourage best practice in teaching.

- The impact of my excellence in teaching has been recognised by various awards:
 - In November 2019 I was nominated for the Institution of Marine Engineering, Science and Technology (IMarEST)'s **'Award for Outstanding Contribution to Marine Education'**. This is the most prestigious award for education awarded by this international, professional Engineering Institution. (Winner of the award to be announced in February 2020)
 - In June 2018 I was awarded a **Warwick Award for Teaching Excellence (WATE)** – Warwick University's highest award for teaching excellence.
 - I was the **Science Faculty winner of the 'Fabulous Feedback' competition**, recognising members of staff providing exemplary feedback. As a result of this competition, this (and many other ideas) were disseminated to colleagues via a podcast I recorded with the two other Faculty winners: (https://warwick.ac.uk/insite/news/fabulousfeedback_podcast/)
 - I have been the SoE's **'Lecturer of the Year (Years 1 and 2)'** (student nominated) in both 2012 and 2013; nominated for the Warwick Staff awards **'Outstanding Contribution to the Student Experience'** in 2014; WMG Star Awards (**Highly Commended – Contribution to Education Excellence**) in 2014; SoE's **'Lecturer of the Year (Year 1)'** (student nominated) in 2016 and WATE-nominated in each of the last 6 years.
- I am an enthusiastic leader of various Outreach / Widening Participation activities, including the following:
 - I have been a regular contributor over the last ten years to the School of Engineering's 'Headstart' programme, delivered for the Engineering Development Trust (EDT) each summer. This provides engineering taster courses to encourage young people into technology-based careers.
 - I have hosted visits to WMG and the School of Engineering for schoolchildren from disadvantaged backgrounds to introduce them to the opportunities of a career in Engineering. I have also (working with Nick Barker from the Chemistry Department) engaged in significant Outreach activities with the school that he is seconded to (Hollymount School, Worcester); taking STEM activities to the school to encourage participation in HE STEM amongst children from a severely disadvantaged background.
 - The 'Warwick Human-Powered Submarine' student project, for which I am the academic Project Director is a frequent feature of both University and external outreach events, promoting Engineering degree courses to aspiring young engineers and the wider public. Examples include the Warwick Festival of Science, the 'Imagineering' festivals and the 'Big Bang' Fair national events.
- I am a member of the Lord Rootes Memorial Fund Committee (LRMC), responsible for the allocation of ~£80k each year (arising from a £1M trust fund) for Warwick University student – proposed projects aimed at promoting initiative and personal development.

COLLEGIALITY, LEADERSHIP. MANAGEMENT

Since 1998, over and above my module leadership responsibilities I have assumed management roles for various degree programmes, administrative duties and wider university responsibilities as detailed below:

- Nov. 2017 – present: Faculty of Science, Engineering and Medicine (SEM) Student Engagement Coordinator.
- February 2017 – July 2019: Director of Undergraduate Studies for the School of Engineering.
- 2012 – 2017: Chief Exam Secretary for the School of Engineering.
- September 2015 – Nov. 2017: Faculty of Science SSLC Convenor.

- 1998 – 2017: Degree Stream Leader for WMG’s Full-Time MSc in Engineering Business Management (EBM). For many of these years this was consistently the highest-recruiting degree stream within the WMG FT MSc programme (typically ~120 students per year).
- 2010 – 2018: Degree Stream Leader for the School of Engineering’s equivalent UG (BEng) degree.
- 1996 – 2008: Academic Convenor for the WMG FT MSc Student-Staff Liaison Committee (SSLC)

See previous sections of this CV for key achievements and responsibilities within these roles.

As a direct consequence of these roles, I serve on the following Departmental, Faculty and University committees:

University:

- Student Learning Experience & Engagement Committee (SLEEC): Responsible for developing and overseeing implementation of strategic planning of the Warwick Student Learning Experience and students’ engagement with learning opportunities.
- Academic Representation Transformation Project Steering Group
- Academic Integrity Subgroup of SLEEC
- Student Experience Network
- Member of organising committee for the Warwick Education Conference in both 2017-18 and 2018-19.

Faculty of Science, Engineering and Medicine:

- Faculty of Science, Engineering and Medical Education Committee (SEMEC): Responsible for Faculty-level implementation of the University Education Strategy. Making recommendations to the Board of the Faculty in relation to the development of education policy and practice and to advise and report to the Board of the Faculty on all matters relating to the organisation of teaching including curricula, assessment, examinations and wider student experience.

School of Engineering (SoE):

Until July 2019 (when I handed over the role of Director of UG Studies for the School of Engineering) I had the following responsibilities associated with that role:

- Planning & Operations Committee (POC - Chair): The SoE committee ensuring that regular teaching activities are in-hand and identify the need for trouble-shooting and resolution of urgent operational matters. Providing important but less time critical items to TEC (Teaching Excellence Committee) or SMC (School Management Committee - resources). Covering:
 - The creation and maintenance of the Teaching Activities calendar, ensuring that changing priorities are effectively actioned.
 - Standing agenda items include: Health and Safety, Resources (IT, Teaching Labs,), Academic administration.
- Teaching Excellence Committee (TEC): The SoE committee enabling enhancement in teaching and learning; including improving student satisfaction in the broadest sense, monitoring and improving TEF metric performance. Covering:
 - Student satisfaction: NSS, PTES, PRES, Module surveys, SSLC items.
 - Student Performance: assessment (and feedback), progression, non-completion rates, mitigating circumstances and appeals data.
 - Employability: Placements and Internships, Careers, DHLE data

- Enhancement Initiatives: such as lecture capture and alternatives, peer observations trends, assessment and feedback project.
- Education Strategy implementation: internationalisation etc.
- Course and Module Approval Committee (CMAC): Responsible for ensuring that the SoE's taught programmes are fit for purpose, fulfil PSRB requirements, and meet the strategic needs of the School. It ensures that academic regulations pertaining to curriculum are implemented. Covering:
 - Approval of new courses and modules.
 - Withdrawal or suspension of modules.
 - PSRB Actions.
 - External Examiner responses
 - University Regulation implementation.
 - School Regulation implementation and student handbook approval
- Computer Systems Engineering Steering Committee (CSESC): Responsible for the strategic management of the joint degree course run between the School of Engineering and Department of Computer Science.

WMG:

- Discipline Group Leader (DGL) for Operations and Business Management.
- Undergraduate Operations Committee (UOC): Responsible for addressing the day-to-day issues arising from the WMG undergraduate programs.
- Undergraduate Executive Committee (UEC): Responsible for the strategic management of WMG's undergraduate course development, Teaching Quality Assessment, institutional review and accreditation etc.

As evidence of my leadership of strategic change at a University level:

- 2015 – 2019: I was integrally engaged in the validation of the new Herefordshire University programme ('NMiTE') since its inception. This included my involvement in the initial 'Ignite Workshop' working group in July 2015 and a number of related meetings since, leading on the Warwick activity in the market research activities in November 2017 and subsequently being a principal reviewer for the modules and courses in the proposition.
- 2015 – 2018: Leadership of WIHEA Teaching Recognition & Reward Learning Circle. Undertook a project guiding the institutional review of parity of research and teaching / teaching career development. This involved working with colleagues from across many Schools and Departments and the University Provost and resulted in a major institutional revision of the criteria for academic promotions, with particular emphasis on improvements for those on the Teaching and Teaching/Research pathway.
- Panel member for the 2017 ITLR (covering the Academic Office, Graduate School and Office for Global Engagement).
- Panel member for the Autumn 2018 and 2019 round of Teaching Excellence Group (TEG) departmental reviews (covering the Departments of Chemistry and Philosophy, PPE & PPL, School of Law and WBS).
- Panel member for Education Experience Monitoring (EEM) May 2018 (covering the Politics & International Studies Department (PAIS)).
- My inclusion on the Academic Quality Standards Committee (AQSC, 2015-18) covered much of the period that helped to develop the University's current Education Strategy.
- My current inclusion on the Student Learning Experience and Engagement Committee (SLEEC) is addressing the delivery of key aspects of the University's Education Strategy such as the

transformation of student academic representation and gender - and BAME – related attainment gaps in the student experience.

- I am currently serving on the Academic Integrity Working Group: Responsible for reviewing the University's procedures for investigating and addressing accusations of plagiarism and cheating in credit-bearing assessments.

Beyond the University, I hold positions with the following national/international responsibilities:

- June 2017 – present: Member of Midlands branch committee of the IMarEST. As well as governing the local branch affairs of this international Institution, we are responsible for the provision of a significant programme of regional lecture presentations (typically 6 each year) with full CPD-credit bearing relevance to the marine engineering sector, each one being video recorded and uploaded to the web for international dissemination.
- March 2018 – present: Committee member of the IMarEST's Professional Affairs and Education Committee (PAEC) and since March 2020, Vice-Chair. Responsible for the overseeing the Institutional accreditation of marine-related degree programmes internationally and other aspects of professional education for this sector.
- November 2019 – present: Registrant Member (on behalf of the IMarEST) of the Engineering Council's Engineering Accreditation Board (EAB), with responsibility for the overseeing the Engineering Council registration of Engineering Institutions and other aspects of professional education for this sector.
- February 2019: Advance HE STEM Dean's Summit, an invitation-only panel addressing subject-level TEF and Gender Issues in STEM.
- September 2019: Education Strategy Forum, an invitation-only forum addressing current developments such the development of AHEP in line with UK-SPEC.

As evidence of my engagement in the professional development of colleagues:

- I am engaged in both the mentoring and assessment of colleagues in their applications for the various grades of Fellowship of the Higher Education Academy (HEA – now 'Advance HE') against the Professional Standards Framework (PSF) for the accreditation of Teaching in HE.
- I am a mentor for colleagues in their applications for Chartered Engineer status under the Monitored Professional Development (MPDS) scheme.
- I have been on the organising committee for the Warwick Education Conference in 2017-18, 2018-19 and 2019-20. This has involved leading on workshops encouraging colleagues to engage in the publication and presentation of pedagogical research.
- In 2018 I was engaged in an HEA Pilot Course for External Examiners and the working group to test and review an online version of the course.
- I have been a reviewer for the Advance HE 2018 Global Teaching Excellence Awards (GTEA) as well as both the 2017-18 and 2018-19 SEFI Conference – the European Society for Engineering Education.

Date Curriculum Vitae Prepared:

November 2019