



A GOLDEN YEAR

THE WARWICK INTERNATIONAL HIGHER EDUCATION ACADEMY

ANNUAL REPORT 2023



WELCOME FROM THE DIRECTOR

Welcome to another exciting overview of WIHEA's greatest achievements over the past year, collated for you in this Annual Report 2023.

For anyone in higher education, it has been a year of adjustments, new beginnings, and transformative innovation. WIHEA Fellows, working alongside members, students and colleagues across Warwick, have demonstrated once again the extraordinary impact of informed educational leadership in the development of institutional and sector-wide policies and practices that enable excellent and inclusive learning experiences. Their work has played a crucial role in our renewed strong performance in the National Student Survey (NSS) and in attaining our remarkable Teaching Excellence Framework (TEF) outcome - they are our GOLD!

Our Learning Circles have continued to research and collaborate to generate valuable knowledge, guidance, and resources on themes of utmost importance. They have navigated novel post-pandemic situations and explored the associated challenges and possibilities: from understanding how to optimise and embed online learning and blended strategies, to ensuring the physical and mental wellbeing of students and staff; from working to create more inclusive and equitable education, to promoting sustainability and raising environmental awareness; from responding to the rapid evolution of AI, to preparing students for the changing job landscape; and from finding ways to mitigate the impact of the financial crisis on learning, to addressing the demands of new and existing regulatory frameworks.

We have successfully strengthened and developed our external partnerships to provide staff and students with broader global perspectives and enhanced learning experiences, and have continued to invest in development opportunities, strategic internal projects, and external collaboration projects, which are essential for maintaining our outstanding quality of education.

Alongside local events, this year we hosted two highly successful online seminars on *Inclusive Assessment* and *Artificial Intelligence, Race and Racism*, which enabled hundreds of participants worldwide to connect with each other.

Last but not least, our Inaugural Lectures series, relaunched in hybrid format and live-streamed around the globe, has been a highlight of this year, offering wonderful opportunities to celebrate WIHEA Fellows' promotion to Professor.

As we approach the start of a new academic year, I would like to congratulate Professor Lorenzo Frigerio on his recent appointment as Pro-Vice Chancellor (Education) and welcome him as the new Chair of the WIHEA Advisory Group. We all look forward to working with him to ensure the continued success and excellence of education at Warwick.

I am also happy to extend an official welcome to Jess Humphreys, who joined the WIHEA team as Deputy Director in January 2023. I shall entrust the leadership of WIHEA to her capable hands during my absence as I take on a fixed-term secondment as Academic Director, Learning and Teaching at Monash University.

Ad maiora!

Professor Letizia Gramaglia, PhD, PFHEA, NTF
Director of the Warwick International Higher Education Academy (WIHEA)



WELCOME FROM THE DEPUTY DIRECTOR

Having been an active advocate and supporter of WIHEA since its inception, I have witnessed its impact on both individuals and the institution. First as a Fellow and then as an Alumna, I have worked alongside and collaborated with many creative, inspirational colleagues on numerous projects and Learning Circles. As Deputy Director, I have had the joy and privilege to work with Leti, Lisa, Michelle, and the team, gaining new insights into the amazing work that goes on behind the scenes to make WIHEA what it is. I have developed a new-found appreciation for the work that takes place in this space, and am delighted to be able to contribute to it. For those who do not know me, my background is in academic development, with a particular interest in co-design and digital education.

In WIHEA I continue to do what I love doing - making connections, collaborating, and leading change. As part of my new role, I have been meeting with Learning Circle leads, and finding out first-hand the impact of work by Fellows, Alumni and Members, from establishing new policies to creating spaces for discussion, from developing student-led projects to instigating staff networks.

As we enter an exciting new phase at Warwick, I look forward to playing my part in guiding WIHEA towards further connections and collaborations, building on a collective leadership that reimagines the future of education in HE and tackles all the opportunities and challenges that arise.

Jess Humphreys SFHEA, SCMALT
Deputy Director of the Warwick International Higher Education Academy (WIHEA)

CHAMPIONING THE STUDENT VOICE

WIHEA encourages the active involvement of students as learners and partners, and student voice and co-creation are at the heart of our ability to enhance, innovate, and excel.

Yinka Aresa, a joint-honours undergraduate in History and English and WIHEA Student Fellow 2021/22, exemplifies how students can engage with their WIHEA Fellowships and truly make a difference to learning and teaching practices here at Warwick. Yinka co-led a funded project, [Operation Seminar](#), which drew on student and staff experiences of seminars to make these learning events more inclusive, productive, and engaging. Commenting on the project and his collaborative partners, Yinka said:

'Last year, as a WIHEA Fellow, my research project on the productivity of seminars in higher education was generously funded by WIHEA. In completing this research, we produced three reflective podcast episodes about the seminar experiences of first-year to final-year students. We also created a research document and worked with over 300 students and staff across Warwick. It has been an incredible journey working on and completing this project. You can go to the WIHEA website to listen to the podcast episodes and read about the research.'

I would like to take a moment to express my heartfelt gratitude to everyone who has contributed to its success. First and foremost, a huge thank you to Dr John Kirkman from the Academic Development Centre for being my staff support throughout this project. Thank you to both my heads of department, Professor Emma Mason (English and Comparative Literary Studies) and Professor Tim Lockley (History), for supporting the project.

Thank you to the English Department for their support throughout the project in hiring and remunerating the student coordinators and booking studio spaces for podcast recordings. Thanks also to the History Department, Rebecca Stone, Sarah Richardson, Claire Woodrow, Lydia Plath, and all the tutors on the 'Making of the Modern World' module. The tutors' collaboration on the module has been crucial to us gathering key information on student responses to seminar experiences, ensuring inclusivity, productivity, and effectiveness from all first-year History students. Without your input, this project would not have been possible.

I would also like to extend my appreciation to my exceptional student coordinators: Alex Campbell, Alex Barrett, Rowchell Green, Jessica Anderson, Dianne Danquah, Nosa Charles-Novia, Rhea Patel, Ezra Olaoya, and Maureen Onwunali. Your dedication in collecting and interpreting data from your respective departments, as well as your own personal reflections, have been invaluable. Thank you to the Student Staff Liaison Committee (SSLC) and its members from all departments involved in the project, with a special mention to English and History, whose efforts in spreading awareness and ensuring survey responses are greatly appreciated.

Last but not least, I would like to express my deep gratitude to the WIHEA team for accepting my proposal and enabling the project's completion. Professor Letizia Gramaglia and Lisa Drummond, your guidance and support from the very beginning have been priceless. My time as a WIHEA Fellow has been a transformative learning experience, allowing me to witness the remarkable work being done in higher education across the UK, and particularly at Warwick, in the realm of diversity and inclusion. Participating in Learning Circles, notably the [Anti-Racism Pedagogy and Process in HE](#) and [Internationalisation Circles](#), has enriched my understanding and knowledge.

With the findings from this project, I hope we can bring about meaningful changes that empower students to voice their opinions and enhance their academic growth. My aspiration is for this project to contribute to the development of modules and ongoing advancement of diversity and inclusion in seminars. Once again, thank you to each and every one of you who have been part of this journey. Your support, collaboration, and dedication have made a lasting impact, and I am truly grateful.'



Yinka Aresa
History and English Undergraduate Student and WIHEA Alumnus

HOW THE ACADEMY WORKS

Founded in September 2015, the Warwick International Higher Education Academy (WIHEA) is a beacon of educational excellence, both internally and externally. Its threefold mission is to impact on institutional-level learning and teaching development, impact on Fellows' career and professional development as educational leaders, and enhance Warwick's national and international impacts for Warwick within the higher education arena.

WIHEA currently has 84 [Fellows and 116 Alumni](#), both staff and students, who have shown leadership in education, present a strong academic voice within the University's ambitious educational agenda, and together deliver WIHEA's remit to enhance learning, teaching, and student engagement at Warwick through collaboration, research, and policy influence.

Staff and Student Fellows are selected through a competitive application and nomination process, and commit to making an institutional contribution to learning and teaching. Staff Fellows remain in role for three years and Students for one year, following which they become WIHEA Alumni. Fellows meet regularly online and on campus, and are joined several times a year by Alumni at WIHEA networking sessions. These sessions provide opportunities to share expertise, experience, and practice, as well as updates on institutional and national developments, new research, and emerging topics of interest. Since 2020, WIHEA has also been welcoming a growing number of [Members](#), both at Warwick and externally, who participate in events and collaborate with Fellows on projects and other activities.

[Learning Circles](#) (led by Fellows or co-led by Alumni) are formed to gather intelligence collaboratively and share their findings to further the development of strategy on institutional practice and policy. Members of the Learning Circles research and debate key strategic topics, often resulting in policy proposals and good practice guidance. Being part of Learning Circles enables WIHEA Fellows to enhance their competence to address current challenges and identify new opportunities in higher education.

[WIHEA project funding](#) enables collaborative partnerships between staff and students to directly influence and improve the learning experience, by recognising, developing, and embedding impactful academic practices that provide opportunities for students to 'learn beyond boundaries'. WIHEA encourages proposals for development and dissemination projects that result in guidance and resources for departments, programme teams, and individuals on strategic themes such as internationalisation, interdisciplinarity, student research, student engagement and inclusion, digital education, assessment, educational leadership, and curriculum development. The recently introduced External Collaboration Fund encourages collaboration with external partners to enhance inclusive education, blended learning and assessment, sustainability in education, and student and staff wellbeing.

Our [Masterclasses](#) provide opportunities for Fellows to share their findings from Learning Circles and projects more widely with colleagues across the institution and beyond.



Impact on an institutional level

WIHEA's continuing growth and collective achievements are evident in the number of communities of practice that have been formed to advance teaching (Learning Circles and funded projects). WIHEA aims to increase cross-institutional expertise on a wide range of themes through the activities outlined above. Fellows bring in knowledge, often from their own disciplines and contexts, and commit to rigorous processes of institutional and pedagogical research to inform both local and sector-wide debates.



Impact on Staff and Student Fellows' career and professional development

Staff Fellows are based in both academic departments and professional services. Fellows from professional services are often 'third-space professionals', based in the administrative structure but working with direct impact on students and academic practices. In their impact statements later in this publication, the Fellows relate in their own words the impacts of their Fellowships on their careers and professional learning. Strikingly, their accounts show how interdisciplinary and cross-disciplinary engagement has led to a more critical understanding of pedagogy and practice, leading to change in both their own and their departments' teaching and student support. Many Fellows have achieved external recognition, and almost all Fellows acknowledge that receiving project funding, participating in or leading Learning Circles, and being involved in governance and policy development have enhanced their promotion prospects.

WIHEA has had a significant impact on progress toward parity of esteem by establishing a prestige economy in teaching akin to prestige mechanisms in research, and celebrating annually the increasing number of Fellows who successfully achieve academic promotion, with a noticeable increase in Teaching-Focused Professors in the last few years. Twenty-five Fellows have become Professors during the eight years of the Academy's existence, and several Fellows are part of the Education Strategy Group, supporting the strategic leadership of education at Warwick.

Another advantage of Fellowships is that Fellows are well-informed of pedagogical and institutional developments, enhancing their position and standing within their academic and professional service departments. Student Fellowships provide students with unique opportunities to participate in exchanges, projects, and Learning Circles, and to propose learning and teaching policy or develop new academic practice that enhances the student experience and student outcomes. They also develop an impressive range of skills, knowledge, and experience during their time at Warwick.



National and international impact

WIHEA has been sharing its learning, experiences, and ways of working with other UK higher education institutions that are looking at emanating the academy model. The Academy at Warwick is partnered with the Monash Education 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 the two universities meet with their counterparts to set up projects to broaden the curriculum or introduce new teaching approaches.

National and international experts have been invited to engage in our high-level seminars and make short visits. [WIHEA Seminars](#) and supported events attract external attendance and further build our community of external Members. The External Collaboration Fund continues to strengthen collaborations with other universities.

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. WIHEA Fellows' participation helps them to develop their expertise in areas that either explore new opportunities or tackle challenges faced by Warwick and/or other higher education institutions around the world.

At the start of September 2022, WIHEA had 16 Learning Circles and two Staff Networks/Forums. The latter are formed when Learning Circles have either achieved their intended main objectives or developed spin-off activities, so that further progression can continue independently and be embedded across the institution. The WIHEA Learning Circles were: [Anti-Racist Pedagogy and Process in Higher Education](#); [Authentic Learning](#); [Co-creation](#); [Diverse Assessment](#); [Enhancing the VLE](#); [Inclusive Policy and Practice for Disabled Students](#); [Interdisciplinarity](#); [Internationalisation](#); [Neurodiversity and the Student Experience](#); [Pedagogic Research in Higher Education](#); [Pedagogies of Public and Community Engagement](#); [Peer Mentoring](#); [Restorative Justice in Higher Education](#); [Teaching Recognition & Reward](#); [Trans & Queer Pedagogies](#); and [Wellbeing Pedagogies](#). The Staff Networks/Forums were the [Peer Dialogue Staff Network](#) and the [Anti-Racist Pedagogy Teaching Forum](#). In addition, the following four new Learning Circles were launched during the year.

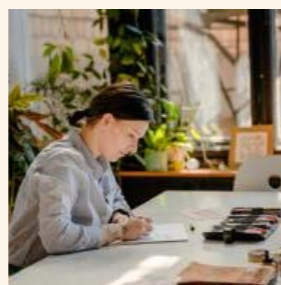


Designing and Assessing Group Work

Students in most disciplines will experience assessed group work at some point in their learning journey. This may lead to rewarding outputs, but may also create tensions and challenges. This Learning Circle explores how these challenges might be alleviated, and how to make group work fairer in the assessment process. It is co-led by Dr Dot Powell (WBS) and Amy Stickels (WFS).

Developing Academic Literacies

A research project conducted by English for Academic Purposes (EAP) staff in Warwick Foundation Studies revealed overwhelming demand to develop ways to help students from all backgrounds to develop their academic literacies. This Learning Circle aims to bring subject specialists together to explore how best to address students' academic literacy needs and enhance the support available. It is co-led by Dr Alexander Smith (Sociology) and Dr Susie Cowley-Haselden (WFS).



Lecture Capture

Originally co-led by Chih-Hsiang Lo (Warwick SU), Jess Humphreys (ADC), and Dr Tom Ritchie (Chemistry), this Learning Circle was formed in November 2022 to provide recommendations on use of lecture capture at Warwick to inform policy and guidance. It has achieved its intended aims, and its outputs are explained in the 'Key WIHEA Outputs' section of this report.

Review of Self-Certification Policy & Procedures

One of WIHEA's newest Learning Circles, this will evaluate the self-certification procedure and policy across different departments by obtaining evaluation data on the 'lived experience' from both our student community and departments, and exploring the implications of self-certification for different assessment strategies. The intention is to prepare both a guidance document and a training resource for students. This Learning Circle is co-led by Prof Andrew Clark (Chemistry) and Dr Leda Mirbahai (WMS).



2022/23 FUNDED PROJECTS

WIHEA project funding enables collaborative partnerships between staff and students to directly influence and improve the learning experience through recognition, development and embedding of impactful academic practices that provide opportunities for students to 'learn beyond boundaries'. WIHEA encourages proposals for development and dissemination projects that result in guidance and resources for departments, programme teams, and individuals.

Alongside support for internal projects, WIHEA has run an External Collaboration Fund, encouraging collaboration with external partners to enhance inclusive education, blended learning and assessment, sustainability in education, and student and staff wellbeing. The project summaries over the next few pages share the wide range of topics covered by the internal and external projects that WIHEA has supported this year.

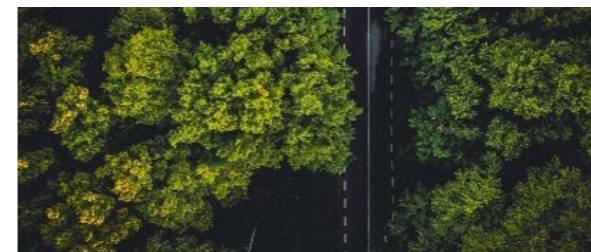
INTERNAL PROJECTS



Virtual Reality for Small Group Facilitators: Understanding Experience of Minoritised Groups

Co-led by Dr Leda Mirbahai (WMS) and Prof Kate Owen (WMS)

Students have reported that facilitators in small group sessions do not always intervene when either microaggressions occur or cultural explanations are requested of students. This project explored facilitators' concerns and barriers to action, which will lead to the development of a student-devised training package that uses virtual reality to help facilitators understand the impact on students and support their development in this area.



Warwick Sustainability Challenge (WSUsC)

Co-led by Dr Lory Barile (Economics) and Dr Bo Kelestyn (WBS)

Building on the success of the WIHEA-funded 'Warwick Sustainability Challenge (WSUsC): A Curriculum-Campus-Community Approach to Sustainable Teaching and Learning', this project continued to strengthen Warwick's reputation as a leading institution in enhancing best practices to transition to net zero, as well as a thought leader in applying design thinking, through consolidating these best practices with internal and external parties.



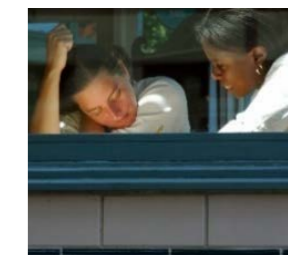
Student-Led Curriculum Design in Joint Degrees

Co-led by Prof Benjamin Ferguson (Philosophy) and Dr Laura Gelhaus (Politics)

This project is developing a model for student-staff co-creation of an interdisciplinary modular curriculum for joint degrees. It involves students in developing their own joint degree programmes, thereby enhancing their student experience. By including a broad range of stakeholders from different social science departments, the project will produce a truly interdisciplinary curriculum, led by existing excellence in disciplinary and interdisciplinary research.

Informing Pedagogy: Understanding and Acting on International Students' Learning Strategies

Co-led by Anna Tranter (WFS) and Miriam Schwiening (Applied Linguistics)



An underlying principle of this project is that students' existing study strategies, normally developed in their home countries, are central to shaping the pedagogical space of internationalising the curriculum. This project will enable students to share their skills with fellow students and staff, and influence learning and teaching strategies. The project aims to support teachers by raising awareness of pedagogies that our international students tell us work for them, and creating resources that benefit these students' learning strategies.



The Language of the Marginalized

Co-led by Kat Halliday (Library) and Sara Abdel Ghany (Politics and International Studies)

The Global South Literary Festival celebrates peripheral voices and their stories of joy, struggle, success, survival, and diaspora. It aims to attract writers, artists, and thinkers based in and beyond Warwick, and offers a platform for constructive, cross-disciplinary discussions, with language and the arts playing crucial roles in (re-)signifying difference and solidarity. Building on the Global South Initiative's extensive network of academics, students, and artists in the UK and abroad, this project has hosted and planned several events, including readings, workshops, an exhibition, and a two-day literary conference on campus.



How Can Digital Media Enhance Students' Mastery of Troublesome Knowledge?

Co-led by Edwina Jones (WMG) and Will Haywood (Centre for Teacher Education)

This project examined the affordances of digital media in supporting students' investigations of troublesome knowledge, and aimed to enhance students' mastery of threshold concepts in their disciplines. Resources will be developed for use either within a course as part of a blended teaching approach, or as a more general teaching resource.



Learner Experience Design Symposium and Toolkit

Co-led by Dr Lory Barile (Economics), Jess Humphreys (WIHEA/ADC) and Dr Bo Kelestyn (WBS)

This project brought together staff and students with expertise in design thinking from across the HE sector to develop a shared language and knowledge around learner experience design. The team is producing a toolkit to support staff and students involved in gathering learner experiences and co-creating new learner opportunities, which will be disseminated in the near future.



Building Values-Based Learning and Pedagogy in Sports Coaching

Co-led by Amy Stickels (WFS) and Youn Affejee (WMG)

Engagement in sport benefits health and wellbeing, but joining a sports club can be daunting, while coaching participants of mixed abilities can be challenging. This project created a coaching training course, online resource bank, and community of practice for SU sports societies' executive members who coach, to support and build their confidence, knowledge, and skills in their coaching roles.

The Meaning of Excellence in Learning and Teaching to Students

Co-led by Dr Claudie Fox (Psychology) and Dr Martyn Parker (Statistics)



Understanding of excellence, at Warwick and more widely, influences policy and whether awards or promotion are granted. This project aimed to capture how students perceive and define excellence in learning and teaching, in order to enhance the student voice and ensure that we recognise learning and teaching excellence in a meaningful way for students. Responses to an online survey indicated that students most strongly agreed that excellence is demonstrated by lecturers teaching effectively, providing good-quality feedback, supporting student wellbeing, creating opportunities for students to thrive, and, for PGT students, active student learning through enquiry. Focus groups further explored each of these areas, and students generated examples of what these might look like in practice. Students' perceptions, themes, and examples of excellence were collated to produce invaluable resource documents for evaluation of existing activities, development of new pedagogic practice, and building promotion cases, inclusive of student views. The online resources will be hosted on the WIHEA and promotion webpages, and will feed into the Warwick Awards for Teaching Excellence (WATE).

Internationalising the Curriculum: Globally Inclusive Educational Design

Co-led by Dr Ross Forman (English) and Dr Bryan Brazeau (Liberal Arts)



This project asks how we can create a truly inclusive global curriculum across disciplines within our pedagogical design and development. The aim is to produce quantitative and qualitative data that will help develop a shared and dynamic understanding of internationalisation, within the University and in the wider region, in order to support Warwick's internationalisation strategy and position it as a regional leader.

AI for Good: Evaluating and Shaping Opportunities of AI in Education

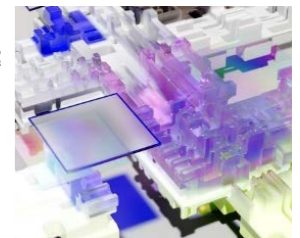
Co-led by Dr Isabel Fischer (WBS) and Dr Leda Mirbahai (WMS)



Given rising awareness of the opportunities (and threats) of artificial intelligence (AI) in education, the Diverse Assessment Learning Circle, which focuses on diverse and inclusive assessments generally, created an Artificial Intelligence in Education subgroup, through which five 'task and finish' groups aimed to review and 'imagine' the opportunities and challenges of AI in education, including assessments. Project funding supported this work and enabled the production of resources to help colleagues understand how to draw on AI in an ethically sound way and ensure that valuable insights for both learner-facing and educator-facing AI are captured.

From Artificial Intelligence to Intelligent Artefacts: Exploring the Potential of ChatGPT as a Learning Tool

Co-led by Prof Letizia Gramaglia (WIHEA/ADC) and Prof Jo Angouri (Applied Linguistics)



The recent launch of ChatGPT has attracted global attention, raising questions around the sustainability of current approaches to teaching and assessment in HE. This project will see the team devise questions to input into the programme, as part of designing a critical evaluation framework for AI-generated text, which will inform future HE conversation.

EXTERNAL PROJECTS



Course Design and Digital Learning Approaches
Co-led by Jess Humphreys (ADC/WIHEA), Dr Peter Fossey (ADC) and Lucy Chilvers (Learning and Teaching Hub, University of Brighton)

This project aims to examine ways in which technology can be used within the course design process to create an inclusive and accessible experience for all, and to help better organise space, time, and independent working. The team collected a bank of literature on curriculum design, and then conducted a survey of modes of delivery and the resulting benefits and challenges. They are now looking to engage in interviews and case studies to understand and share how other institutions employ digital technology, and whether their strategies offer increased flexibility and inclusivity.

Understanding Disability in UK HE: A Student-Centred Approach

Co-led by Dr Jagjeet Jutley-Neilson (Psychology) and Helen Coulshed (Chemistry, King's College London)



This project will co-create a short, flexible, open-access disability learning programme for students and staff at Warwick, King's College London, and the University of York to help raise awareness and challenge misperceptions of the lived experience of disabled students. This programme's aims, content, and delivery will be co-designed with disabled students and student researchers.

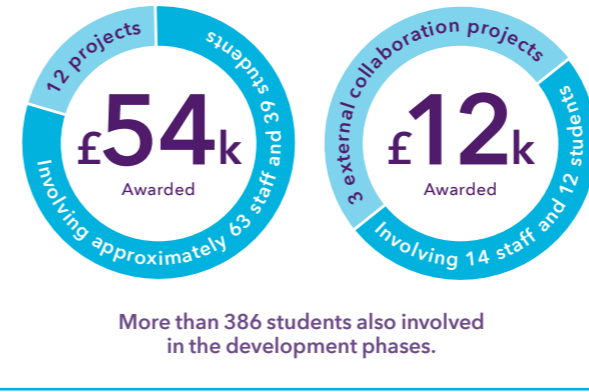


Interdisciplinary Co-Creation Approaches to Trauma-Informed Student Self-Care

Co-led by Dr Helen Nolan (WMS) and Dr Jennifer Potter (Harvard Medical School)

This project will produce student co-created learning resources to promote and develop individual student and peer-to-peer self-care skills and wellbeing. Building on a recently completed WIHEA-funded project to generate educator guidance for trauma-informed pedagogies, and drawing on the established sector-leading practice of project partners from Harvard Medical School, the project aims to embed trauma-informed perspectives in developing self-care learning resources.

FUNDED PROJECTS 2022/23



VIRTUAL VISITORS

6 External National Speakers

3 External International Speakers



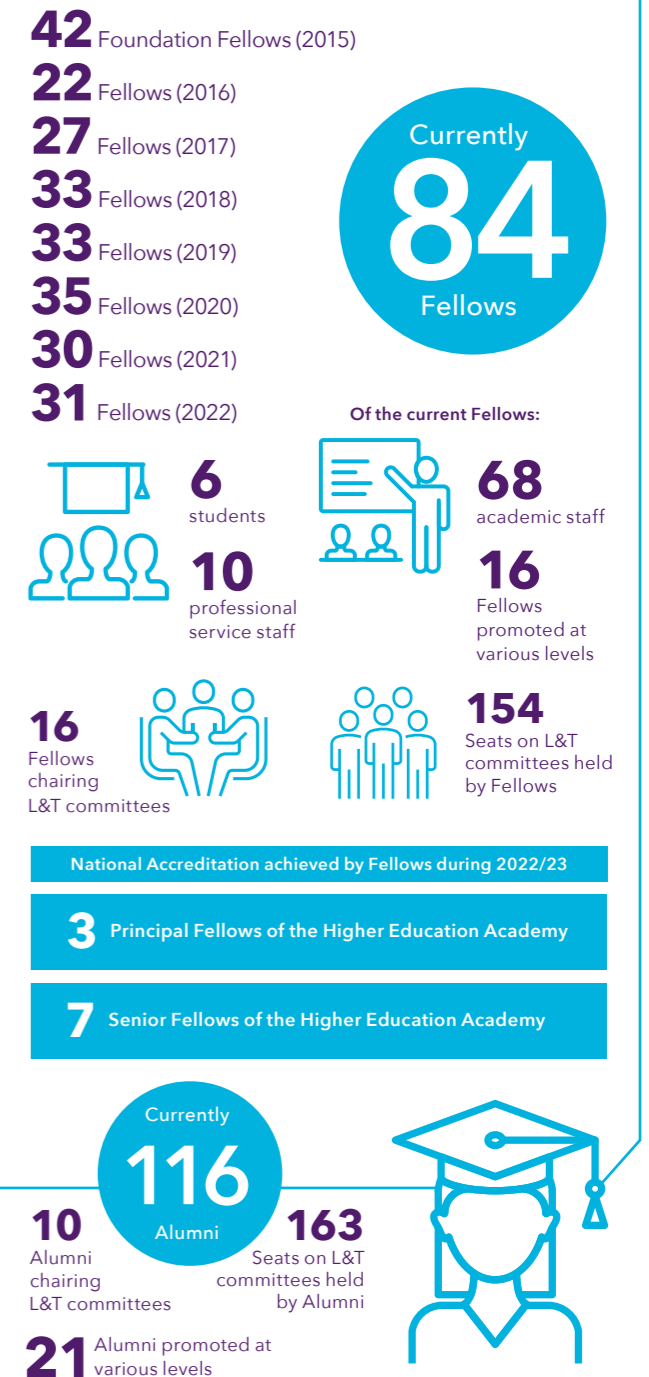
LEARNING CIRCLES 2022/23



EVENTS / ACTIVITIES



FELLOWS and ALUMNI



WIHEA OUTPUTS FOR 2022/23

During this academic year, WIHEA Learning Circles worked on key projects, initiatives, guidance, and resources. Several 'task and finish' Learning Circles were established to address specific challenges. Here we present a small selection of outputs from these Learning Circles. We look forward to discovering more in the coming year.



Anti-Racist Pedagogy and Practice Learning Circle

Under the leadership of Prof Olanrewaju Sorinola (WMS) and Poonam Pedley (Education Directors Office), the Anti-Racist Pedagogy and Practice Learning Circle has been working on integrating equality, diversity, and inclusion (EDI) principles into promotion criteria, achievement of which was confirmed in August 2023. In July 2023, this Learning Circle hosted the first [Anti-Racism Pedagogy and Processes conference](#) at Warwick, giving educators, researchers, and activists a platform to share their knowledge, experiences, and strategies to address racism in educational settings. The critical discussions, workshops, and presentations covered a range of topics, from what a decolonised university will look like, to microaggressions at Warwick, and anti-racism and inclusive teaching practices. The event was a resounding success, and plans are under way to continue the conversations.



Inclusive Policy and Practice for Disabled Students Learning Circle

Under the leadership of Dr Elena Riva (IATL) and Dr Jagjeet Jutley-Nelson (Psychology), this Learning Circle was founded in Autumn 2022, with the aim of creating inclusive policy and practice for disabled students. It established a [code of inclusive practice](#) to support disabled students in their academic learning and wider student experiences during their time at Warwick. This code of practice now serves as primary guidance for staff, and key stakeholders are working together to ensure that the code of practice informs development of inclusive policy.



Lecture Capture Learning Circle

Initiated by the Students' Union's Vice President for Education in November 2022, this Learning Circle worked successfully to collate student feedback on lecture capture, define lecture capture and its potential future use at Warwick, benchmark our approaches against other universities' lecture capture policies, initiate discussions of lecture capture within and across faculties at Warwick, and has made recommendations on its use in relation to student experience (accessibility/reasonable adjustments, consistency, and flexibility) and staff experience (opt-in/opt-out, UCU, low attendance/delayed engagement). This Learning Circle was co-led by Chih-Hsiang Lo (Warwick SU), Jess Humphreys (ADC), and Dr Tom Ritchie (Chemistry). With Chih-Hsiang completing his term in July 2023, continued Warwick SU support and representation has been provided by Chih-Hsiang's successor, Holly Roffe, and Yaz Yeahia (Student Voice Manager, Warwick SU).



Diverse Assessment Learning Circle and Artificial Intelligence in Education Subgroup

In response to increased awareness of the role of AI in education, the WIHEA Diverse Assessment Learning Circle, co-led by Dr Isabel Fischer (WBS) and Dr Leda Mirbahai (WMS), created an 'Artificial Intelligence in Education' subgroup. This new open 'task and finish' group was designed to review and 'imagine' the opportunities and challenges of AI in education. The vision is to deploy AI as a tool to support all students, independent of background and socio-demographic characteristics, to be successful in their studies and in their future work, while ensuring academic integrity. Alongside this, the subgroup aims to help educators feel confident in using AI effectively to promote learning. In partnership with other universities and stakeholders, the Learning Circle created a community of practice focused on the use of AI in education. Its aim is to support universities in pivoting towards a culture that embraces ethical use of AI and facilitates its integration, while being mindful of both opportunities and risks. It is based around the overarching principles of supporting educators in their choice(s), ensuring fairness, and encouraging students to think critically. Other outputs from the Learning Circle, with WIHEA project funding, include two reports co-developed by staff and students. The first captures the findings of the task and finish group, and features student contributions and analysis relating to academic integrity and feedback. The second provides actionable insights to enable educators to integrate the use of AI effectively and appropriately in their future work. These reports are designed to inform future policy and practice at Warwick.

WIHEA EVENTS

This year's WIHEA events schedule opened with a webinar, *'Becoming a Restorative University'*, organised by the Restorative Justice in HE Learning Circle leads, Dr Imogen Davies (WMS), Prof Jane Bryan (Law) and Dr Amanda Wilson (Law). Presenter Suzanne Belleci, Director of the Centre for Restorative Practices at Amherst College, Massachusetts, and her team shared their experiences of introducing restorative practices into a US university. Suzanne's talk offered advice on key moments in building a restorative institution. The webinar was attended by international guests from other HEIs, and was very well received by colleagues, including restorative facilitators, keen to find out more about using restorative practices in a workplace or higher education setting. Event recordings of all restorative justice symposia are available on the WIHEA Restorative Justice events webpages.

The role of assessment continues to attract reflection and debate. This year was no exception, with continued discussions around diverse and inclusive approaches to assessment, and how innovative approaches can help to address potential new challenges in learning and teaching, such as AI. WIHEA Fellows and Members have led workshops, shared their experiences and expertise, introduced new approaches, and provided space for discussion.

The workshops included:

- **'How Inclusive is your Assessment Strategy?'**, hosted by Dr Lewis Beer (Strategy Group), Sam Grierson (WFS) and Dr Leda Mirbahai (WMS), examined inclusivity in assessments. It explored diversification of our assessment approaches, the importance of using a programme-level assessment strategy, and criteria and tools that can be used to evaluate the inclusivity of our assessment approaches.
- **'Showcasing Use of Innovative Assessment Approaches'**, hosted by Dr Lucy Ryland (Warwick IFP), Dr Isabel Fischer (WBS) and Dominik Lukeš (University of Oxford), explored use of innovative forms of assessment, and presented practical guidance on why and how to implement them.
- **'Design your own assessment: How to incorporate Artificial Intelligence (AI) in Diverse Assessments'**, held on campus and hosted by Sam Grierson (WFS) and Dr Leda Mirbahai (WMS), explored ways to design use of generative artificial intelligence tools (GAI) into assessments. Experiences and examples were shared by staff and students, and participants were given opportunities to work with others on redesigning assessments.



A Masterclass on **'Active Bystanders in the Teaching Space'** was organised by WIHEA project leads, Prof Jane Bryan (Law), Dr Pierre Botcherby (Library), Sara Hattersley (ADC) and Sam Parr (Education - Directors). This session unpicked the issue of unacceptable behaviour in the teaching space, and aimed to build participants' knowledge, skills, and confidence to address it safely, using research-based active bystander principles.

Members of two WIHEA Learning Circles hosted conferences this year. The Anti-Racist Pedagogy and Processes Learning Circle hosted the **'Anti-Racist Pedagogy and Process Conference'** in late June, and the Restorative Justice in HE Learning Circle hosted the **'RJ in HE Mini Conference'** in early July. WIHEA also held a Showcase Event highlighting work and progress on two WIHEA-funded projects: **'Empowering Authentic Student Voices in a Disciplinary Context'**, presented by Prof Rebecca Freeman (Dean of Students); and **'Course Design & Digital Approaches'**, in partnership with the University of Brighton, presented by Jess Humphreys (ADC) and Lucy Chilvers (University of Brighton). Both looked at ways to enhance the student experience.

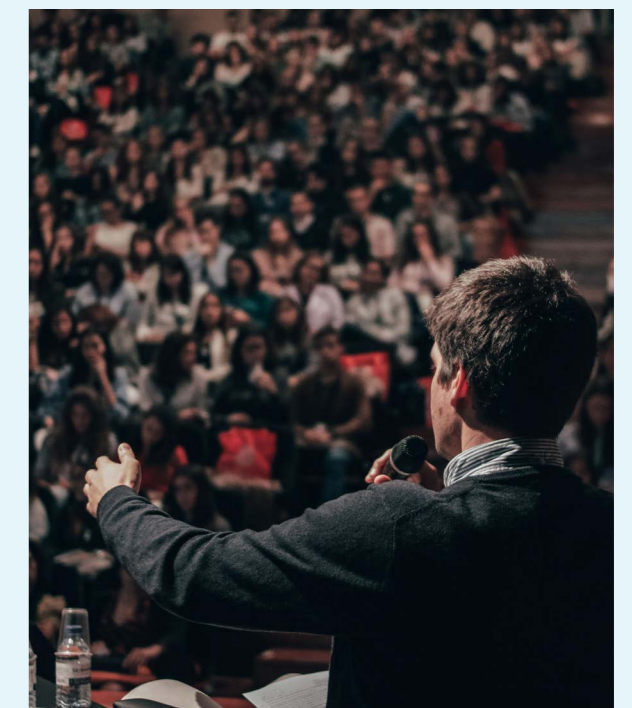
WIHEA's Seminar Series, which invites external speakers to present on national/international challenges, started in May with **'What Matters Most in Inclusive Assessment and the Need for New Pragmatic Regimes'**, led by Prof Sam Elkington (Teesside University). This looked at the need to negotiate the demands of changing patterns of work and student learning, and advocated new and inclusive assessment practices. Attendees learned how to consider practical ideas and strategies for inclusive assessment task designs and arrangements that can benefit all students, meeting them where they are and allowing them to produce their best work.

The second seminar, **'Artificial Intelligence, Race and Racism and Critical Pedagogies'**, hosted by Dr Gurnam Singh (Sociology) and Dr Jennie Mills (ADC), involved leading experts who presented and led panel discussions for participants working in higher education with a particular interest in race equity. It provided a space to explore some of the concerns and possibilities raised by AI in developing anti-racist critical pedagogies.

The final seminar, **'Preparing our Students for Global Challenges - The Importance of Rich Experiences'**, welcomed speaker Bethany Howard (Monash University), who provided an overview of what Monash University, and particularly its School of Public Health, are doing to support students in tackling global challenges.

This included addressing the importance of intercultural and interdisciplinary learning, and provided rich immersive experiences. Despite the many opportunities offered by this kind of learning, there are also numerous challenges, which Bethany explored throughout her presentation.

This year we were able to host the majority of our Fellows and Alumni networking sessions in person. We plan to continue to provide a blend of in-person networking events, online Seminars and some hybrid events in 2023/24. Information on future WIHEA Events will be available in the new academic year on our **'News & Events'** web page.



WIHEA INAUGURAL LECTURES



A high point of this year was the relaunch of WIHEA's Inaugural Lectures in a new hybrid format and live-streamed worldwide. Jointly hosted with the respective departments, we were delighted to celebrate two of our Fellows being promoted to Professor.

Professor Richard Smith has taught at Warwick since 2000, when he joined the Centre for English Language Teacher Education, precursor of the present Department of Applied Linguistics, and is the longest-serving member of the Department. Aside from teaching on the MA TESOL (Teaching English for Speakers of Other Languages) programme, he has supervised 25 students to successful completion of doctoral theses, and he now also teaches first-year undergraduates on the BA English Language and Linguistics programme.

Appointed WIHEA Fellow in 2019, Richard was promoted to Professor in 2021. For many years, a major focus of his work has been on improving the lives, practices, and agency of English teachers in less well-resourced regions of the world. This work culminated in an outstanding impact case study for REF2021, reflecting his remarkable efforts in developing an extensive network of partnerships with British Council offices across the Global South to facilitate professional development for teachers and enhance the learning experiences of over 15,000 pupils.

Richard founded the [Warwick ELT Archive](#) in 2002 and an [international research network](#) in 2015.

In the latter area, he is known for his leadership of international initiatives involving exploratory action research, an enhancement approach to teacher development, and enhancement of 'teacher-learner autonomy', all of which also informed his recent work as co-leader of WIHEA's [Pedagogic Research in Higher Education Learning Circle](#). His most recent publication, *Decentring ELT: Practices and Possibilities*, co-edited with Amol Padwad, was published in April by AINET Association of English Teachers (India) with the A.S. Hornby Educational Trust.

Richard's Inaugural Lecture held on 2 June, entitled '**Teaching in Difficult Circumstances - Revisited - Again?!**', focused on his work supporting teachers of English in various African, Asian, and Latin American contexts. His lecture provided insights into how the large-class, low-resource teaching common in public education settings across the Global South gained more general and deeper resonance during the pandemic. Richard shared wider aspects and lessons of his work, as well as highlighting possible future directions and implications for the field of ELT.



Professor Miriam Gifford is a plant biologist who has championed research-led teaching and innovative pedagogies. Her research interests are in gene networks involved in plant responses to the environment, and variation or plasticity in these, with a particular focus on modelling gene networks controlling the efficiency of legume-rhizobia symbioses. Following postdoctoral work at New York University (USA), Miriam started her laboratory at Warwick in 2009. She is now Head of the School of Life Sciences. She was selected as a WIHEA Fellow in 2018, and was appointed Professor in 2021. In her previous roles Miriam led many changes to learning and teaching.

From a student learning experience perspective, she led an eTutorials project that generated co-created taught tutorial sessions using multimedia approaches and interactive platforms. This delivery model is now embedded in the curriculum and has improved student satisfaction.

During the pandemic, through WIHEA funding, Miriam also developed '[Remotely Practical](#)', an online laboratory skills model created in collaboration with other departments in the Faculty of Science, Engineering and Medicine, as an effective way to deliver practical skills in an engaging manner whilst students were not in a physical lab. This provided a blueprint for cross-departmental creation of innovative practical teaching, and inspired the current development of interdisciplinary programmes through the [STEM Grand Challenge](#).

In her Inaugural Lecture on 12 June, entitled '**A Communication Conversation: The Dialogic Between Plants, Microbes and Us!**', Miriam shared her past work in discovering that the key motorways of communication between legumes and rhizobia stretch from the molecules within cells up to the whole ecosystem level. Her research has always inspired her teaching direction, and vice versa. From comparing systems biology with iterative student learning cycles, to a Christmas lecture on 'Talk Amongst your Cell', and devising interactive tutorial topics with new technology, her work is inspired by studying interactions.

WIHEA, the Department of Linguistics and the School of Life Sciences proudly hosted these Inaugural Lectures, which are available to view on [WIHEA's web pages](#).

CELEBRATING SUCCESS

Recognising academic achievement and inspiring a community of learning-/teaching-minded staff and students are at the heart of WIHEA, so we take great joy in celebrating and sharing the successes of our Fellows and Alumni. CONGRATULATIONS on these remarkable accomplishments!

WARWICK AWARDS FOR TEACHING EXCELLENCE (WATE)

Several of our Fellows and Alumni featured in the 2023 shortlist for Warwick Awards for Teaching Excellence, marking their commitment to teaching excellence.



Winner,
Arts Faculty Award
Dr Bryan Brazeau,
Liberal Arts



Commended,
Arts Faculty Award
Dr Heather Meyer,
Institute for Advanced
Teaching and Learning



Highly Commended,
SEM Faculty Award
Dr Tom Ritchie,
Department of Chemistry



Shortlisted for Social
Sciences Faculty Award
Dr Isabel Fischer,
Warwick Business School



Honourable mention
in the Warwick Awards
for Personal Tutoring
Professor Des Hewitt,
Centre for Teaching
Education

We were thrilled to see Fellows and Alumni recognised for their team roles in the shortlist for the WATE Collaborative Awards.

The Warwick Business School Year 1 CORE Module Team was Highly Commended. Its team was co-led by WIHEA Alumna Dr Bo Kelestyn, and team members included WIHEA Fellows Dr Dot Powell and Dr Isabel Fischer. 'B1450 CORE: Foundations, Skills and Debates' is an interdisciplinary and compulsory module with 22+ seminar groups, delivered by a diverse team of tutors, lecturers, and markers. During and after the pandemic, the module underwent several transformations to accommodate cohorts of 500-700 students, and continues to evolve. This academic year, the team worked very hard to innovate assessment and feedback by implementing an AI feedback feature and integrating an additional formative assessment component. The team continues to innovate by focusing on expanding the diversity of teaching cases and maintaining high-quality assessment and feedback dialogue with the cohort.



'We are Chemistry'

The Chemistry Student Experience Team was Commended for its 'We are Chemistry' programme. The team includes WIHEA Fellow Dr Tom Ritchie, Adam Alcock and Student Jessica Man.

Dedicated to fostering collaboration with students and staff across the Chemistry department and beyond, the team lead the development and implementation of 'We are Chemistry', a holistic educational ecosystem that transcends traditional curricular, pastoral, and non-curricular boundaries to transform the student experience. As well as receiving positive feedback from students and others, the 'We are Chemistry' programme also won the Warwick 'Wonders and Wows' Award in January. If you are interested in collaborating, please contact Chem.Experience@warwick.ac.uk.

OTHER AWARDS AND SUCCESSES



OSCA 2023 Winner

Yinka Aresa
BA in English and
History Student and
WIHEA Alumnus



Dr Freeha Azmat
Warwick Manufacturing
Group

Congratulations to WIHEA Fellow Freeha Azmat, who was awarded £50,000 from an Enhancing Research Culture fund in November 2022 to address under-representation of women in engineering. The project, which ended on 31 July 2023, has helped 19 students from across the Faculty of Science, Engineering and Medicine to experience engineering internships.

NATIONAL AWARDS



Dr Elena Riva
Associate Professor
(Reader), Institute for
Advanced Teaching
and Learning (IATL)

We extend huge congratulations to WIHEA Alumna Elena Riva for her **National Teaching Fellowship** in 2023. The award recognises and celebrates those making an outstanding impact on student outcomes and the teaching profession in UK higher education.

As Head of Department (IATL), Elena has been awarded for her work leading the development of institutional, national, and international strategies to enhance students' learning experience, particularly in the areas of interdisciplinary education and wellbeing in the curriculum. Elena creates new modules, events, and activities that explore complex topics and issues, creating connections between science and humanities disciplines. As a result, students from any disciplinary background and level, from 'freshers' to postgraduates, feel empowered to engage with global topics such as wellbeing, genetics, and water, developing an understanding of the crucial role of interdisciplinarity in tackling contemporary issues and expanding their own learning horizons and practices.

Elena, who created and co-led the WIHEA [Wellbeing Pedagogies Learning Circle](#), has, amongst many other achievements, made key contributions to the development and delivery of Warwick's Wellbeing Strategy, and co-created the (WIHEA funded) [Warwick Wellbeing Pedagogies Library](#). She received Warwick Teaching Excellence Awards in both 2018 and 2020. Her work, funded by several UK bodies, shows how best to support students' wellbeing throughout their learning experience to enable them to fulfil their potential, and how to effectively embed wellbeing in the curriculum. Her multi-awarded wellbeing teaching practices developed at Warwick have been adopted by several UK and international institutions.

Elena plays a key role in the higher education sector, creating and promoting interdisciplinary education, enabling the development of wider interdisciplinary programmes at Warwick, and supporting UK and international colleagues in these activities. Elena said:

'I am absolutely delighted and truly honoured to have been awarded the National Teaching Fellowship. Whilst this accolade recognises my teaching approaches and strategic pedagogic impact, I appreciate how much of what I have achieved would not have been possible without the wisdom and support of many generous and inspiring colleagues, and collaboration with many talented students. Becoming a National Teaching Fellow will give me an incredible platform to share even more widely my pedagogic vision for the higher education sector, and will allow me to celebrate and renew my commitment to learning and teaching.'

The National Teaching Fellowship Scheme (Advance HE) is the most prestigious award for excellence in teaching in higher education, recognising individuals who have made an outstanding impact on student outcomes and teaching. WIHEA is particularly proud that 19 WIHEA Fellows and Alumni have won National Teaching Awards.

PROMOTIONS AND APPOINTMENTS

We are very pleased to celebrate the promotion of some of our WIHEA Fellows and Alumni. We are aware that many more colleagues may have been promoted but have not had the chance to share their success with us. Congratulations to you all!



Professor Jane Bryan
Professor, School of Law

My evidence of teaching excellence included my leadership in embedding student research into the student experience at Warwick. For example, I was one of the leads on the successful bid to host the joint World

Congress on Undergraduate Research and the British Conference of Undergraduate Research in April 2023, and the lead on the national Posters in Parliament showcase for student research posters in the House of Commons. My position as a QAA assessor for Law also supported my claim. The project of which I am most proud is my work leading change to institutional policy around peer dialogue. I was co-lead of the WIHEA Peer Dialogue Learning Circle, which I used as evidence of research and scholarship. As evidence of my collegiality, leadership, and management, I have helped to embed mediation in student and staff support by creating and leading Warwick Mediation, the peer mediation service at Warwick. My research as part of my Say My Name project, which had institutional, national, and international impact in raising awareness of the importance of names and the negative impacts of name avoidance, hesitancy, and mispronunciation, was used as evidence of my impact, outreach, and engagement.



Sam Grierson
Associate Professor,
Warwick Foundation
Studies

The core of my teaching excellence has been my focus on student attainment and progression, alongside enabling equity in student learning and experiences, by improving access

to resilience and support services, and making assessments more inclusive and decolonised.



Dr Damien Homer
Head of Disability
Services, Wellbeing
Support Services

Most recently, I have really enjoyed leading on the Social Mobility Research Hub and the Autistic Easter Residential, and publishing a WIHEA-funded paper on co-creation with other staff

and students. In my new role I am keen to support a wider range of students as we seek to make Warwick a more equitable place to study and work.



Dr Modupe Jimoh
Associate Professor of
Civil and Humanitarian
Engineering, School of
Engineering

My teaching excellence focuses mainly on improving teaching methods and increasing student engagement. I also strive to enhance the educational practices of

other academics within and outside Warwick. I have gained SFHEA professional recognition and was nominated twice in the last round of WATE awards.



Professor Kate Owen
Professor (Teaching-
Focused), Warwick
Medical School

The core of my teaching excellence has been driving improvements to student engagement, with co-production projects and development of a values-based curriculum and culture.



Amy Stickels
Associate Professor
(Teaching-Focused),
Warwick Foundation
Studies

At the core of my application was my work to support others in their teaching. I oversee and run CPD for staff in my department, and also contribute to others'

development through my work with WIHEA, as co-lead of the Designing and Assessing Group Work Learning Circle, involvement in the Academic and Professional Pathway for Experienced Staff (APP EXP), and sharing my experiences of technology in teaching and authentic assessments with others across Warwick and elsewhere.

EXTERNAL APPOINTMENTS



Naomi Waltham-Smith
Congratulations to WIHEA Fellow Naomi Waltham-Smith, currently Professor in the Centre for Interdisciplinary Methodologies and Deputy Chair of the Faculty of Social Sciences. She is leaving Warwick in September to take up a position as Professor

of Music at the University of Oxford and Tutorial Fellow at Merton College. She will remain an external member of WIHEA, and hopes that there will be opportunities for cross-institutional conversations about furthering interdisciplinarity and anti-racist pedagogies. We thank Naomi for all her contributions to WIHEA during her Fellowship, and wish her good luck in her new role at Oxford.

FELLOWS IMPACT STATEMENTS

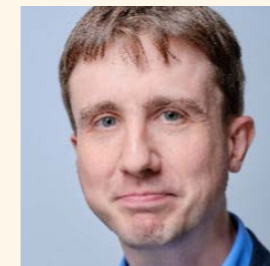
Every year we ask our third-year fellows to reflect on their experiences of WIHEA and offer advice to incoming fellows. Here are their pearls of wisdom.



Dr David Bather Woods
Associate Professor,
Department of Philosophy

During my WIHEA Fellowship, I co-chaired the Peer Mentoring Learning Circle with Julie Taylor. With WIHEA funding, we led a project

entitled 'Peer Learning: Recognising, Training and Rewarding Peer-to-Peer Mentors at Warwick'. We recruited Student Project Officers, who conducted focus groups with leaders and stakeholders in peer mentoring at Warwick. The findings were transformed into information and guidance on the basics of peer mentoring, resources for peer pairing, training materials, including common pitfalls, and signposting of an extensive list of opportunities and services. My advice to new Fellows is to engage with the learning and teaching issues about which you feel most passionate, and to try whenever possible to attend networking and mixer events. It was a true pleasure - and a rare opportunity! - to get to know my experienced and knowledgeable colleagues in other departments.



Dr Lewis Beer
International Partnerships
Officer, Strategy Group

My job in international partnerships is largely about 'connectivity', so cultivating relationships through WIHEA has been enormously beneficial.

When I participate in discussions with international partners, I am able to draw on the wealth of knowledge I have accumulated, thanks to WIHEA and the generosity of other WIHEA Fellows. At the start of my Fellowship, I signed up to many (probably too many) Learning Circles, and was immediately struck by the energy and commitment of everyone involved. The University can feel overwhelmingly large and complex at times, but WIHEA is a great antidote to this feeling. It has enabled me to focus attention on some fascinating topics (anti-racism, learning from the pandemic, the rise of AI) and work with colleagues to identify specific actions that we can take, and specific areas that we need to learn more about. I am grateful to Rachel Davis in Warwick Enterprise

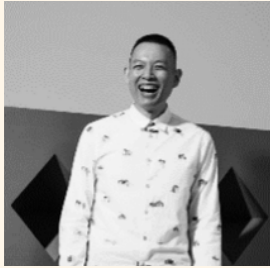
for supporting my WIHEA application, to WIHEA for the opportunities it has given me, and to all the colleagues with whom I have worked, whom I shall pester with emails for years to come.



Dr Stephen Bromfield
Associate Professor
(Teaching-Focused),
Department of Chemistry

My WIHEA Fellowship has enabled me to engage with colleagues from different departments, faculties, and job families to gain wider

awareness of the excellent practice that is happening at Warwick. Joining just after the pandemic provided the perfect opportunity to reflect collectively on the approaches taken in different disciplines during the numerous pivots. I found that the Learning from Crisis Learning Circle provided a great basis for these conversations. Separately, the Enhancing the VLE Learning Circle gave me an incredible opportunity to engage with academic technologists and other professional services colleagues in ways that would be hard to cultivate naturally. Unquestionably, having deeper insights into the mechanics and possibilities of VLE platforms has influenced my own use of them in my teaching practice. The biggest impact on me from WIHEA has been the people and connections I have made, which will live on beyond the end of my Fellowship. I would encourage incoming Fellows to say 'yes' to things that instinctively spark your interest, but also not feel compelled to engage with everything: time remains a frustratingly finite resource!



Dr Siri Chongchitnan
Reader and Director of Student Experience, Department of Mathematics

Through WIHEA, I met like-minded academics whom I would not have met otherwise. I attended so

many useful events and got plenty of good advice that has helped me with my career. WIHEA has played an important part in my previous promotions and winning a WATE. In my first year of the Fellowship, WIHEA gave me funding to kickstart a co-creation project on maths e-assessments, which grew and attracted funding from elsewhere in subsequent years. As a result, our department now has a wide range of good-quality, co-created maths e-assessments which have been used thousands of times by our students, and will continue to be used and improved for many years to come. I have given talks showcasing these innovative e-assessments at several conferences. WIHEA is such a unique space. I am very grateful for its support network, career advice, and funding throughout the past three years. Thank you!



Richard Clay
Senior Academic Technologist, Warwick Medical School

The Fellowship has allowed me to connect with like-minded individuals across the University, and to gain insights into areas

of learning and teaching that I would not normally have considered. I have enjoyed being part of a truly worthwhile community, and appreciate the space that WIHEA provides to meet, work with, and learn from other people. The most rewarding aspect of my Fellowship has been co-leading the Enhancing the VLE Learning Circle. This has given me valuable experience of leading a university-wide group, and has allowed me to make a real impact at institutional level. The group has been a great opportunity to share ideas and discuss challenges with colleagues, and we are proud that many of our ideas and suggestions have been used to improve the Warwick VLE (Moodle). My advice to others is to make the most of the opportunities, participate fully in Learning Circles, and consider leading one yourself. I would encourage colleagues from professional services to apply for Fellowships: your unique knowledge and expertise is important and will be valued by the academic community.



Professor Caroline Elliott
Professor of Economics, Department of Economics

Being a WIHEA Fellow offers a fantastic opportunity to meet and work with colleagues from across the university who are interested in

teaching, learning, assessment, student experience, and pedagogy. This was my hope in becoming an WIHEA Fellow, and my expectations were exceeded. WIHEA really does feel like a family. My main work has been in the Teaching Reward and Recognition Learning Circle, which I co-led in 2021/22. It was great to work in a team providing guidance on producing a Teaching Profile of Excellence document to support teaching-focused promotion applications, and evidence to support teaching-focused study leave and Warwick Academic Returners Fellowships (WARF) applications. I now recommend becoming a Fellow to colleagues in Economics and beyond. WIHEA offers great opportunities not only for networking, but also to impact on university-level strategy and policy. The opportunities for CPD are also excellent. My key advice to new Fellows is to avoid the temptation to sign up to too many Learning Circles. When I read and heard about the Learning Circles, I really did feel like 'a kid in a sweet shop'. Thank you WIHEA for a fantastic three years.



Dr Isabel Fischer
Reader in Information Systems, Warwick Business School

WIHEA manages to create a sense of belonging to Warwick and offers fantastic opportunities for interdisciplinary

networking. Together with Leda Mirbahai (WMS), I co-led the Diverse Assessments Learning Circle and the Opportunities and Risks of AI task and finish group. We created both groups as open communities of practice, making them also open to non-WIHEA Fellows. My first advice to new WIHEA fellows is that while the majority of members should be and will be WIHEA Fellows, you can create 'open Learning Circles' to involve other stakeholders. The student voice is also a very important part of WIHEA. In addition to the WIHEA Student Fellowships, WIHEA grants enabled us to recruit students to conduct student-led research. My second piece of advice is not to be disheartened if you are not awarded a grant when applying first time: get feedback and try again! Finally, we organised an online conference, workshops, and regular keynote

addresses on assessments and on AI. We also published monthly blogs in the *Warwick Journal of Education - Transforming Teaching* and other outlets. Thus, my third piece of advice is that co-authoring blogs offers further opportunities to exchange ideas. I reminisce happily on my enjoyable time as a WIHEA Fellow.



Dr Ross Forman
Reader, English and Comparative Literary Studies

I started my WIHEA Fellowship during COVID. It has been an exciting and invigorating experience from the start, and the

fantastic dialogue with so many colleagues in the WIHEA community helped sustain me through that dark period. As someone on the research and teaching track, I have found the opportunity to focus more squarely on teaching and pedagogy fruitful, both intellectually and professionally. Participating in the Trans and Queer Pedagogies, Anti-Racist Pedagogy and Process in HE, and Internationalisation Learning Circles (for which I am currently co-lead) has been particularly transformative. It has impacted on my teaching philosophy (co-creation!), my syllabi, and my practice in my role as Director of Graduate Studies for English and Comparative Literary Studies, and as a site director for the Midlands4Cities doctoral training partnership in the Faculty of Arts. It also spurred my successful application for promotion to Reader. My co-leads and I in the Internationalisation Learning Circle have been working on a WIHEA-funded Internationalising the Curriculum project. With our student co-creators, we have launched a survey of people's experiences of internationalisation and learning and teaching, identifying best practice across the Midlands and comparing thinking across fields as diverse as engineering, sociology, and film and TV. We shall soon be writing up our findings for academic publication and dissemination at Warwick. I was the first person in my department to take up a WIHEA Fellowship, and it has been great to have had the chance to build what I know will be long-lasting collaboration between English and WIHEA. I am particularly proud to have shepherded half a dozen of our students into WIHEA: their enormous contributions to the Academy speak for themselves. My advice to new Fellows would be not to miss the networking lunches for the games alone! The cohort training sessions are also a must. Finally, you think you know what the acronym 'WIHEA' means, but as much as its official name, I believe WIHEA stands for widening, innovating, happening, excellence, and, above all, acting.



Dr Claudie Fox
Associate Professor, Department of Psychology

My WIHEA Fellowship has provided me with excellent opportunities to network, which I am not very good at, and to work with amazing teaching-focused

colleagues. At the start, I joined a few Learning Circles, but the focus of my time has been spent with the Teaching Recognition and Reward Learning Circle, which I have been co-leading this year, and on a WIHEA-funded project exploring how students across the institution perceive and define excellence in learning and teaching. The project is co-designed and delivered with students and staff, and will enable us to enhance the student voice and ensure that we recognise learning and teaching excellence in a meaningful way for students. The outcomes will enable production of a resource that includes students' perceptions, themes, and examples of excellence for evaluating and developing pedagogic practice, securing teaching awards, and building promotion cases. I have found the WIHEA community very welcoming, supportive, and inspiring, and look forward to staying involved as part of the Alumni network. My advice to new fellows is keep an open mind. Joining different Learning Circles can be a helpful first step in getting involved.



Jim Judges
Senior Academic Technologist, Flexible Online Learning

My WIHEA Fellowship at Warwick has been a catalyst for professional growth, providing opportunities to delve

into various aspects of learning and teaching. Participating in a wide array of workshops and meetings has given me valuable insights into numerous educational practices and methodologies. This has not only enriched my understanding, but has also helped to sustain my commitment to improving the learning and teaching experience wherever possible. One of the most rewarding outcomes of the Fellowship has been my role in establishing and co-leading the Enhancing the VLE Learning Circle, along with a recently formed subgroup focusing on ePortfolios. Working on a practical project with colleagues from across the university has been a true highlight. Another valuable aspect of the Fellowship has been the networking opportunities it presents across the university.

This experience, marked by productive dialogues and idea exchanges with colleagues from diverse disciplines, has expanded my understanding of their work and cultivated a network of useful contacts. This wealth of knowledge and connections continues to enrich my professional journey. For this, I am grateful to all those who have supported me and made my WIHEA Fellowship possible.



Lauren Ketteridge
Digital Healthcare Science Undergraduate Student, Warwick Manufacturing Group

Against the backdrop of an unimaginably difficult academic year, for personal and work reasons,

WIHEA has provided a welcoming forum for ongoing learning that has set me up for the rest of my career. I am very pleased that I am staying at Warwick for the next few years so I can continue to learn from this community!



Dr Joanne Lee
Associate Professor (Teaching), School of Modern Languages and Cultures

During my time as a WIHEA Fellow, I joined the Wellbeing Pedagogies Learning Circle and led

a sub-group that produced guidance on use of content warnings in teaching. This was informed by existing pedagogic scholarship and psychological research, and aimed to balance academic freedom with compassionate pedagogies, emphasising dignity for all and respect for the person. The guidance has helped support colleagues in my department when considering how to promote open dialogue, academic debate, and critical discussion in a way that is both compassionate and respectful. My main advice for incoming Fellows would be to attend events in person rather than online whenever possible, as one of the best things about WIHEA is being part of a community of like-minded colleagues who share a passion for learning and teaching. For me, this has led to new projects and collaborations, interdisciplinary modules, and, most importantly, great friendships.



Dr Celine Martin
Associate Professor, Warwick Manufacturing Group

During my WIHEA Fellowship, I enjoyed connecting with the Warwick teaching community through the

Learning Circles and the fantastic development events. The networking events provide excellent opportunities to hear what had happened in each Learning Circle, catch up with other Fellows, and share teaching practice. The most impactful event was a Leadership in Action Masterclass led by RADA, from which I gained much confidence and still use many of the tips offered. My fellowship started during the pandemic, and I eagerly joined a lot of Learning Circles, keen to expand my interests. As I reach the end of my Fellowship, I have reduced my membership to a couple of Circles, allowing me to better focus my time. My advice to incoming Fellows is still to just get involved. You have some tremendous research projects and development events to get involved with, so get stuck in!



Dr Helen Nolan
Associate Professor, Director of Education Quality, Warwick Medical School

My WIHEA Fellowship provided me with access to a diverse community of peers who are actively

exploring and addressing issues related to learning and student experience. WIHEA has been intrinsic to my role at Warwick. I have been involved in Learning Circles, Workshops and led two WIHEA-funded projects in trauma-informed learning and teaching, an area intrinsic to inclusive education. These projects saw the creation of online educator guidance on adopting trauma-informed pedagogies, available to all Warwick colleagues. The second phase involves cross-institutional collaboration with Harvard Medical School creating resources for learners. Undertaking these projects with student co-creators offers mutual benefits in harnessing student perspectives and skills, and enables them to participate in novel partnerships. I participated in leadership RADA workshops and a programme for female leaders led by Professor Christina Hughes, working with inspirational women to consider the particular experiences of female leaders. I thoroughly enjoyed this and have gained valuable new perspectives. As my Fellowship draws to a close, I move forward having learnt lots and developed new connections in the WIHEA community and across the University.



Nancy Olson
Assistant Professor (Teaching), Warwick Manufacturing Group

The WIHEA Fellowship has afforded me the opportunity to learn and collaborate across and beyond the boundaries

of the University with local and international communities. As we have worked to deal with the challenges of the COVID pandemic and the global climate crisis over the last few years, my WIHEA colleagues have helped to inspire and provide a supportive, empowering environment to re-imagine, re-envisage, and help shape the future of education. These experiences have also re-ignited my appreciation of the impact that we, as learners, leaders, and educators, can have on the world around us. During my Fellowship I have contributed to and benefited from Leadership Development Masterclasses, Workshops and networking events, and have been fortunate to work with colleagues in the Pedagogic Research in HE, Internationalisation, Restorative Justice and Sustainability in HE Learning Circles. I have had support through WIHEA grant funding and project partnerships such as the 2022 Warwick Sustainability Challenge, and have collaborated on developing wider initiatives on Sustainability and Transformative Pedagogy, and Critical Reflexivity and Leadership. I have also had opportunities to develop new perspectives and approaches to learning, to co-create new workshops, modules, and courses for HE and industry, and to co-author and publish several papers. The benefits of these initiatives have impacted positively on my practices, and on my collaborations and interactions with students, colleagues, and the wider professional network. I would like to say 'thank you' to my WIHEA colleagues for the opportunities. I am looking forward to becoming an active Alumna and contributing to the support, learning, and development of other WIHEA Fellows as we continue the journey over the years to come.



Dr Martyn Parker
Reader, Department of Statistics

WIHEA has been a highlight of my academic career. The opportunity to grow my cross-university connections and collaborate with colleagues

has inspired me to learn and try new initiatives. I had the chance to join and work with colleagues in several Learning Circles: AI, Curriculum Review, Learning Analytics, Learning from Crisis, Lecture Capture, Pedagogic Research in HE, and Teaching Recognition and Reward which I had the privilege to co-lead with Claudie Fox. Some highlights include working with WIHEA Fellows and Alumni on The Meaning of Excellence in Learning and Teaching to Students project to create resources to support teaching-focused promotion and career pathways to professor, and new principles for 'online assessment ethics'. Working with others, throughout the University and externally, led to diverse opportunities, such as drawing together thoughts on the emergence of AI and the future of lecture capture, and helping to develop new policy recommendations. In addition, annual WIHEA opportunities for Fellows, including Strength Profiling, Leadership Skills and Engaging Others and Creating a Powerful Vision, were invaluable in my self-development. My WIHEA Fellowship has resulted in several critical, department-level changes, including the confidence and drive to adopt new student-co-created educational approaches. I would say that everyone's WIHEA Fellow journey is different, but WIHEA will give you fantastic opportunities, so take them and watch yourself develop and bring about positive educational change.



Poonam Pedley
Internationalisation Officer, Education - Directors Office

During my Fellowship, I have been an active member of two Learning Circles, and went on to become co-lead of the Anti-Racist Pedagogy

and Process Learning Circle. My co-lead, Lanre and I organised a staff-facing conference around Anti-Racist Pedagogy and Process. This was the first conference at Warwick dedicated to anti-racism, and it was excellent to see a range of faces from around the University engaging with the topic, with varying levels of familiarity with discussions around anti-racism. Having a range of student speakers in

the room provided a rich addition to the discussions. Besides this, I have engaged with as many networking and development opportunities as possible. As a professional services staff member, I was really daunted at becoming a co-lead of a Learning Circle in an area that has traditionally been led by academic colleagues! I had to overcome my nerves about how I would come across, and instead focused on areas where I could most add value. Having a co-lead from the academic side worked very well, as we have been able to bring together considerations from both spheres of University life. My Fellowship has definitely helped increase my confidence and stretch my comfort zone. Courage is key! There are a lot of really supportive people in the network. If you think you might need a bit of help, just ask, as there are lots of people around who can offer a helping hand or encouragement as needed.



Dr Dot Powell
Director of Teaching and Learning Enhancement, Warwick Business School

I have enjoyed many aspects of being a WIHEA Fellow, especially networking events with others from across the

University. I now feel I know so many more of the people I encounter at education-related events. Leading a Learning Circle (Designing and Assessing Group-Work) has been another great way to get to know people and to chew over some really interesting and challenging issues. One particularly memorable bit of professional development offered by WIHEA was the leadership programme offered by RADA, both online and face-to-face. I doubt I will ever forget being prompted to walk into the middle of a circle of colleagues, take a big breath, and declare: 'This is me!' WIHEA is definitely the sum of its Fellows, and it has been a privilege to be one of them.



Ragesree Roy
PhD Student, English and Comparative Literary Studies

I am hugely grateful for the WIHEA Fellowship, which has made my research and teaching experience at Warwick extremely

rewarding. During my year as a WIHEA Student Fellow, I got the opportunity to work with passionate individuals and collaborate on innovative projects that relate to my research niche. The flexibility and openness in the Learning Circles, and generally in WIHEA, made transitions and participation in different projects a very enjoyable experience. With my colleagues, I designed a student-led action-research project (Designing for Inclusion) that will support interdisciplinary teams of staff and students through a design thinking process to co-create innovative solutions to EDI problems they have identified. This will empower all Warwick students to solve problems relating to equality, diversity, and inclusion at Warwick and beyond. This was an invaluable experience, as I got to work alongside a fantastic team and produce relevant interactive resources that are now available to the student community. It has been a privilege to interact with such an inspiring learning community. Thanks to all those who I have worked with in WIHEA: you have set great examples for the new members. My advice for new Fellows would be to savour every experience and not be afraid to voice your ideas.



Dr Jessica Savage
Deputy Head of School for Cross-Faculty Studies and Associate Professor, Global Sustainable Development

I really enjoyed making use of the networking and training opportunities offered by my WIHEA

Fellowship. I particularly enjoyed working with the Education for Sustainable Development Learning Circle, and learning more about the valuable work of colleagues in other departments where it is often so difficult to get the time to discuss and collaborate.



Dr Bobby Smith
Associate Professor of Theatre and Performance, School of Creative Arts

I used the Fellowship mainly to try to connect with like-minded colleagues at the University. Unfortunately,

due to time constraints and workload, I was unable to do as much as I would have liked, but I still found WIHEA a useful and supportive network. In particular, I joined meetings held by the Anti-Racist Pedagogy Group, which gave me lots of useful and important ideas to bring into my teaching, and meant I was more aware of how these issues were being addressed. I was able to bring some of what I learnt from this Group into my teaching, and could share news about WIHEA and colleagues' work in the department. There are so many opportunities available through WIHEA, many of which I really wanted but unfortunately was unable to join in with. Participate in the groups and make the most of your mentor!



Dr Rebecca Stone
Associate Professor of US History, Department of History

My time in WIHEA has been a truly rewarding and enjoyable experience. It also directly contributed both to my promotion to

Associate Professor and to becoming a Senior Fellow of the HEA. I have contributed to several Learning Circles over the years, including most recently AI in Education, a prospect I had no concept of when I first joined WIHEA. I have had three WIHEA grants, one of which funded the creation of the Digital Pedagogy Library. This project grew into a far larger research endeavour, which my colleague, Jess Humphreys and I are currently professionalising. I also co-led on a COVID-era project that provided support to staff and students engaged in digital assessments, and I am proud to say that this resource is still proving useful today. This year, I have been lucky enough to join the Women-Space Leadership Programme, which has been an incredible opportunity. The best advice I can give to incoming Fellows is to make the most of your time and to throw yourself in feet first. The Fellowship goes by quickly, but the opportunities along the way are transformative.

We would also like to mention the following Fellows who are reaching the end of their Fellowships:

Dr Lazaros Andronis
Reader of Health Economics, Warwick Medical School

Tumi Araga
English Literature Undergraduate Student, English and Comparative Literary Studies

Will Brewer
President, Students' Union

Professor Laura Chamberlain
Professor (Teaching-Focused), Warwick Business School

Dr Daniel Franklin
Associate Professor (Teaching-Focused), School of Life Sciences

Zoi Ioannidou
Life Sciences PhD Student, School of Life Sciences

Chih-Hsiang Lo
Education Officer, Students' Union

Hamza Rehman
Postgraduate Officer, Students' Union

WIHEA FELLOWS (SEPTEMBER 2023)

As we prepare for the new academic year, we welcome our new WIHEA Fellows who start their Fellowships in September 2023.

Dr Mujthaba Ahtamad

Senior Teaching Fellow, Warwick Manufacturing Group

Bhushan Atote

Computer Science PhD Student, Department of Computer Science

Dr Julia Brettschneider

Associate Professor (Reader), Department of Statistics

Dr Juliana Cunha Carneiro Pinto

Teaching Fellow, Department of Economics

Dr Aysu Dincer Hadjianastasis

Assistant Professor (Teaching-Focused), Department of History

Dr Kerry Dobbins

Assistant Professor, Academic Development Centre

Dr Rosie Doyle

Assistant Professor in Latin American History, Department of History

Dr Fiona Farnsworth

Journal and Conferences Coordinator, Institute for Advanced Teaching and Learning (IATL)

Dr Atisha Ghosh

Assistant Professor (Teaching-Focused), Department of Economics

Dr Gemma Gray

Assistant Professor, Department of Psychology

Richard Groves

Enterprise Pathway Manager, Warwick Enterprise

Dr Neha Gupta

Assistant Professor, Warwick Business School

Dr Nicholas Hopcroft

Associate Professor, Warwick Medical School

Robert Horton

Head of Administration, School of Law

Inca Hide-Wright

Community, Engagement and Belonging MaSc, Liberal Arts

Andrea Klaus

Associate Professor (Teaching), School of Modern Languages and Cultures

Wayne Kwong

PhD Student, English and Comparative Literary Studies

Percy Lim

English Literature Undergraduate Student, English and Comparative Literary Studies

Dr Kerem Öge

Teaching Fellow, Politics and International Studies

Dr Simon Peplow

Associate Professor (Teaching-Focused) in 20th-Century British History, Department of History

Dr Thomas Popham

Associate Professor, Director of Studies – Systems and Information Stream, School of Engineering

Bhagavathy Ramachandran

Assistant Professor (Teaching-Focused), Warwick Manufacturing Group

Tor Riches

Chemistry with Medicinal Chemistry BSc Student, Department of Chemistry

Dr Lucy Ryland

Assistant Professor, Warwick Foundation Studies

Miriam Schwiening

Professor of ELT and Applied Linguistics, Centre for Applied Linguistics

Dr Sanjay Sharma

Assistant Professor, Centre for Interdisciplinary Methodologies

Dr Rochelle Sibley

Associate Professor/Director of UG Studies and GTA and STP Pedagogy Lead, English and Comparative Literary Studies

Matt Street

Head of Digital Learning, Education Group – Flexible and Online Learning

Dr Massimiliano Tamborrino

Associate Professor, Department of Statistics

Cleo Tilley

Assistant Professor, Warwick Foundation Studies

Vivek Venkatram

Philosophy, Politics and Economics BA/BSc Student, Department of Philosophy

Dr Matthew Voice

Assistant Professor, Centre for Applied Linguistics

Dr Isleide M Zissimos

Assistant Professor (Teaching-Focused), Department of Economics

REFLECTIONS

It is with great pleasure that I return to the WIHEA community in my new role as PVC Education. As a former Fellow (2016–2019), I have direct experience of the tremendous impact and value that WIHEA delivers, and I am thrilled to contribute to its ongoing success. As every year, it is a joy to read the reflections of colleagues who are entering the Alumni ranks. Their energy, commitment, and enthusiasm are an inspiration to us all. Their work has played a key role in our recent successes, propelling us to become leaders in the sector for both research and education. We are also a beacon of student engagement, and WIHEA is a great example of how we empower the student voice to participate in meaningful co-creation.

Several recent developments have showcased the capacity to expand WIHEA's impact, not just across the University, but also beyond both national and international borders. I anticipate numerous more remarkable innovations and collaborations in the years ahead!



Professor Lorenzo Frigerio
Pro-Vice Chancellor (Education)



WIHEA TEAM



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



Jess Humphreys
Associate Professor (Teaching-Focused) in the Academic Development Centre and Deputy Director of the Warwick International Higher Education Academy (WIHEA)



Lisa Drummond
Academic Manager



Michelle Kulpa
PA to the Director of WIHEA, Event Co-ordinator and Administrative Assistant



Reece Goodall
Student Project Officer



With special thanks for her contribution during the year to:
Alexandra Fraser
Temporary Administrative Assistant





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