



CELEBRATING FOUNDATIONS OF CHANGE

WARWICK INTERNATIONAL
HIGHER EDUCATION ACADEMY 2018

WARWICK
THE UNIVERSITY OF WARWICK



WELCOME

Dear colleague,

The publication of the first report of the Warwick International Higher Education Academy is a very important moment for us all at the University of Warwick.

The Academy is justly one of the jewels in our crown.

At this moment, just when the first group of Academy Fellows have completed their Fellowship, it is a good moment to consider what has been achieved. To consider the lively and influential community of practice that has been formed from educational leaders selected annually from both the staff and student community at Warwick. To consider the wonderful work of those Fellows in developing and embedding outstanding learning and teaching at Warwick, in line with the distinctive nature of the University and the excellent reputation we have for academic achievement. To consider the vital work that the Academy has undertaken to increase the recognition and reward of outstanding achievements in learning and teaching for individuals, teams and the institution as a whole. In these three areas, and more, I think we can rightly be proud of the journey that the Academy has taken, and how far it has helped us all travel as a University.

By establishing the Warwick International Higher Education Academy, the University of Warwick has invested more than £5 million into furthering excellence in learning and teaching at Warwick. This deliberate commitment to a conceptually broad academic and collaborative voice for learning and teaching befits the institution's continued commitment to academic freedom, the discipline-specific nature of teaching as well as our



students' ability to continue to contribute to the shaping of their education. I believe that this has most certainly been good value for money.

I hope you will enjoy reading this report and will find inspiration in the personal stories of the Fellows.

Professor Stuart Croft
Vice Chancellor

CHAMPIONING THE STUDENT VOICE



Having been a student WIHEA fellow for the last 2 years, it is clear to me that the Academy has played an integral role in putting teaching - and specifically innovation in teaching - at the top of the University's agenda. This is very welcome!

As a student rep I know that in order for teaching and learning practices to be truly high quality, they must be considered holistically and with the student experience as a principal focus. WIHEA embodies this ethos. With projects and learning circles looking at a hugely diverse range of areas - from module evaluation to internationalisation; from BME attainment to creative pedagogy - the work that WIHEA is undertaking is undoubtedly laying the foundations for significant strategic improvements that will make Warwick a sector leader in teaching and learning.

The student voice is always taken incredibly seriously within the Academy and as such it has been a joy to be involved and to know that my contributions as a student rep will be proactively taken forward. I can't wait to see what WIHEA achieves in the coming years!

A handwritten signature in blue ink that reads "H. Worsdale". The signature is written in a cursive style and is positioned above the printed name.

Hope Worsdale (Student Fellow)

President
Students' Union



As Education Officer at Warwick's Students' Union, I am a Fellow of the Academy and have worked very closely with WIHEA. The Academy has truly been a vehicle for creating and embedding progressive innovation in teaching and learning practices, in a way which has not been seen before at Warwick. The dedication of everyone involved in the Academy is inspiring - Fellows and staff. They understand that a strong student voice, and reciprocal engagement with the student body in the development of education is crucial to creating a world class experience for students and staff alike. Fellows have always been receptive to my ideas and concerns, working with me and acting upon suggestions when appropriate. I have noted the insistence of inclusion of students in all project work and this is only to be applauded.

The Learning Circles are a fantastic example of the value which the Academy brings to Warwick. Learning Circles bring staff and students together around topics aimed at improving the education experience, which allows the institution to create

informed policy. I was part of the Module Evaluation Learning Circle and am pleased to see the proposal of the Circle now becoming policy, benefitting all students from next year onwards.

In summary, in my view, WIHEA facilitates space for important discussions and actions on the enhancement of the education experience. We have achieved so much for staff and students alike - long may it continue!

A handwritten signature in blue ink, appearing to read 'Liam Jackson', written over a light blue circular stamp or watermark.

Liam Jackson (Student Fellow)
Education Officer, Incoming SU President
Students' Union

WELCOME FROM THE ACADEMIC DIRECTOR

The Warwick International Higher Education Academy (WIHEA) is the first Academy of Educators within the UK, with a remit to enhance learning, teaching and student engagement at the University of Warwick through collaboration, research, and policy influence. Made up of both staff and student Fellows who have shown leadership in education even before being selected for a Fellowship, the community of Fellows presents a strong academic voice within the ambitious educational agenda of the University.

In 2015/16 under the leadership of then Pro Vice-Chancellor Professor Christina Hughes PFHEA, Senate approval was sought to establish an ambitious new venture which became the Academy. The intention of the Academy was three-fold: impact on institutional level learning and teaching development, impact on Fellows' career and professional development as educational leaders and national as well as international impact for Warwick within the higher education arena. Three years since its inception, WIHEA's presence both on and off campus keeps growing.

Fellows are selected through a competitive process after nomination by their department or service. Each of the fellows, staff or student, already have a track record of small or large achievement in enhancing teaching and learning. Fellows meet regularly at WIHEA lunches where updates are given on institutional and national developments and new research and good practice on topics of current interest are shared. Learning Circles are run by Fellows where particular topics are researched and debated and in many cases, policy proposals or good practice guidance result from their work. Master classes are given for Fellows and other colleagues, where Fellows share their particular expertise. External visitors are invited either for high level seminars or short term stays allowing engagement across the university. WIHEA also funds projects on a very wide range of educational topics which support enhancing student learning or teaching recognition. New methods of working are emerging all the time, developed and owned by the Fellows themselves.

Impact on an institutional level

WIHEA aims to increase cross institutional expertise on a wide range of themes through a myriad of activities. Fellows bring in knowledge from their own –often disciplinary- contexts and commit to rigorous processes of institutional and pedagogical research to inform institutional debates.

A series of Learning Circle meetings on recognition and reward of learning and teaching was led by Dr Ian Tuersley and Dr Sarah Richardson and their findings steered the development of the new academic promotion criteria which have now been agreed by Warwick's Senate.

Another cross disciplinary Learning Circle compared practices in other institutions and considered research on module evaluation, and this has now led to a cross-institutional student module feedback approach which will benefit the review and enhancement of modules from 2018/19.

A project on mapping diverse assessment methods led by Kate Mawson has resulted in a website of guidance on assessment which over the summer of 2018 will be further developed as part of the University-wide Review of Assessment.

The introduction of 'space walks' where Fellows explore alternative teaching spaces, led by Rebecca Woolley has led to changes in the way teaching spaces are refurbished and developed in future.

A seminar by Professor Janice Kay, Provost at the University of Exeter and Vice Chair of the national Teaching Excellence and Student Outcomes Framework (TEF) gave a critical review of education at Warwick which led to a number of projects which are changing our practices in light of what our benchmarked student data gives us insight to.

These are just a handful of examples that show the strength of the community of Fellows and the impact of their collective voice to the benefit of our students, our staff and the University's reputation. It is then no surprise that many of the Fellows have found themselves invited to become members of committees across the governance structure of Warwick or have taken on specific influential roles such as Faculty Student Engagement Coordinators, Senior Tutor or Departmental Directors of Student Experience.

Impact on 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, further on in this publication, the Fellows who founded WIHEA relate in their



own words the impact their Fellowship has had on their career and professional learning. Striking are the accounts that show how interdisciplinary and cross-disciplinary engagement has led to a more critical understanding of pedagogy and practice, leading to change in their own teaching or support of students and that of their departments. Many Fellows have undertaken external accreditation, mostly by gaining Fellow, Senior Fellow or Principal Fellow standing through the Higher Education Academy (now HE Advance). Almost all fellows recognise that the project funding, participation or leadership in Learning Circles, involvement in governance or policy development adds to their career prospects. Six Fellows have become Professors during the three years of the Academy's existence, and one Fellow has become an Academic Director and part of the Education Executive, contributing to the strategic leadership of education at Warwick.

The advantage of a Fellowship also means for many Fellows that they are well informed of pedagogical and institutional developments, allowing them to enhance their position and standing within their departments and professional services.

National and international impact

The Academy at Warwick is partnered with a similar Academy at Monash University (Melbourne). The two academies work closely together on staff exchanges, educational projects and leadership development, often supported by the unique Monash Warwick Alliance. Visitors from both universities meet with counterparts often to set up projects to broaden the curriculum or introduce new teaching approaches. For our Medical School this meant engagement with mindfulness research in support of their students, and was led by Professor Sarah Stewart-Brown. Dr Jonny Heron joined Monash to share Warwick's insights on interdisciplinary learning and subsequently shared his own learning with colleagues on campus. Several other exchanges have taken place over the last three years with similar great effects.

Beyond the Monash Warwick Alliance, eminent international visitors also came from other parts of the world. Dr Jesse Stommel (University of Mary Washington) and Dr Sean Michael Morris (Middlebury College) educated us on Critical Digital Pedagogy and Teaching as Activism. Geoff Malleck from Ontario shared his experience of entrepreneurial education and how entrepreneurial learning can be supported in the curriculum.

On the next few pages an infographic gives more information on how WIHEA is constituted and what we do. You may also enjoy noting the matrix which gives further examples of how WIHEA's activities affect personal learning, teaching recognition and create an institutional impact on learning and teaching.

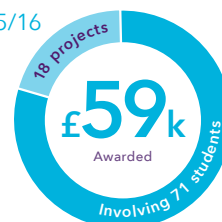
Above all, the Academy is a collective voice for a select group of educational leaders. New Fellows join every year, but this year, for the first time, a group of Fellows leave the Academy as their Fellowship comes to an end. This group of Foundation Fellows shaped the Academy in its very early days and established a structure which has considerable impact on the future of Warwick. The continuing Fellows and I cannot thank this group enough for their contributions, their ideas, their humour and above all their immense commitment to the success of their students. The current and future Fellows are truly standing on the shoulders of giants!



Professor Gwen van der Velden
Academic Director

FUNDED PROJECTS

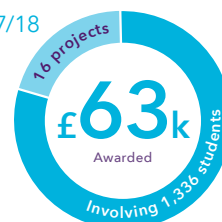
2015/16



2016/17



2017/18



VISITORS

3 Monash / **5** Warwick

Visiting Educators through the
Monash Warwick Alliance Visiting
Educator Scheme



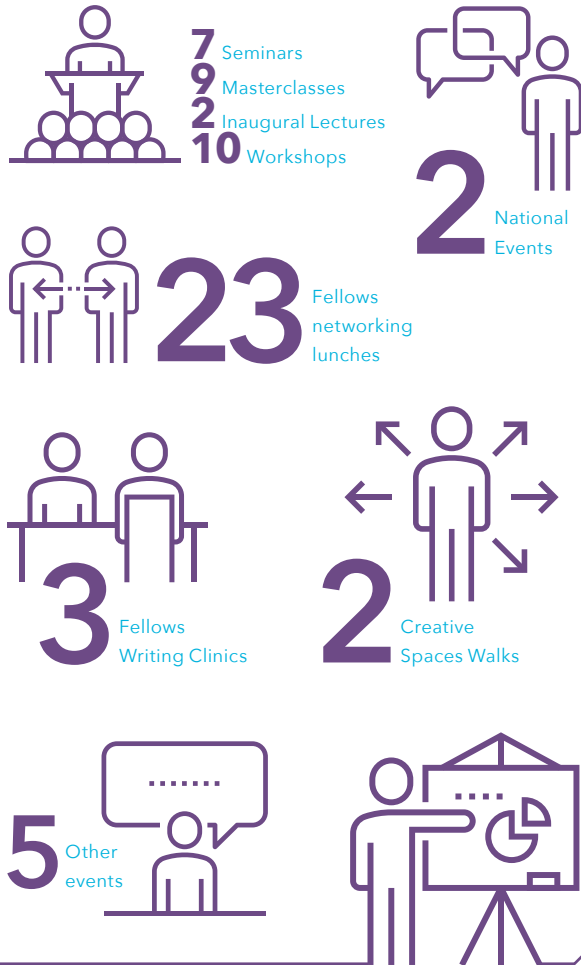
7 External
National
Speakers



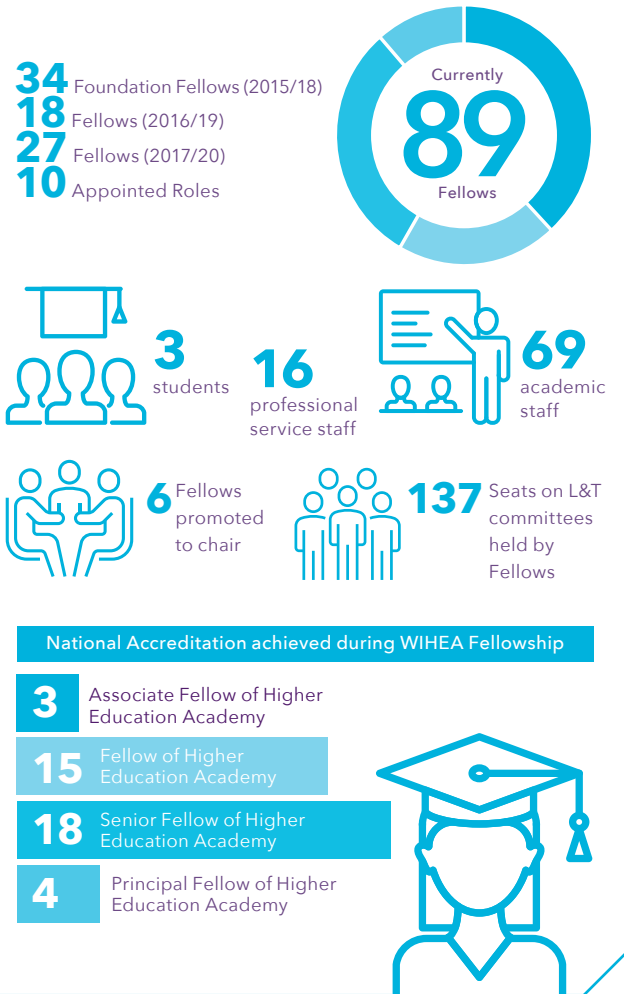
10 UK
academics

3 International Visiting
Teaching Fellows

EVENTS / ACTIVITIES



FELLOWS



HOW THE ACADEMY WORKS

WIHEA Fellows

The WIHEA community is made up of Fellows and members. Students, academic staff and professional service staff can become members of WIHEA and benefit from the many activities, events and networks the Academy offers, on the basis of a proven record of achievement in learning and teaching.

Fellows are selected through an application and nomination route and commit to making an institutional contribution to learning and teaching at Warwick. There are currently 89 WIHEA Fellows, who, on the basis of a proven record of achievement in learning and teaching; are nominated, or academic staff, professional service staff and students who take on a role of influence and leadership within the wider institution. They also give a collective voice to learning and teaching at Warwick through projects, policy influence, governance and exchange of good practice.

Learning Circles

Fellows can join a circle led by a colleague WIHEA Fellow to develop their expertise in an area that either explores new opportunities or tackles current challenges faced by Warwick and/or other higher education institutions across the world.

The Fellows' intention is to gather intelligence, collaborate and share their findings to inform strategic and practical thinking and enhance institutional practice and policy. It enables Fellows to enhance their own expertise and leadership experience whilst being a part of a collective voice influencing Warwick's future direction. WIHEA currently has 12 learning circles, which meet on a monthly basis.

Teaching Recognition & Reward (TR&R) - Led by Dr Ian Tuersley - focuses on the parity of research & teaching, teaching career development, recognition and reward of teaching activity. The Learning Circle has also delivered content for our new promotion criteria to great appreciation within the academic community.

Pedagogy Journal Club - Led by Kate Mawson and Graeme Knowles - discusses pedagogy research papers, engages collectively with innovative pedagogy practices and policies and analyses how research could be translated to improve teaching in other disciplines. Several papers have been published or are in the process of publication.

International Study Group - Led by Alyson Quinn and Dr David Davies - is in the early stages of developing a productive colloquium with university delegates from China and India to explore practices around given topics of pedagogical interest, such as assessment & feedback, group working, TEL and student support principles.

Peer Observation - Led by Jane Bryan and Dr Catherine Bennett - focuses on evaluating current peer review & evaluation systems and their perceived effectiveness as well as exploring

peer review processes for teaching in place at other institutions. Fellows are consulting with colleagues across the institution to make suggestions on enhancing those at Warwick. The Learning Circle is now developing policy proposals for 18/19.

Internationalisation - Led by *Caroline Gibson* - exchanges ideas, practices and experiences across disciplines to engage students in internationalisation, including student mobility, engagement with some of the institutional strategy development work. Next delivery: centrally coordinated information for students on opportunities at both central and departmental level.

Interdisciplinarity - Led by *Dr Russ Kitson* - Offering the opportunity for Fellows to come together and learn from each other, gather data on interdisciplinarity initiatives around the university and create a Warwick inventory of Interdisciplinarity. Also focussing on promoting awareness and engagement with current opportunities and creating new initiatives, particularly new modules and research projects. Next delivery: centrally coordinated information for students on opportunities at both central and departmental level.

Creative Pedagogy - Led by *Rachel Dickinson NTF* - considers a range of ideas, principles and strategies for encouraging students to become active and engaged in shaping how, as well as what, they learn. Critical pedagogy has the potential to impact on students' future work identities.

Module Evaluation - Led by *Professor Gwen van der Velden* - looks at existing practices in module evaluation both within Warwick and elsewhere, exploring literature on the topic and looking for ways to share best practice and develop a sense of how module evaluations can support a range of interests from both staff and students. Resulting policy has been accepted for introduction in 2018/19.

Learning Analytics - Led by *Russell Boyatt* - explores the promises and perils of gathering, analysing and using student data, looking at a range of issues such as privacy and consent, ethics and responsibilities, the opportunities for analysis and

intervention, data-informed learning design and the potential impact on students and staff. Currently feeding into Warwick's student information systems discussions.

Employability - Led by *Professor Pat Tissington* - finds new ways of bringing student employability and skills into the curriculum. This may be through incorporation of academic learning into workplace experiences, rehearsal of relevant skills during the academic curriculum, incorporating employability relevant material in modules or in other ways. Likely to become a subgroup of institutional Education Committee to draft policy and strategy.

Authentic Learning - Led by *Dr Kate Owen and Dr Catherine Bennett* - brings the real world closer to students in teaching and learning activities. This may be through a formalised curricular approach using problem or case-based learning, through group work or seminars exploring real world issues, case examples or projects with external stakeholders.

Anti-Racist Pedagogy and Process in HE - Led by *Meleisa Ono-George* - informs institutional deliberations on issues of BAME student experience and attainment, based on engagement with research, practice in peer institutions and good practice within Warwick itself. WIHEA is also supporting progress in this area with funded projects, further informing the Learning Circle's efforts.

2017/18 Funded Projects - current

WIHEA seeks to recognise, develop and embed outstanding academic practices that enhance student opportunities to 'learn beyond boundaries'. Our project funding aims to enable collaborative partnerships between staff and students to directly improve the learning experience. Proposals are invited for development and dissemination projects which result in guidance for departments, programme teams and individuals on six strategic priorities.

- ▶ **Individual Exam Feedback: Logistics & Learning Gain** - Led by Dr Ian Tuersley - This project, which was conceived as a direct result of engagement in the HEA STEM 2018 Conference in Newcastle, aims to examine whether individual exam feedback supports learning gain and the student experience. The project aims to provide proof of concept for a semi-automated model for individual examination feedback and quantification of the logistics of such provision.
- ▶ **An Institutional Review of Internationalisation Opportunities & Activities (Part 1) & An Institutional Review of Internationalisation with Portal (Part 2)** - Led by Claire O'Leary - Following on from prior WIHEA funded projects on Student Research and directly supporting the institutional Education Strategy, this project seeks to investigate the student experience of internationalisation at Warwick and make it more accessible for students.
- ▶ **Peer Support for Student Independent Research** - Led by Kate Courage - The project is a collaboration between Library staff and students and academic colleagues from English and the School for Modern Languages and Culture. Working with students, the team develops and produces peer-support videos to help students get started with independent research at university.
- ▶ **Holistic Support for Non-traditional Students** - Led by Chris Bradford - The aim of this project is to use video recorded peer support as a tool to support mature students in their engagement with University life.
- ▶ **An Institutional Review of Interdisciplinarity Opportunities** - Led by Dr Russ Kitson - This project builds on the work of a prior WIHEA Student Research project showcasing, celebrating and building approaches for engaging staff and students in Warwick's many interdisciplinary activities.
- ▶ **Inclusivity in Practice** - Led by Dr Letizia Gramaglia - This project aims to engage a team of student researchers with the literature around inclusivity and enable them to work with students and staff to develop a greater understanding of what inclusivity means in different disciplinary contexts.
- ▶ **Learner to Professional: Improving the journey for students and staff (Phase 1)** - Led by Graeme Knowles - The principal aim of this project is to allow departments to develop a clear view of the student and recent graduate perspective on both the discipline and the discipline-specific student experience. By combining this with the perspectives of employers and staff, a multi-faceted understanding can be generated of the professional values and behaviours associated with the discipline.
- ▶ **MAP (Mapping Assessment Potential) Project** - Led by Kate Mawson - The MAP project aims to improve the student experience by promoting a more diverse range of assessment methods across the University. This will be achieved by creating an online toolkit which helps staff make pedagogically-informed choices, and guide them through the assessment design process.
- ▶ **Institutional Review of Undergraduate Research Opportunities (Part 1) & Undergraduate Research: Showcasing, Celebrating and Building Approaches for engaging students in Warwick's Research Culture (Part 2)** - Led by Rachel Davis - As part of the Institutional Review of Undergraduate Research Opportunities, the aim is to provide departments with the opportunity to further reflect on the undergraduate research opportunities established and promoted within their departments and increase the level of communication with students regarding such opportunities.

▶ **Chinese digital media platforms to support social learning and enhance the student experience for Warwick Chinese Students** - Led by *Chris Fenton and Esther Perlaky*

The project explores the opportunities presented by social media platforms to support innovative teaching and learning by bringing together a group of Chinese students to work collaboratively with academic and support staff to identify the possibilities and challenges to using social media for this purpose.

▶ **Professional Behaviours - Learning materials for students training to become professionals** - Led by *Dr Anne-Marie Chilton*

In this project, two departments with a strong commitment to professionalism (Warwick Medical School and the Centre for Teacher Education) are collaborating to produce interactive and thought-provoking educational material relating to professional behaviours. It builds on Warwick's experience of interdisciplinarity and expands this to inter-professional learning.

▶ **Postgraduate Assessment Tool (PAT) Project** - Led by *Dr Debbi Marais*

An online decision-making tool and guidance resource will be developed to aid in the design of effective assessment, marking and feedback which is aligned to learning outcomes and encourages the development of employability skills.

▶ **Interdisciplinarity in Chemistry & Employability Skills Badges** - Led by *Dr Russ Kitson*

This project pilots an achievement badging scheme aimed at increasing students' awareness of the skills they develop through small tasks and lab experiments in three chemistry modules.

▶ **Student Perspectives on Learning Analytics: developing our understanding** - Led by *Russell Boyatt*

A project to develop the institutional understanding of what Warwick students think about learning analytics and how those analytics might be used to support an individual student's learning journey and engagement. Initial surprising findings support the design of Warwick's student information systems.

All funding requires involvement of students at design, development and delivery stages and the collaboration of multiple departments so as to ensure cross-institutional uptake and applicability.

Monash Warwick Alliance Visiting Educators and International Visiting Teaching Fellows Scheme

Both schemes provide a funding contribution to enable sharing, development and review of innovative pedagogical activity between two institutions through exchanges of leading educators.

Geoff Malleck (University of Waterloo) - Hosted by Warwick Student Careers & Skills, the primary focus of Geoff's three-week visit in June 2016 was exploring the principles and conditions that drive the 'creativity-innovation-entrepreneurship' continuum and its relationship with economic prosperity and culture.

Dr Christopher Thompson (Monash University) - During his visit at the start of spring term 2017, Chris delivered a number of presentations within the Chemistry Department on innovation teaching, and sharing practices through Unit Enhancement, Lecture Access and the roll-out of Peer Partnerships.

Dr Craig Hassed (Monash University) - Whilst in Warwick, Dr Hassed delivered a key note speech at the Mindfulness in Health and Higher Education Conference on the 16 and 17 June 2017. This two day conference explored ways in which mindfulness can be effectively taught and embedded in regard to higher and professional education and addressed mindfulness across a broad range of disciplines but with particular emphasis on medical education.

Sean Michael Morris and Dr Jesse Stommel (USA) - Hosted by IATL and funded by WIHEA, International Visiting Teaching Fellows Sean Michael Morris and Dr Jesse Stommel from USA delivered a series of events throughout late October and early November 2017 to share their expertise in hybrid, online and critical digital pedagogy, to inspire educational approaches based on pedagogies, policies and critical practices that support agency, creativity and inquiry.

Warwick staff who visited Monash University during 2017, include: Dr Sophie Reissner-Roubicek, who discussed intercultural competencies with students and staff and delivered workshops on 'Blended intercultural training across disciplines' and introduced an interactive digital resource; Dr Jonathan Heron, who collaborated with the Department of Chemistry on Chemistry Pedagogy/Pedagogical Research to extend the 'portal pedagogy' and forge new partnerships between the arts and sciences; Dr Martine J Barons, who collaborated with colleagues in Nutrition, Dietetics and Food and also presented at an international conference on Science Food Security Research across disciplines; Dr Debbi Marais, who provided an opportunity for sharing best practice and the investigation into developing a unique opportunity for virtual work-based placements in a health setting.

Other Events & Activities

- ▶ **Seminars** - The Academy invites key external professionals from the HE Sector to share insights into a range of high profile learning and teaching topics through a presentation and discussion.
- ▶ **Masterclasses** - Usually delivered by WIHEA Fellows and occasionally external guests who together share their experiences, practical and theoretical insights and materials during one to two hour masterclasses. In the past, topics have included: methods of assessment, signature pedagogy, Innovative ways of linking research to teaching, use of technology to enhance learning.
- ▶ **Inaugural Lectures** - An Inaugural Lecture is an opportunity for newly-promoted or appointed Professors to inform colleagues in the University and the general public by sharing their disciplinary and educational insights. Hosted jointly by the Department and WIHEA, with a drinks/canapé reception at the end, these festive occasions have become prestigious celebrations of Warwick's recognition of teaching excellence.
- ▶ **Professorial Fellows Workshop** - Offering an insight into Fellows' career development towards the highest level of academic career recognition.
- ▶ **Educational Leadership Development Symposium**- Supported by the Monash Warwick Alliance, Fellows from the Australian Monash and Warwick Academies meet at a symposium to develop international educational leadership and establish new collaboration efforts benefiting students on both continents.
- ▶ **Fellow lunches**- Regular meetings where national, local and educational developments are shared and Fellows exchange good practice on a range of strategically relevant topics.

INSPIRING TEACHING AND INFORMING TEACHING SPACE REFURBISHMENT: An example of WIHEA activity by Rebecca Woolley

Fellows often seek opportunities to share their knowledge and expertise with each other in unusual ways. In one case, discussions about creative use of teaching spaces for learning, led to a 'Space Walk' across campus. That first spacewalk led to three more, two of which to inform the planning of teaching room refurbishments, which will now lead to improvements in Warwick's teaching stock. It is a good example of what Fellows can achieve when taking a cross disciplinary, pedagogically centred approach.

Showcasing the many creative teaching and learning spaces around Warwick

The first walk on Thursday 21st July 2016 was an opportunity for WIHEA fellows and others to network, take a stroll and view how a range of spaces are being used to provide engaging teaching for Warwick's students. Our itinerary took in the Teaching Grid, WBS Create, Warwick Manufacturing Group's Turn and Learn space, The Humanities Studio as an example of Open Space Learning and a "mystery space".

The **Teaching Grid**, within the main campus Library is a safe space for those who teach to try out something new in a flexible, technology-rich and supported space. On this day it was set up to showcase three different examples of innovative teaching including a session for Greek Culture and Society recreating a Symposium in which students experience aspects of Ancient Greek society, lounging on the soft seating drinking from a specially created replica vessel, all captured with (not so ancient) iPads wirelessly projecting the view from the student holding the Greek vessel to capture how the liquid rotates in it (Figure 1).

WBS Create is within the new part of Warwick Business School and feels very different from traditional classroom spaces

- it is circular with a very open feel. Having removed our shoes (a great leveller) and sitting on stools arranged in a circle, we were led through a number of activities designed to create experiential encounters. We discussed what "open space learning" means to the teacher and to the learner. The elements of risk and authenticity were key features and participants were excited by the use of games and drama (Figure 2).

The **Turn and Learn** facility within the International Manufacturing Centre was developed to provide a collaborative teaching and learning space, typically used for week-long modules. The space seats 36 students in groups of six around tables with integral screens connected to the master computer at the front of the room. In between these collaborative desks are small benches to allow students to turn away from the group to face the front and still be able to rest their notepads or devices while they listen to the teacher. Tutors from Warwick Manufacturing Group shared their experiences of using the space and how it has evolved. There was considerable interest in this classroom model from participants across the campus.

The **Humanities Studio** was showcased for its many advantages for open space learning: it is flexible and non-hierarchical and encourages collaboration. In addition, just bringing students to a different location immediately engages them. The "**Mystery Space**" was a traditional small classroom, set-up with extra projectors and support booked from AV Services to show that it is possible to introduce innovative pedagogies in most settings. The set-up was based on an example from a session in English and Comparative Literary Studies when multiple



Figure 1: Recreating Ancient Greek drinking practices in the Teaching Grid

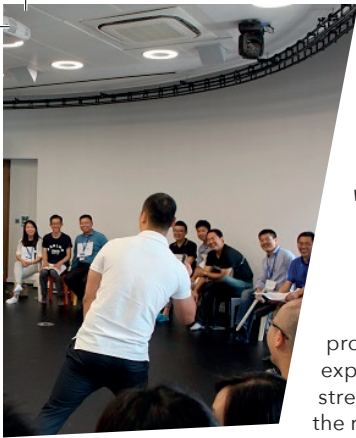


Figure 2: Learning through games in WBS Create

projectors were used to provide an immersive experience for the students, projecting a Syrian street market with all its sights and sounds around the room. Spices and artefacts added to the all-round sensory experience.

Following the success of the first walk we were asked by students from the society Engineers without Borders to organise a second walk to give them inspiration for the interior of their Straw Bale project. This is an exciting, collaborative and sustainable project with the University.

This second walk was another opportunity to view how a range of indoor and outdoor spaces are being used to provide engaging teaching for Warwick's students. Our itinerary again took in WBS Create, WMG's Turn and Learn space and the Teaching Grid, but looked at them through the specific lens of the EWB project and added IARC's 'whiteboard room' (whose walls are entirely whiteboard), the outdoor areas of Warwick's new Teaching and Learning Building, the Oculus, offering opportunities for outdoor teaching (Figure 3), parts of the Sculpture Trail and the next iteration of WMG's flexible teaching space.

Discussions at each walk touched on the challenges in using creative spaces both physically and virtually; a need to retain flexibility over time and a focus on facilitating the learning rather than on the space itself.

The success of these walks was made easier by the contacts with the other Fellows, Sarah Foster-Ogg in WBS and Steve Maggs in WMG plus the excellent support and administration from the WIHEA team.

The much wider promotion by WIHEA about the events on Insite resulted in the articles being two of the most read Window on Teaching Database entries, helping to raise the profile of the Teaching Grid and other spaces on campus. The second "Space Walk" also raised the profile of the excellent work being undertaken by the student society Engineers without Borders.

Three fellows from the Library are now taking up the baton. I hope they find their time as valuable as I have.



Figure 3: Outdoor learning

WIHEA: PERSONAL, INSTITUTIONAL AND STRATEGIC IMPACT EXAMPLES

Personal Learning	Teaching Recognition (Staff/Institution)	Strategic Progress	Activity
<ul style="list-style-type: none"> ▶ Leadership development ▶ Networking 	<ul style="list-style-type: none"> ▶ International collaboration ▶ Publication opportunities 	<ul style="list-style-type: none"> ▶ Exchange of academic, practice and strategic development projects with Monash 	Fellow Leadership Symposium PRATO
<ul style="list-style-type: none"> ▶ Student-led development process ▶ Reflection on assessment methods and academic interest in assessment 	<ul style="list-style-type: none"> ▶ Publication of institutional resource ▶ Recognition of expertise 	<ul style="list-style-type: none"> ▶ Assessment guidance/resource in response to ITLR 	MAP
<ul style="list-style-type: none"> ▶ Focused opportunity to present expertise ▶ Debate and discussion with expert colleagues 	<ul style="list-style-type: none"> ▶ Internal review of academic practice research ▶ Positioning of expertise/visibility 	<ul style="list-style-type: none"> ▶ Development of institutional intellectual capital ▶ Learning opportunities for Warwick colleagues on a range of learning & teaching themes 	Masterclasses
<ul style="list-style-type: none"> ▶ Broadening experience of working in partnership (students & staff) ▶ Learning progress on chosen theme 	<ul style="list-style-type: none"> ▶ Recognition of student contributions ▶ Opportunity to publish/publicly engage ▶ Raising awareness of the opportunities for quality enhancement student engagement offers 	<ul style="list-style-type: none"> ▶ Increased involvement of students in quality enhancement to ensure relevance ▶ Better understanding of student interests 	Student Engagement Projects
<ul style="list-style-type: none"> ▶ Pedagogical research opportunity 	<ul style="list-style-type: none"> ▶ Academic positioning ▶ National / International recognition recording 	<ul style="list-style-type: none"> ▶ Warwick reputation building ▶ Growing educational intellectual capital 	PJC
<ul style="list-style-type: none"> ▶ Learning from wide range of discipline practices ▶ Insight into strategic development process at senior level 	<ul style="list-style-type: none"> ▶ Staff to present at SMT level, visibility and further involvement ▶ Recognition of expertise across academic community 	<ul style="list-style-type: none"> ▶ Visibility of Warwick strength (reputation) ▶ Accessible information for students ▶ Increased inclusion of diverse range of students 	Student Research linked projects
<ul style="list-style-type: none"> ▶ Wide range of new topics ▶ Interdepartmental collaboration and dissemination of good practice 	<ul style="list-style-type: none"> ▶ Opportunity to celebrate education leadership, pedagogical, innovative, administrative, strategic and interrelational leadership 	<ul style="list-style-type: none"> ▶ Dissemination of good practice, benchmarking & informal learning ▶ Developing strong informed collective academic voice 	Network Lunches
<ul style="list-style-type: none"> ▶ Personal horizon broadening ▶ Experience of range of HE systems so as to develop, critical awareness of UK HE boundaries and approaches ▶ International networking & research 	<ul style="list-style-type: none"> ▶ New education knowledge to integrate/ influence existing Warwick practice ▶ International recognition (funding awarded by destination institution on basis of offering of expertise) ▶ Publication opportunities 	<ul style="list-style-type: none"> ▶ International networking & reputation building ▶ Developing international HE policy & institutional practice insights 	International Visitors (exchanges)
<ul style="list-style-type: none"> ▶ Governance experience ▶ Knowledge of strategic development & processes 	<ul style="list-style-type: none"> ▶ Visibility, credibility, influence ▶ Evidence of institutional experience & impact can be developed ▶ Strong voice for enhancing Teaching Recognition 	<ul style="list-style-type: none"> ▶ Strong informed & credible voice of academic practice within decision making processes ▶ Practice informed strategy & policy 	Governance Role



REGISTER OF FELLOWS 2015 TO 2018

Honorary Fellow & Founder:

Professor Christina Hughes, Vice Chancellor's Office Sep 2015 to Nov 2016

Foundation Fellows, appointed in 2015

Dr Vikki Abusidualghoul, WBS
Dr Catherine Bennett, Medicine
Russell Boyatt, ITS
Dr Jane Bryan, Law
Dr Nikola Chmel, Chemistry
Professor Peter Corvi, WBS
(until August 2017)
Dr David Davies, Medicine
Rachel Davis, Student Careers & Skills
Sarah Foster-Ogg, WBS
Dr Rebecca Freeman, Life Sciences
(deferred to Aug 2019)
Dr Letizia Gramaglia, LDC
Katharine Gray, Teaching Quality
Professor Geraldine Hartshorne,
Medicine

Sara Hattersley, CLL
Charlie Hindhaugh (until August 2016)
Professor Cathia Jenainati, Cross-faculty
Studies
Professor Elizabeth Jones, Economics
Emma King, LDC, (until July 2017)
Teresa MacKinnon, Modern Languages
and Cultures
Professor Steve Maggs, WMG
Kate Mawson, CTE
Professor Kevin Moffatt, Life Sciences
Dr Nick Monk, IATL
Dr Kate Owen, Medicine
Alyson Quinn, Medicine
(deferred to Aug 2019)
Claire Raistrick, (until August 2016)

Professor Andy Reeve, PAIS
Dr Sarah Richardson, History
Dr Clare Rowan, Classics
Professor Michael Scott, Classics
(deferred to Aug 2019)
Professor Sarah Stewart-Brown, Medicine
Amber Thomas, ITS
Professor Bob Thomson, WBS
Dr Elke Thonnes, Statistics
Dr Ian Tuersley, WMG
Dr Dave Wood, Maths
Rose Woodford, CAL
(until December 2016)
Roberta Wooldridge Smith,
Teaching Quality
Rebecca Woolley, Library

Ex officio Fellows

Professor Louise Gracia,
(Dean of Students)
Professor David Lamburn, Deputy
Pro-Vice Chancellor (Education)

Professor Gwen van der Velden,
Academic Director (WIHEA)
Isaac Leigh, Students' Union
(until August 2016)

Nat Panda, Students' Union
(until July 2017)

Fellows appointed in 2016

Dr Anne Marie Chilton, Medicine
Professor Gill Cooke, Engineering
Kate Courage, Library
Dr Nathalie Dalton King, Cross-faculty Studies
Rachel Dickinson NTF, WBS
Dr Rebecca Fisher, IATL
Professor Lorenzo Frigerio, Life Sciences
Dr Cathy Hampton, Languages

Professor Des Hewitt, CTE
Dr Harita Joshi, WMG (until September 2017)
Dr Russ Kitson, Chemistry
Graeme Knowles, WMG
Dr Georgia Kremmyda, Engineering
Dr Claire Lucas Engineering (*deferred to Aug 2020*)
Dr Robert O'Toole, ITS

Claire O'Leary, International Student Office
Dr Jacob Saranga, Medicine, (until February 2017)
Professor Olwyn Westwood, Medicine (until July 2017)
Dr Tim White, Theatre and Performance
Anne Wilson, Student Careers and Skills
Hope Worsdale, Students' Union
Dr Philip Young, Life Sciences

2016 Ex officio Fellows

Professor Andrew Clark, Chemistry, Academic Director (Undergraduate Teaching)

Luke Pilot, Students' Union (until July 2017)

Professor Chris Hughes, Pro-Vice Chancellor (Education)

Fellows appointed in 2017

Dr Anil Awesti, CLL
Nick Barker, Chemistry
Dr Gavin Bell, Physics
Dr Elisabeth Blagrove, Psychology
Christine Bradford, Library
Ant Brewerton, Library
Dr Dave Britnell, Engineering
Dr Imogen Davies, Health Sciences
Emily Dunford, Students Union (Students Union)
Gill Frigerio, CLL

Caroline Gibson, IATL
Jenni Good, Law (until March 2018)
Jess Humphreys, LDC
Liam Jackson, Students' Union (Student Fellow)
Dr Bo Kelestyn, WBS (Student Fellow)
Ruth Leary, CMPS
Professor Margaret Low, WMG
Dr Debbi Marais, WMS
Dr Troy McConachy, CAL

Dr Jennie Mills, LDC
Dr Meleisa Ono-George, History
Dr Stefania Paredes Fuentes, Economics
Dr Lydia Plath, History
Dr Sophie Reissner-Roubicek, CAL
Dr Emma Rushforth, WMG
Dr Gavin Schwartz-Leeper, Liberal Arts
Dr Karen Simecek, Philosophy
Joanne Wale, IATL
Dr Leanne Williams, Life Sciences

2017 Ex officio Fellows

Dr Will Curtis, Academic Director (Partnerships)

REFLECTING ON FOUNDATION FELLOWS

In three short years, the Warwick International Higher Education Academy has gained considerable influence on the Education Agenda at Warwick. Core to its success are the Fellows who, without exception, offer a wealth of knowledge and experience of outstanding teaching, and their collective efforts are changing the way we teach and learn at Warwick.

The Academy was established before I became Pro-Vice Chancellor (Education) and was asked to chair the Academy's advisory board. I found the flat structure of the Academy a strikingly good fit with the nature of the wider University, where innovative contributions are valued regardless of hierarchical structures. The cross-disciplinary collaborative approaches and the consistent staff and student partnership working, support the direction of travel we have set out in the Education Strategy. Indeed, Warwick's 'Learning beyond boundaries' approach which represents the core values expressed in the strategy, stems from discussions within the Academy regarding the distinctive nature of a Warwick Education. This goes to show how much of a contribution the Fellows are making.

The Academy of Educators concept is new to the UK sector. The Foundation Fellows have therefore had a major opportunity to steer the development of the Academy and the way it organises itself. It is clear they have done this with great effect and commitment and I am grateful for the contributions of each and every one of them. In particular, Foundation Fellows Roberta



Wooldridge Smith and David Lamburn deserve gratitude for laying the initial foundations of WIHEA. Both were involved even at the very early stages of the idea of the Academy, and their thorough understanding of the spirit of Warwick and how greater excellence in learning and teaching could be achieved, have shaped much of what the Academy now is. I would also like to thank Professor Andy Reeve for his contribution as a Foundation fellow and member of the WIHEA Advisory Group.

The next section of this report sets out how the Foundation Fellows have experienced being part of the Academy themselves.

Whilst I expected that cross-departmental collaborations and student partnership would feature in many of their reflections, I am struck by how much the Foundation Fellows share that they have made changes to their own or their department's teaching practices and gained confidence in taking such learning out into other departments and institutional developments. Considering how young the Academy is, this is something Warwick can genuinely take pride in.

A handwritten signature in blue ink, appearing to read 'Chris Hughes'.

Professor Chris Hughes
Pro-Vice Chancellor (Education)

FOUNDATION FELLOWS' REFLECTIONS

Being a WIHEA Fellow has been both a privilege and a blessing for me. It has given me access to an amazing network of colleagues from across the University with whom I've had personally and professionally transformational conversations, and the beginnings of some fantastic friendships.

It has also given me access to plentiful opportunities to engage with the review and development of systems, processes and policies at an institutional level, and the chance to expand my portfolio of experiences so that I now feel confident in going for my next promotion. Some specific examples for me have been: participation in the Pedagogy Journal Club, leadership of a WIHEA-funded student engagement research project on the flipped classroom, poster design and presentation with Kate Mawson from the Centre for Teacher Education (CTE) and Claire Lucas from Engineering, and leading training sessions at Monash's Innovation Incubator.

My students have directly benefited from my refreshed confidence in pedagogic innovation and the way my voice has been valued by WIHEA colleagues has meant that I now approach my students in a similarly empowering and

transparent manner. In terms of departmental impact, WBS has benefited from my newfound cross-university understanding of 'what's going on elsewhere' particularly in relation to innovative pedagogy and assessment design, as well as the insights I have gained and shared with regard to the TEF and our institutional aim to improve our students' learning experience, particularly for minority groups. I wholeheartedly recommend continued engagement in the WIHEA movement; it's the main thing that's kept me coming to work on difficult days!

Dr Vikki Abusidualghoul
Principal Teaching Fellow
Warwick Business School (WBS)



As I was thinking about the impact of my time as a WIHEA Foundation Fellow today, I was surrounded by the excited chatter of medical students finishing an end of year 1 practical exam, reminding me what WIHEA is all about...

Even before becoming a Foundation Fellow, I had the opportunity to be recorded for a video promoting the new *Academy*. Talking to camera was a new experience for me (not my favourite) and I never quite plucked up the courage to watch the end result!

During my time as a Foundation Fellow, I have (in no particular order):

- ▶ had the opportunity to attend a wide range of seminars from UK and international educational experts, and engage in discussion with colleagues on implications for WMS and Warwick.
- ▶ sat on the panel selecting the first round of WIHEA-funded projects - excellent experience of collaborative decision making with colleagues from a range of departments with varied perspectives on teaching and learning. The exposure to some great project ideas gave me an excellent insight into how to write a good project bid, contributing to recent success in winning IATL project funding to explore external partner (patient) involvement in case-based learning.
- ▶ eaten a lot of WIHEA lunches - whilst discussing educational topics with colleagues, for example, providing feedback on the developing University Education Strategy.

- ▶ been part of more Learning Circles than is probably sensible:
 - ▷ the Pedagogic Journal Club - sadly only able to attend the first and last Foundation Fellows' meetings!
 - ▷ the Teaching Reward and Recognition (TR&R) circle - organising a WIHEA seminar and contributing to the development of the University's new promotion criteria; now working more widely on recognition of teaching, a work in progress...
 - ▷ the Teaching Observation circle - more recently as co-lead; currently developing an extended literature review and case studies to inform the development of University policy and implementation of peer review of teaching.
 - ▷ establishing the 'Authentic Learning' circle with a colleague - an open learning circle, exploring different ways of bringing the 'real world' into teaching and learning.
 - ▷ worked with colleagues to lead a workshop on pedagogies for professional practice at the University Education Conference - sharing good practice between departments and relating practice to the University Education Strategy.
- ▶ participated in recruiting the next generation of WIHEA Fellows.

Most importantly, I have had the opportunity to share ideas and work with colleagues from across the University, and beyond, on the one thing which we all share - our passion for enhancing teaching and learning.



Dr Catherine Bennett
Principal Teaching Fellow
Warwick Medical School (WMS)



Russell Boyatt
Head of Learning
Support Systems
IT Services

The first direct mention of WIHEA in my email is April 2015. In my notebook at the time I have scrawled a suggestion to myself - "find out more". I'm very pleased I did!

I had joined IT Services mid-way through 2012 to help introduce Moodle to the university. Establishing Moodle was challenging, occasionally bruising but ultimately a rewarding experience. By mid-2015 the challenges of starting Moodle were over, with the project entering a new phase of encouraging broader and more sophisticated use of Moodle and the extended classroom tools. For myself and my department WIHEA arrived at just the right time into the conversations and helped shape many of these ongoing efforts.

For me personally WIHEA gave me the opportunity to think more broadly about teaching and learning issues. The seminars organised by WIHEA were invaluable whether it was educational change, pedagogy, widening participation to name a few. Many were not directly related to my day job but each one of these helped broaden my knowledge and understanding of the wider issues. It helped place all the work we do in IT Services into context. I also became involved in a number of Learning Circles including Module Evaluation and Pedagogic Journal Club. Both found me digging back into the academic literature and reinvigorating my interest in many different aspects of education. I wish I'd had the time to get involved in more of the Learning Circles - I take this as a sign of my own diary chaos but mostly the sheer volume of interesting activities and discussions going on!

The community that has grown up around WIHEA has also been enormously useful - getting to know more people from across the institution who have a strong interest in teaching and learning. Don't underestimate the value of the serendipitous conversations at the WIHEA lunches! I particularly appreciated that professional service staff were welcomed into and valued by the Academy as much as students and academic staff. This gave me the opportunity to think about my own career and career path, not just in an IT context but in the context of university teaching and learning. Undoubtedly it has shaped what I will do career-wise in the future and encouraged me to apply for the educational leadership programme. Involvement with WIHEA has helped me re-engage with areas of education and technology research I thought I'd left behind. In particular it made me revisit a piece of work I'd done years before on student attitudes to plagiarism which sowed the seed of something to come...

Through WIHEA I became increasingly interested in the use of learning analytics and the work taking place on this subject throughout the HE sector. So I started a new Learning Analytics Learning Circle - to give Fellows an opportunity to discuss the issues in-depth. I also wanted us to try to tackle learning analytics a little differently from other institutions, so along with Margaret Low from WMG, Phil Young from Life Sciences and Liam Jackson from the Students' Union (latterly recruiting Jane Sinclair from Computer Science) proposed a project to investigate student attitudes to learning analytics and big data. Conversations with Liam were incredibly useful in forming the ideas for these workshops. I was delighted to receive funding to organise student workshops to investigate these issues. I encourage you to get students in a room and ask them questions to which you think you already know the answer. You might just be surprised at what they say and what you learn! I'm enormously grateful to the students involved and their honesty in the workshops as it has started a whole series of conversations and will influence Warwick's approach to learning analytics.

While I'm disappointed that 'graduating' means I'll no longer be directly involved in WIHEA, I'm glad we can make room for the next cohort of fellows. I'm grateful for the opportunities it afforded me personally, what it has done and what it will do for the institution. I can't thank everybody here individually but I'll highlight Christina Hughes, Gwen van der Velden, Lisa Drummond and Michelle Kulpa for all your efforts.

As I exit I have a couple of papers in progress, a rapidly growing learning analytics project, and participation in the educational leadership programme - that should keep me busy!

Dr Jane Bryan
Principal Teaching
Fellow
School of Law



When I first started as a Teaching Fellow in 2008, I felt very much an 'also-ran' - apologetic that I had chosen a career route that focused on teaching rather than research. Since then, as a direct consequence of the growing respect for teaching at Warwick, brought about by WIHEA, I feel proud that I am a part of a growing community of Teaching Fellows.

WIHEA has given me the opportunity to find and connect with like-minded individuals at Warwick and beyond. I have met others who have shaped how I teach and how I think about teaching (particular credit to the Pedagogy Journal Club Learning Circle). I have been supported in my own efforts to delve deeper into student experience issues, for example, through WIHEA's funding of my research into students' perceptions of lecture capture and student-to-staff feedback, and supported to co-lead the Peer Observation Learning Circle that seeks to drive institutional change in how we think about enhancing teaching practice. Most significantly, WIHEA funding has enabled the Student Research Working Group, of which I am part, to create a university-wide resource that will place research at the very heart of a Warwick student's experience.

WIHEA has achieved so much in such a short space of time. It was an honour and a privilege to be a part of its early years and I look forward to seeing WIHEA go from strength to strength enhancing not only the student but also the staff experience.

WIHEA has created a wonderful network of people who are involved and deeply care about teaching. Having that resource available is very valuable. We all work within different environments and with different subject limitations, but we all share similar experiences, which means we can support each other.

The most interesting and useful aspect has been finding the amazing commonalities across disciplines and the possibility of discussing different approaches to teaching using our shared experiences. Being one of the very few scientists in WIHEA at the start, I hope I managed to contribute with a different point of view to many of the early discussions.

I expect WIHEA's impact on my career will be positive. I will be applying for promotion, if successful, I will have more to share, and even if not, the networking opportunities between the WIHEA members and beyond WIHEA, via seminars and masterclasses are priceless. For my department, WIHEA has been a very useful source of information about the recent developments related to teaching around university. Usually much more informative than memos sent from the centre. Networking and knowing the key contacts in other departments and services is enormously useful.

WIHEA raises the profile of Warwick across the UK and outside via collaborations, seminars, masterclasses etc. Learning Circles, while slow to start will hopefully bring some very useful results, whether it is a pedagogic publication, change of institutional policy (e.g. promotions, feedback) or generally spreading the good practice and excellence in teaching approaches, hopefully positively affecting TEF, student satisfaction, rankings etc.

Dr Nikola Chmel
Senior Teaching Fellow
Department of Chemistry





Dr David Davies
Associate Professor (Reader)
Warwick Medical School (WMS)

WIHEA has provided the opportunity to participate in a community of people who are passionate about the development of education. The academy has made an impact on my department as it has helped to raise the profile of WMS and its participation in teaching and learning across campus. Where there is sometimes a tendency to participate in disciplinary silos, WIHEA helps to integrate departments into campus life as a whole.

I have been both honoured and energized to contribute to the University of Warwick as a WIHEA Foundation Fellow between September 2015 and July 2018.

One of the most valuable things has been to be an active part of the phenomenal Warwick teaching & learning community. The creativity and commitment of the Warwick staff network, and the practices that are being developed are really inspirational. WIHEA has given a real home and focus for this and it's been great to be a part of it.

WIHEA Funded Opportunities

- ▶ Year 1 - International Visiting Teaching Fellow, Professor Geoff Malleck
- ▶ Year 2 - Student Research Digital Hub & Spoke project, Student Research Institutional Audit project
- ▶ Year 3 - Developing the strands of the Education Strategy

Career Development & Cross Institutional Contribution


- ▶ WIHEA Advisory Board member 2016 - 2018
- ▶ Educational Leadership Symposium 2018 (Warwick Monash Alliance)
- ▶ Reward & Recognition (R&R) Learning Circle (positioning the interests of the '3rd space professional' in developing institutional R&R infrastructure)
- ▶ Warwick Monash Alliance funded project focussed on Innovation & Entrepreneurship (2017)

Key Benefits - Personally and Professionally

- ▶ Attendance at Fellows' briefings and guest speaker series
- ▶ Immersion in a cross-institutional network of like-minded individuals (knowledge exchange and collaboration), part of emerging communities of practice
- ▶ 1:1 support for developing educational leadership capability, and pedagogical debate
- ▶ Confidence and contribution to University developing Strategy for T&L / Student Experience
- ▶ Identity and recognition (particularly important for those professional services who contribute significantly to Teaching & Learning excellence but who do not operate within the academic promotion framework)
- ▶ Exposure, Visibility & Opportunity to Showcase
- ▶ Development of National and International Networks



Rachel Davis
Head of Student
Development
Student Careers
& Skills

A portrait of Sarah Foster-Ogg, a woman with short, dark hair, wearing a light grey blazer over a dark blue top and a necklace with a small pendant. She is sitting in front of a light grey wall with a silver handrail visible in the upper right corner.

The variety of events that WIHEA organises are always insightful and I walk away afterwards knowing more about the challenges to teaching and learning at both Warwick and on a national scale. The Academy supports Academic Staff Promotions and each year the influence of the Academy has increased which has resulted in a more pertinent impact. WIHEA offers its members the opportunity to have conversations about teaching and the importance of teaching quality across the University.

Sarah Foster-Ogg
Academic Projects Manager
Warwick Business School (WBS)

The last 3 years have been a time of significant change for the sector, the University and me personally. I was made a Foundation Fellow when I returned from maternity leave in January 2016. In the past, learning and teaching was not always regarded as important but the introduction of WIHEA provided and rewarded a visible and coherent strategic commitment to learning and teaching.

I have researched learning and teaching in a number of institutions and often the most research intensive institutions are, bizarrely, not always the most likely to consider pedagogical research when developing education policy and practice. WIHEA has provided the opportunity to challenge that, to engage in the development of learning and teaching practice and policy that is grounded in educational research and joins this up with how things work in practice to ensure that learning and teaching developments are relevant, situated and well designed. This can be seen through the development of module evaluation, peer observation and promotion criteria.

WIHEA has provided a regular opportunity to meet with colleagues and share practice over a sustained period of time. This creates an environment where real understanding can develop. We have got to know each other, our projects and interests in an environment which promotes agency, celebrates successes and develops cross-institutional collegiality. While Life Sciences and the Medical School share a campus, we had not previously spent time sharing our reflections of teaching practice. As a result of meeting Catherine Bennett, Kate Owen and David Davies through WIHEA we worked together to develop a joint SLS/WMS Learning and Teaching Showcase which brought together colleagues and revealed the strong links and commonalities between our students, teaching approaches and challenges. This has strengthened our relationship and will no doubt lead to further collaborations in the future.

Building on my work on student partnership in the sector, I received IATL funding in 2015 for the Student Technology Champion project which enabled us to employ students to work as partners to develop technology for learning in Life Sciences. This was a huge success with significant changes to laboratory assessment and tutorials made in Life Sciences. WIHEA adopted this model through the Digichamp strand of the student engagement project call in 2016 which enabled students across the institution to work on educational development projects. As



Dr Rebecca Freeman
Head of Student
Engagement and
Recruitment
School of Life Sciences

a member of the Advisory Board, seeing the diverse range of learning and teaching projects which have been developed as a result of WIHEA and the commitment to student partnerships has been a real pleasure. It has marked a commitment to partnership in other areas of educational strategy with students co-chairing the Student Learning Experience and Engagement Committee (SLEEC) and the current call for WIHEA Student Fellows.

WIHEA is an enabler. It provides a way to develop learning and teaching ideas that might otherwise be put aside as a pet project in an environment that enables them to generate interest and excitement and become a core aspect of activity. I am currently working with a team of students and colleagues as project partner for WIHEA funded inclusivity project to explore the nature of inclusive learning with students and staff, an area which I have considered in my work with students in the School and through our School Athena SWAN submissions. Already these discussions are deepening our knowledge about students' experiences of learning and the university and challenging what we think we know and will enable us to put together useful, institutional specific information and guidance for wider dissemination.

I am proud of what Gwen van der Velden, the WIHEA team and the Foundation Fellows have achieved in its first 3 years and look forward to seeing current and future Fellows continue to build and shape the Academy.

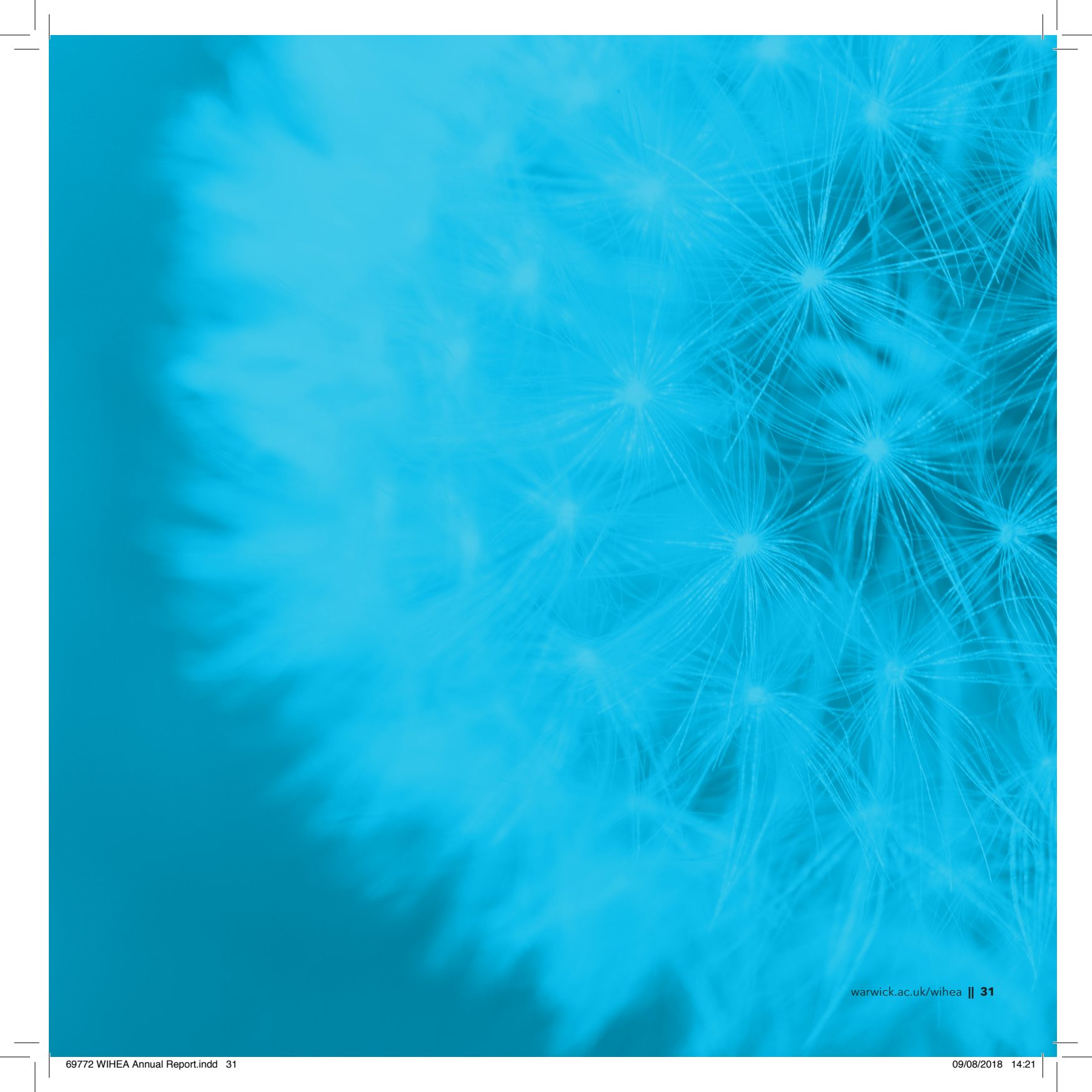


Being a WIHEA Foundation Fellow has been a rewarding and inspiring experience. It has given me the opportunity to engage more closely with colleagues from a wide range of departments who have a genuine interest in learning and teaching. In my current role, I lead on learning and teaching enhancement and support across the university; being a member of WIHEA has afforded me further opportunities to learn, discover and explore topical issues as part of a wider learning community.

Engagement with WIHEA has been hugely motivational, not only for myself but for my entire team; we have been keen to maintain appropriate representation within the Academy, with currently four out of seven team members being WIHEA fellows at various stages of Fellowship. As a mission-critical, yet small, unit within the wider university context, my team have valued the opportunity to have a stronger institutional voice through engagement with a range of Learning Circles and to contribute with our expertise to wider strategic developments.

WIHEA has been invaluable in legitimising engagement with learning and teaching within a research intensive environment, encouraging the rebalancing of academic priorities for the benefit of our students. At the same time, the Academy has stimulated and supported the development of pedagogic enquiry across the institution with a positive impact on the dissemination of evidence informed practice.

Dr Letizia Gramaglia
Learning and Development Manager
Learning and Development Centre



I have gained greater awareness of a wide range of issues surrounding education and have greatly benefited from WIHEA's many and varied opportunities to network and meet others with similar and complementary interests and experiences. I have had the opportunity to propose and participate in projects, Learning Circles, lunches, HEA events, external lectures at Warwick and events with Monash. This has made me a more connected, better informed, more motivated and more capable education-focused academic. My only frustration has been that as a half-time clinical appointment I have not been able to participate as actively as I would like.

I have been invited to participate in University committees and discussions, perhaps as a result of my increasing visibility as a senior education-focused academic. My career has benefited particularly from gaining Principal Fellowship of HEA, which I might never have achieved without the support from WIHEA colleagues. The extremely positive feedback and external validation received, through this and through the many WIHEA events and opportunities, has resulted in greater confidence in myself as an educator (having transitioned from a research-focused career) and awareness of my unique contribution and how it fits with the larger picture. This means that I am much better placed to apply for more senior roles that will extend me further and develop my career.

Within my department, the Foundation Fellows share an informal agenda of increasing the profile of education which is evident in our improved teamwork and consistent approach to departmental direction. We are based in different areas of the department and our shared values, refined from WIHEA exposure, have improved departmental cohesiveness and awareness of educational activity across the department. I have known where to go for help and been able to make contact with colleagues to discuss and compare ideas and to collaborate on educational research project supervision. Through our joint efforts and united approach, the battle of ensuring parity of esteem for education and research endeavour is gaining ground.

Professor
Geraldine
Hartshorne
Head of Clinical
Faculty
Warwick Medical
School (WMS)



The institution has gained most from the WIHEA. WIHEA has become a vital component of the University in very little time, reaching across departments and subject areas, and bringing together the best ideas in a characteristically disruptive Warwick-style movement. Externally, it is now held up as an example of good practice in academic engagement and transformational management in education. It is recognised as a positive and dynamic force for change, providing visible recognition and intellectual rewards for individuals who strive for excellence in their educational activities. This will pay back richly for the University in its approach to TEF and student engagement. The promotions revamp currently under way, is a specific example of where the institution will become stronger as a result of WIHEA activity to ensure the fair reward of educational development and excellence, thus increasing both quality of education and motivation for improvement amongst the education workforce.

It was an honour to be recommended as a Foundation Fellow - WIHEA for me was a long-awaited acknowledgement of the importance of teaching and learning in the institution.

The Academy gave me a brilliant opportunity to meet with like-minded people from a range of departments across the University; a unique mixture of people but all with a passion for pedagogy! These connections have been sustained and developed as I have joined WIHEA Learning Circles, where I felt that I could have a real impact on educational change and development at Warwick. A further example of where I have gained real benefit is through attendance at Masterclasses and workshops, where reputable external speakers have brought insight and perspectives which I have been able to integrate into my own practice, as someone with responsibility to support and mentor PhD students who teach. I have encouraged my own

students to attend open WIHEA events, and we have continued the dialogue around themes, such as widening participation and mental health issues in Higher Education, in my own curriculum. In addition, as someone who supports and assesses staff members for HEA Fellowship, it has given me the opportunity to naturally integrate the work of LDC and encourage my peer Fellows to seek professional recognition. In short, working with WIHEA has offered mutual benefits.

I sense that the Academy is gaining momentum now and the increasing number of case studies and other resources online will help to further promote the important and innovative teaching and learning work which is happening here, and I hope, help to better connect practitioners from across the institution in the future. I bow out as a Foundation Fellow, but I will maintain contact as an alumni and look forward to what the Academy does in the future.

Sara Hattersley
Learning and
Development Adviser
Learning and
Development Centre





Professor Elizabeth Jones
Professorial Teaching Fellow
Department of Economics

The main thing that being a Foundation Fellow has done is introduce me to so many people. Although I was always familiar with many names and faces, WIHEA has enabled introductions to colleagues across the University working on similar things, with similar interests and this just wouldn't have been possible without WIHEA. The gatherings, lunches, seminars etc. provide so many opportunities to catch up with colleagues who you might otherwise have never met or just never see and even the shortest catch up can provide interesting ideas. It's also been such a useful way to learn about the different things that other Departments are working on. We all share many of the same goals and agendas and different Departments are going about achieving their objectives in lots of different ways, that it's so easy

to share best practice. Before WIHEA, this really wasn't done - there was no place to do it, so it was by chance that you would find out about someone doing something. Now, it's so much easier to discover the things that are taking place around the University and in other institutions.

I've sat on a few working groups and Learning Circles, including the Module Evaluation one recently and was asked to sit on the Warwick Welcome Week Steering Group, having shared my experiences of induction within the Department of Economics. I have also been sitting on the Assessment and Feedback Group, looking at mitigating circumstances, again because of my experience in that area and have had so many useful conversations with other

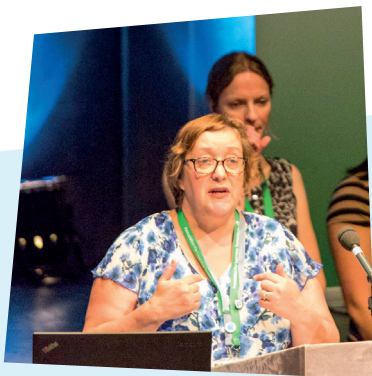
Fellows. I have also been involved in the academic promotion process and met with other colleagues re mentoring and how I can help them with my experiences. I have participated in the Professorial Teaching Fellow promotion talks, where I've given two, as probably the most successful part of being a Foundation Fellow was getting promoted to a Professorial role. Although lots of other things contributed, it was really talking to others within the circle and working out what types of things I was doing and how to share them that gave me the confidence to apply for promotion.

Overall, I think it has been a fantastic success and I have loved being a member of WIHEA.

Becoming a Foundation Fellow in 2015 was a proud moment for me. It offered the opportunity to be recognised as a catalyst for teacher development, a role I had embraced within the Language Centre for some years having developed an online portal for language teachers, Languages@Warwick and instigated a forum for collaborative digital skills development through a community of practice for the Centre's teaching.

The creation of WIHEA signalled Warwick's commitment to high quality teaching as crucial to the continuing growth and success of the institution. It brought together like-minded folk who care deeply about the student experience and pedagogical grounding of teaching and learning.

My professional career in language teaching had started in the 1980s after completing a PGCE at Warwick. I taught in Warwickshire and Solihull for 15 years, taking a brief career break from my role as Head of Department when my first son was born. I then returned to teaching in a new context at Warwick's Language Centre which brought new challenges and opportunities. Through fellowship with IATL, I was able to deliver two teaching projects, one on voice in online language



Teresa MacKinnon
Principal Teaching Fellow
School of Modern Languages and Cultures

learning and the other on international exchange. I also completed a professional e-learning accreditation, Certified membership of the Association for learning technology (CMALT) and achieved Senior Fellow status with the HEA. The WIHEA finding opportunities allowed me to follow up on these interests through a student experience investigation into digital teaching and an investigation into Open Educational Practices called the #knowhow project. The WIHEA network provided a way to bring back my expertise into the Warwick community and to share the developments at Warwick with a wider HEI community. My participation in this WIHEA Learning Circle also enabled me to contribute to a better understanding of the experience of teaching in Higher Education and I am pleased to have a means of giving a voice to those who are often overlooked in a research driven institution.

WIHEA provided a space to unite those from across the institution who care greatly about the learning experiences we provide. The fellowship, mutual support and encouragement have been instrumental in creating change and collaboration here at Warwick, across departmental and role divides. Gwen van der Velden's leadership has modelled how inclusive, open practice can impact upon the ethos and productivity of any working group and it has been influential in our activities in SMLC where a number of units are coming together to create a more cohesive team.

The many opportunities made available at Warwick have enabled me to achieve a more impactful version of my professional self. I have published my work, developed my online profile, innovated in teacher development creating a new student module and I am active internationally as part of the Erasmus Plus Virtual Exchange project. WIHEA has been part of that development and the support of Gwen van der Velden and her team have empowered me to share my successes with the many staff and students here. The major asset of the Academy is the people, just as in teaching it is the people who can make a difference.

I was proud to be invited to be a Foundation Fellow of WIHEA. I was involved in early conversations about its needs and what it would look like and was pleased to be included. I was conscious of the fact that as an institution, we needed to focus on the quality of our teaching and on issues around parity of esteem with our academic and research roles.

In terms of my career, WIHEA has provided me with access to a broad network of teaching professionals. The regular meetings and discussions with other Fellows from across the institution have been invaluable in helping me to understand the picture outside my own department. Since becoming a Foundation Fellow, I have been promoted to Professorial Teaching Fellow. My involvement in WIHEA no doubt had some influence on that. But I think the network has been the most valuable outcome.

Within my department, a number of colleagues have engaged with WIHEA in pedagogical developments, in having an input into policy and process development. It is important for all departments to have a view of what is going on institutionally as well as having the opportunity to influence change. WIHEA has provided this.

In terms of the impact upon the institution, the move towards parity of teaching and research has been influenced by WIHEA. It is also working hard to help improve and innovate in teaching across the institution and its work should have a direct and positive impact on our TEF rating.



Professor Steven Maggs
Professorial Teaching Fellow
Warwick Manufacturing
Group (WMG)

Kate Mawson
Senior Teaching Fellow
Centre for Teacher Education



**My time with
WIHEA: what hasn't
WIHEA done for me?**

WIHEA has professionally been the best decision I've made in my time at Warwick. Working with like-minded, focused, committed individuals who have the skills to think differently about issues and also complete projects and deliver outcomes has been inspirational and transformational for me.

I joined at the very beginning of the WIHEA journey with support from my department even when they really weren't too sure what it was all about. Having spoken to key people involved in its set up I hoped it was going to be exactly the kind of community I wanted to be part of. And then Gwen van der Velden arrived, no review of WIHEA's impact on me or my work can be complete without specific mention of Professor Van der Velden. She has the foresight to seek out and support people who, despite lack of experience or traditional routes into HE, are genuine contributors to, or manufacturers of, Warwick success stories. As well as this, she is also able to facilitate opportunities where established capable colleagues and students are able to get on with and get recognised for creating impact, providing them with the support of not just herself but the genuine professional learning community that is WIHEA. It has indeed turned out to be the community I was hoping for, it champions the dedicated and provides opportunity for excellence to shine.

I have made so many friends through WIHEA. When your work is complicated and stressful and is making numerous demands on your time and your energy, finding a couple of hours for a WIHEA lunch or a meeting is always difficult. However, the

Fellows kept me coming back. The professionalism and dedication of WIHEA Fellows is tangible. They don't keep me coming back purely because they are fun, kind, intelligent and dedicated - although this is true. WIHEA Fellows keep me coming back as they are the vehicle for transformational change. Being part of this community offered me far greater reward than it demanded from me. That is not to say that WIHEA will provide you with an easy route to success but that it will support you when you are prepared to put in the hard graft in your attempts to walk the walk. The people you meet are walking that same path with you. I never feel more a part of a successful team than I do when I mention that I'm a WIHEA Fellow.

WIHEA allowed me space to try out ideas and create resources, it provided support which ensured professional development for me within my department, my institution and nationally. Credit for the work that I've done has always been squarely given to me and to the teams of which I've been a part, there is no hierarchy and there are no politics getting in the way of success and I whole heartedly recommend it to you. If you want *to do something* then WIHEA is the place for you.

Collegiate working and a shared vision means that I have been part of at least four successful projects which have had high impact across the wider university. People from outside my department know who I am and value the quality of my work and I have been approached numerous times by other departments to share my knowledge and skills. I have a successful track record of project management that has allowed me to speak at conferences and publish papers. This established professional reputation has then giving me the confidence to mentor others and disseminate my work more widely to other institutions nationally. This would not have happened without my engagement with WIHEA.

I've been asked specifically to describe the impact that being a

Foundation Fellow has had on: me; my career; my department and the institution. However, I'm not sure I can discriminate between them. It would not be an exaggeration if I somehow credited WIHEA with every personal success and every professional impact that I've made since joining, even when the things that I've engaged in have nothing to do with WIHEA. WIHEA is where I find colleagues who engage in friendly critical conversations that move my thinking on. WIHEA is where I

find the space to try out something new across the institution, knowing that my efforts are always championed. WIHEA is where I find the support I need to go that extra mile with a difficult departmental innovation or activity that otherwise I might have given up on. WIHEA is where I find my peers, regardless of job title, academic or professional role or years of experience.

During my time in WIHEA I have;

- ▶ Set up the Pedagogy Journal Club supporting colleagues to become effective consumers and producers of pedagogic research;
- ▶ Created the MAP resource for supporting departments wanting to approach assessment differently;
- ▶ Been an integral part of the team who informed the changes to the academic promotions criteria;
- ▶ Presented with colleagues at conference around creative pedagogies;
- ▶ Created a professional learning community through which a number of my peers have had professional success with writing pedagogic literature;
- ▶ Convened my department's regional conference;
- ▶ Had my work included in the Warwick Education Conference
- ▶ Gained academic promotion;
- ▶ Stepped up as a mentor for others in my department, as well as nationally;
- ▶ Been recognised by other Warwick departments as a knowledgeable peer whose work is of good quality and robust, whilst at the same time being pupil-centred;
- ▶ Had the confidence to apply for positions that I would never had gone for previously;
- ▶ Setup HEA training workshop which held Warwick up as sector leading;
- ▶ Introduced VR into my course;
- ▶ Linked with practical lab-based colleagues to deliver high quality sessions on my course;
- ▶ Supported peers in their WATE nomination and submissions;
- ▶ Contributed to research and writing which demonstrates Warwick's teaching excellence;
- ▶ Made links with other departments and contributed to joint projects;
- ▶ Had the opportunity to link university-wide departmental WP agendas to my departments work in schools;
- ▶ Submitted successful bids for funding in two rounds;
- ▶ Been named by colleagues as the pedagogy expert on their successful project bids;
- ▶ Worked collegiately with other departments to create unique WP opportunities for students;
- ▶ Gained Chartered teacher status;
- ▶ Felt like I've belonged.

I've always been engaged in my own professional development and I'm someone who likes and looks for challenge and change. WIHEA has suited me down to the ground. I will always be grateful to Gwen van der Velden, her team and Warwick

University as a whole for supporting the work of WIHEA. I know that the extensive network of peers that I've made professionally and the friends I've made personally will be long-lasting and I look forward to a career enhanced by my time serving in WIHEA.

The one word I would use to describe WIHEA's impact is "massive". It has given me the opportunity to interact with others who are also interested in teaching and pedagogy. For the department, it has allowed us to share and practice our ideas on a wider scale and reinforce our own beliefs whilst also being able to consider and evaluate our practices. WIHEA offers people an output for their ideas and allows them to be shared. An important aspect for me personally is teaching recognition. Many of us arrived in academia to pursue both academic and teaching careers, often employed for our research potential. However, many like myself enjoyed and indeed have been considered to excel at their teaching. There was not however, until recently, an obvious career track for us to follow. Now we have visibility and I am really excited with the opportunities and importance that WIHEA now provides the institution, to enable a diverse array of academics to share, test and promote our teaching abilities.



**Professor
Kevin Moffatt
Professorial
Teaching Fellow
School of Life
Sciences**



**Dr Nick Monk
Associate Professor and Director
IATL (Institute for Advanced Teaching and Learning)**

Being a part of WIHEA has had a big impact on both me personally, and my department (IATL). IATL's purpose is to incubate difficult and experimental ideas surrounding teaching and learning and allows this early experimentation to end in failure. However, when these pedagogical experiments are successful, previously there did not appear to be an appropriate place to share these findings until the conception of WIHEA. WIHEA has been a great source of dissemination and serves as a forum for sharing innovation and for having innovation shared with you. On a personal level, WIHEA has given me the opportunity to connect with like-minded colleagues across the university.



Dr Kate Owen
Principal Clinical
Teaching Fellow
Warwick Medical School
(WMS)

When I applied to become a WIHEA Fellow, I didn't really know what I was getting into- it has been so much more than I expected, much more than a title, a wealth of opportunity. At that time I had very few links outside my department and thought medical education was different and didn't lend itself to interdisciplinary working- I was wrong! I was also low in confidence, trying to be innovative but lacking in courage to tackle challenging projects or apply for funding.

The lunches soon helped open my eyes to the similar challenges that teachers in other disciplines were also having, and became a source of good ideas to bring back to the medical school. The masterclasses have been intellectually stimulating- some of the best have been on areas which I wasn't sure would be relevant but thought I would take a punt at. I applied successfully for one of the first round of WIHEA grants and developed the mystery shopper program with students which we have now had published. I have also set up an Authentic Learning Circle and am a keen proponent of interdisciplinary.

I was struggling to get to the Pedagogical Journal Club- so started one of my own for MBChB teachers which has been well attended and helped improve morale. I now have good networks across the university and am on two university committees. I am involved in interdisciplinary projects and have successfully applied for other funding streams for educational projects. My perspective is much broader and I frequently bring new ideas back to the medical school. I am MUCH more confident!

What about the students? We have a mystery shopper scheme involving students in evaluation. Staff are more engaged with their own development and have increased enthusiasm. We are trying out new pedagogical ideas in lectures. We are developing a better understanding of what makes a good student experience.

Dr Sarah Richardson
Associate Professor
Department of History

During my time as a WIHEA Fellow, I have enjoyed the space and time to discuss key strategic teaching and learning issues with a group of interdisciplinary experts. I'm not sure it has had tangible effects on my career but during the time I have been a fellow I have been accredited as a Principal Fellow of the HEA. I will be starting a role as Deputy Head of the History Department in charge of teaching excellence in May.

On behalf of my department, I received funding to diversify the History curriculum and I am pleased to say that process was started last year with a full scale curriculum review in progress. I am planning a funding bid on intercultural competencies to incorporate that into the History curriculum. As well as achieving PFHEA status during my time as a fellow I have worked on a number of strategically important working groups such as Plagiarism, Lecture Capture and Reward and Recognition. The R&R Learning Circle are planning to capture their collective achievements as these do not depend on one individual.





Dr Clare Rowan
Associate Professor
Department of Classics
and Ancient History

By joining WIHEA I feel that I was given a voice in the educational direction of the university, have been able to start fostering long term collaborations with colleagues, and understand the broader UK educational landscape much better. I have also picked up some great teaching ideas/practice. It was through the Academy that I became a HEA fellow, and became acquainted with the UK educational frameworks and as a result I feel more confident and inspired as a teacher.

I was also able to organise a visit from a WIHEA Visiting Fellow, Dr Matthew Nicholls from Reading University, to further develop the digital competencies and confidence of staff and students across the university. This opened up a new way of teaching for one of our modules (virtual reality, architectural modelling software). I feel the academy can, and has, provided leadership for the educational future of the university. With so many great minds together in one room so many ideas and problems can be solved!



Professor Sarah Stewart Brown
Associate Professor
Warwick Medical School (WMS)

Being a WIHEA Foundation Fellow has been a positive experience as it has allowed me to network outside of the medical school. The International Visitors scheme enabled me to bring over a colleague from Australia to deliver a conference and a talk on wellbeing and mindfulness. There is something particularly special about being able to share knowledge with an expert from the other side of the world and it certainly helped to put WMS on the map and show that both mindfulness and wellbeing are being actively practised across the department.



Amber Thomas
Service Owner: Academic
Technology Support
IT Services

WIHEA has given me a sense of community, opportunities to network across the university and invites to useful discussions and speakers. In turn, feeling part of a teaching community at Warwick helped me see my knowledge and skills as legitimate and valued. It helped me feel confident enough to apply for my Senior Fellowship of the HEA. The WIHEA Module Evaluation Learning Circle has also strongly influenced the university's approach to module evaluation that I have led the service development for.

There is a strong sense that teaching is more valued now, particularly through promotion criteria and due to the network sharing more successes.



Professor Bob Thomson
Professorial Teaching Fellow
Warwick Business School (WBS)

I have found two aspects of being a Fellow of WIHEA to be useful. First, I attended sessions of the Pedagogic Journal Club. Reading and then discussing with other Fellows recent articles on innovative pedagogy practices and policies was very stimulating. It encouraged me to reflect upon and refine my own practice. Second, I also attended events arranged under the WIHEA Seminar Series. These again providing valuable insights and ideas, often in terms of what other universities are doing.

More generally, WIHEA provides a valuable forum and set of opportunities for Warwick staff to engage in purposeful conversations, to learn from what others are doing, and to think deeply about their practice. It is a valuable asset to support and promote teaching and learning within this research intensive university. I am sure this was an important factor in Warwick's performance in the recent TEF assessment.

I have very much valued the opportunity to connect and share good practice with like-minded staff across the institution who, like me, give considerable emphasis to the teaching and learning side of academic life. WIHEA has given me access to opportunities beyond departmental boundaries and the confidence to engage in these. Highlights include my WATE commendation in 2016/17, my recent appointment as Faculty of Science Student Engagement Coordinator and the WIHEA funding for an electronic workbook for international student teams which I presented with my collaborators at the HEA annual conference.

I have used the ideas, support and motivation gained from being a WIHEA Foundation Fellow both in my own teaching activities as well as to inform departmental policy making. For example, I used WIHEA funding to support a group of students to produce assessment & feedback videos to help with the secondary-tertiary transition. My involvement in the TR&R Learning Circle has helped me to try to influence the role of teaching focussed staff within my department. Overall, I found the WIHEA Learning Circles very useful and as a result, will attempt to establish a departmental Learning Circle, in particular to support early career staff on the teaching-focussed route.

WIHEA Learning Circles, such as the Module Evaluation and the TR&R Learning Circle, are feeding into institutional processes and policy and I am very pleased that I was able to play a part in this.



Dr Elke Thönnies
Principal Teaching Fellow
Department of Statistics



Dr Ian Tuersley
Principal Teaching Fellow
Warwick Manufacturing
Group (WMG)

My term as a Foundation Fellow of WIHEA has, I believe, provided quite a profound change in my experience of working in teaching at Warwick. I think across the institution - but in some of the larger, more autonomous departments such as WMG especially, it is all too easy to become increasingly isolated in your practice, 'working in silos' is a term much used but sadly, too often all too true. The networking opportunities provided by WIHEA Fellowship have been excellent, but the fact that this has been specifically targeted to include the people at Warwick who have demonstrated a passion and interest in improving our pedagogical practises and are enthusiastic about such matters as the Student Experience has made the Fellowship a very powerful and useful forum.

A second point would be the excellent work of the 'Pedagogical Learning Club' Learning Circle, led by Kate Mawson, which has encouraged me to get more actively involved not just in reading about pedagogical developments but also actively engaging in the writing of journal publications on my teaching experience. That is no small change to bring about in an Engineer!

The networking opportunities described above have been hugely important in providing the opportunity to gain valuable experience and exposure across the institution and even more widely. I have also been given the opportunity to lead a Learning Circle and this has increased my profile with people at the most senior level at Warwick. I have high hopes that this will manifest in the near future as a tangible addition to my personal credentials and prospects for promotion.

In terms of the impact that being a Foundation Fellow has had on my department; this is an aspect that I believe would benefit from more consistency across the various departments and services at Warwick. In some Schools and Departments I believe there is still quite a low level of understanding what WIHEA does and the benefits that it is able to provide, especially for colleagues on the Teaching Pathway but also more widely for enhancing the institutional pedagogical credentials. I would hope that this will improve rapidly in the near future and that this exercise of asking the outgoing Foundation Fellows to reflect upon their experience will help in this regard.

A significant aspect of my tenure with WIHEA has been my leading of the 'Teaching Recognition and Reward' (TR&R) Learning Circle. This group can justifiably claim to have played a significant role in shaping the recent review of academic promotional criteria, which I believe has been very well received especially by those whose careers lie on the Teaching Pathway. Hopefully, this will have started the process of improving the institutional recognition of teaching as a profession and we are now working on journal articles recounting our experiences in bringing about these changes to disseminate this work nationally or even internationally.



Dr David Wood
Principal Teaching Fellow
Mathematics Institute

In some sense I regret having been involved at the start of WIHEA, as it means that we will miss out on WIHEA membership as it gets bigger and better, but it has been a privilege to be able to help shape its direction. The networking element has been without doubt stimulating and enjoyable: there are many of the “same old faces” from the teaching scene, but those same old faces I normally only manage to catch a quick chat with after some meeting or other. So to have the space to discuss what matters to us most (teaching) has been invaluable.

These discussions (and learning circles) have helped question my own practice, and seek ways in which to improve both my teaching and that of those around me. I think with my current, and recent, involvement within the university the Fellowship has complemented my existing interactions within the University and kept me sane.

I hope that future fellows will be encouraged, or given guidance on how they can make an impact in their home departments. I wish I'd done more of this. Or it might just be that I'm so overworked there hasn't been the opportunity!

There has been a definite improvement in how teaching fellows are regarded within the University (including the new promotion pathways), and although a long way still to go, it is without doubt the influence of WIHEA and its fellows and, of course, Gwen van der Velden that has helped to bring this about.

Being a Foundation Fellow has been an interesting three years. I feel I have gained a much better insight into the University's focus on teaching and learning. I have attended some very thought provoking talks through the masterclass series. It has been hugely beneficial to network with other Fellows. The work I am most proud of as a Fellow are the two WIHEA “Space Walks” I organised. These came about from encouragement from Gwen van der Velden and support from WIHEA to turn an idea into reality.



Rebecca Woolley
Community Engagement
Manager (Undergraduate
and Training)
The Library

WIHEA Team



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