



WARWICK
THE UNIVERSITY OF WARWICK

EMBEDDING CHANGE

WARWICK INTERNATIONAL HIGHER EDUCATION ACADEMY

ANNUAL REPORT 2020



WELCOME

When reflecting on the past year, it is unavoidable to consider the impact of the pandemic and to be mindful of the widespread disruption that this has caused to our lives. We have had to navigate rapid changes and adapt to new patterns of work in a period of global uncertainty. It is against this backdrop that I began my term as Director of WIHEA in August 2020 - at the most unusual of times. And yet, I have been absolutely awestruck by (and immensely grateful for!) the enthusiasm, perseverance and commitment of WIHEA Fellows. Amidst the numerous demands of the past few months, they have continued to dedicate time and energy to the Academy progressing the work of the Learning Circles, participating in online events and meetings, collaborating on new initiatives, and supporting each other in a myriad of different ways. Indeed, their determination to remain connected has been inspirational and I am confident that some of the innovations emerging in our practices will facilitate further inclusion as we emerge stronger from these difficult times.

Having been involved in its inception as a Foundation Fellow, I have seen the Academy grow and establish itself as an agent of change and a beacon of educational excellence at Warwick under

the exceptional leadership of Professor Gwen van der Velden. Gwen has brought to Warwick and to the Academy a wealth of knowledge and expertise gained in national and international settings; her determination to enable positive transformation, her commitment to push policy change, and her sustained dedication to enhancing the student experience are a true inspiration to all of us. Her vision for learning beyond boundaries is reflected in the numerous projects that Fellows have delivered, with an impact that extends well beyond the number of those directly invested in WIHEA. For me personally Gwen has become a friend and a mentor, and I am both honoured and humbled to be following her in the role of director. I will work closely with colleagues within and beyond the WIHEA community to build on Gwen's legacy and to ensure that the Academy's value and significance continue to be felt across the institution and beyond.

Dr Letizia Gramaglia
Academic Director

CONTRIBUTION FROM THE FOUNDING ACADEMIC DIRECTOR

Thank you for reading what will be my final contribution to the Academy in a formal sense. It is a good opportunity to reflect on why the Academy has become the success it now is. And in essence, of course, the key to its success is the Fellows.

In 2016, when I had just been appointed to take on the Directorship of the Academy, I focused on how we could make considerable cross-institutional educational impact at Warwick in the most effective way. In previous roles I had learnt that the real strength of any enhancement effort lies in the people who have the ideas, the enthusiasm, the credibility and the drive. Those key people could be students or staff, or best of all, a combination of both so that insights and understanding from different perspectives brings forward the greatest collective intelligence. It is also well understood that a diverse collection of people, inspired by their variety of insights create energy and wisdom which goes much further than anything that can be achieved otherwise. Seniority or job role are not necessarily an indicator for educational development excellence. And so, I proposed that we should select as Fellows those colleagues and students who had already started to lead on educational change, formally or informally, and who came from any department or service, no matter their seniority or prior formal recognition.

Over the four years during which we established the Academy, clarified its remit and evidenced its potential, this selective yet inclusive approach proved to be right. One of the greatest joys in working with the Fellows has been to see unlikely connections being forged and sparking off into enormous creativity. Colleagues and students from across disciplines and services found they could cover each others' blind spots, add to gaps in understanding from a different perspective, or could propose ways forward common to one field, but very unusual in another.

And so, first and foremost I want to thank the Fellows; your work has been influential across a range of challenges Warwick aimed to resolve. Many of Warwick's recent educational successes have been achieved by you and you will no doubt continue to create even more. I have seen Fellows grow hesitant ideas into great projects and then influence policy or cross-institutional strategy on the basis of the outcomes of such projects. I will admit that for me, the years of establishing and leading the Academy Fellows have probably been the most professionally satisfying years of my career. As Fellows, you have made change happen faster, more effectively and with more impact than any of the central teams I have led before I joined the Academy. Much of your success is due to

the sheer calibre of Warwick colleagues and the supportive environment we are able to work in. And yet, it was the handing over of the challenge to those who teach, those who study and those who support learning, that was the essence of the success of the Academy so far. You are living proof that it continues to be worth trusting the old principles of the academic collective. You are an amazing force for exceptional teaching and student experiences. I am grateful you have let me support your success.

No real achievement is ever done by anyone on their own, especially in education, and so I would also like to thank a few key colleagues. Firstly, Lisa Drummond who – ever calm and conscientious – has created intelligent and supportive structures for the Academy. The Academy would not work as effectively as it does without Lisa. Secondly, Michelle Kulpa who came in like a whirlwind of enthusiasm and ensured events, workshops, meetings and other activities happened effectively, and with a warmth and kindness that made all Fellows feel welcome. Going a bit further back, I also want to thank Christina Hughes and David Lamburn who set up the Academy in the first place. I thank Stuart Croft for appointing me and trusting me to develop the Academy as the first of its kind in the UK. And finally, I remain grateful to Chris Hughes who saw the strength of the Academy and encouraged me to turn the Academy's spirit into a structural success.

Finally, I am so pleased to have handed over the Academy to Letizia Gramaglia, who is the best possible colleague to take the Academy through the next phase of its existence. A Foundation Fellow and outstanding leader in educational development, Leti will be able to lead the Academy to a stronger independence from strategic agendas and connect the Fellows to a range of professional development opportunities that will without a doubt be very welcome to them. Leti, I wish you all the best and count on your good care of the Fellows and the concept of change through the autonomous academic collective of staff and students.

Professor Gwen van der Velden NTF
Deputy Pro-Vice-Chancellor (Education)



HOW THE ACADEMY WORKS

The Warwick International Higher Education Academy (WIHEA) was the first Academy of Educators within the UK. Since 2015/16 its community, activities and presence have continued to grow and be part of the institution. The intention of the Academy was three fold: impact on institutional level learning and teaching development, impact on the Fellows' career and professional development as educational leaders, and national as well as international impact for Warwick within the higher education arena.

To deliver WIHEA's remit to enhance learning, teaching and student engagement at the University of Warwick through collaboration, research, and policy influence, Fellows are selected through a competitive process after nomination by their department or service. Made up of both staff and students who have shown leadership in education, the growing community of WIHEA Fellows and Alumni presents a strong academic voice within the ambitious educational agenda of the University.

Fellows and Alumni meet regularly at WIHEA networking sessions to share updates on institutional and national developments, new research and good practice on topics of current interest. Learning Circles are normally led by Fellows or co-led by Alumni, and provide a space where particular topics are researched and debated, and in many cases policy proposals or good practice guidance result from their work. Masterclasses open the floor to Fellows and other colleagues to share their particular expertise. External visitors are invited either for seminars or short term stays allowing engagement across and beyond the University. WIHEA also funds co-creation projects on a very wide range of educational topics which support and enhance the student experience. New methods of working are emerging all the time, developed and owned by the Fellows themselves.

Impact at an institutional level

WIHEA aims to increase cross-institutional expertise on a wide range of themes. This is achieved thanks to the knowledge that the Fellows bring into the Academy and the commitment to rigorous processes of contextual and pedagogical research to inform institutional debates.

Impact on Fellows

Staff Fellows are based in both academic departments and professional services. Fellows from professional services are often colleagues based in the administrative structure but working with direct impact on students and academic practices. In their statements further on in this publication, the Fellows 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. Many Fellows have received external professional recognition, and almost all Fellows recognise that the project funding, participation or leadership in Learning Circles, involvement in governance or policy development adds to their promotion prospects. Fifteen Fellows have become Professors during the five years of the Academy's existence, and four Fellows have become 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 on pedagogical and institutional developments, allowing them to enhance their position and standing within their departments and professional services. It provides unique opportunities for students to take part in exchanges, projects, learning circles, proposing teaching and learning policy or develop new academic practice that enhance the student experience and student outcomes as well as further develop an impressive range of skills, knowledge and experience whilst in the Higher Education Sector.

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 and knowledge 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.

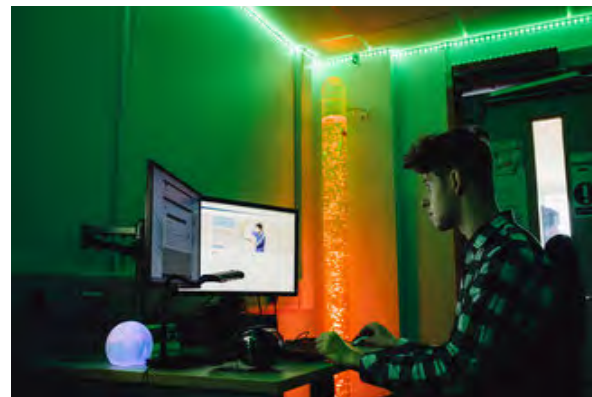
LEARNING CIRCLES

Led by Fellows or co-led by Fellows and Alumni, the WIHEA Learning Circles gather intelligence, collaborate and share their findings to inform strategic and practical thinking and enhance institutional practice and policy. Joining a Learning Circle enables Fellows 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. WIHEA currently has nineteen learning circles; **Anti-Racist Pedagogy and Process in HE, Authentic Learning, Employability, Interdisciplinarity, Internationalisation, International Study Group, Learning Analytics, Module Evaluation, Pedagogic Research in HE, Peer Dialogue, Student Voice, Teaching Recognition & Reward, Third Space, Wellbeing Pedagogies**, plus five new Learning Circles launched this year:



► Co-creation Learning Circle

Led by Dr Damien Homer (Faculty of Arts) and Mairi Macintyre (WMG) the aim of this Learning Circle is to embed co-creation into everyday practice at Warwick by building a community of staff and students working together to draw on current literature about co-creation, challenge conventional notions and explore how it might develop a better understanding of the co-creation process in Higher Education, catalogue a library of case studies to aid dissemination, method and practice and make recommendations to policy for appropriate governance.



► Neurodiversity and the Student Experience Learning Circle

This Learning Circle led by Dr Jagjeet Jutley-Neilson (Social Sciences), aims to bring together academics that are interested in exploring the learning experience of students who identify

as having Specific Learning Differences/ Neurodivergent. Neurodiversity or Specific Learning Differences is a term that is commonly used to describe people with Autism Spectrum Disorder (ASD) including Asperger's, Dyslexia, Dyscalculia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder (AD(H)D); co-occurrence amongst these is also common. The Learning Circle aims to explore existing literature and find out what the experiences of students who identify as being Neurodivergent are, how we support those students once they are here at Warwick and post two years after graduation (student cycle), what are staff experiences and approaches to teaching inclusively, and what are the experiences of staff who identify as Neurodivergent. Anticipated outputs of the Learning Circle include guidelines and a toolkit for staff to help embed inclusive practice at course/University level and beyond.



► Peer Mentoring Learning Circle

Led by Dr David Lees (SMLC) this Learning Circle seeks to support the development of student peer mentoring at Warwick. With the support of WIHEA project funding, it initially aims to undertake an institutional review of existing peer to peer schemes across all departments, investigate examples of best practice across the sector and support initiatives across the University to develop student peer mentoring and peer assisted learning and examine potential future policy.



► Restorative Justice in HE Learning Circle

This Learning Circle, led by Dr Imogen Davies (WMS) and Dr Jane Bryan (School of Law) aims to explore how Restorative Justice works in other institutions within and outside of HE, explore literature to develop an evidence base relevant to Warwick and engage with stakeholders from across the University to explore ways in which Restorative Justice processes might be used at Warwick.



► Trans & Queer Pedagogies Learning Circle

Led by Sam Parr (SU) this Learning Circle looks at gender inclusive teaching and queer pedagogy in particular by researching and discussing existing literature, sharing teaching and learning practices and exploring what trans students' learning experiences are.

Most Learning Circles meet on a monthly basis on campus and despite the logistical challenges brought about by the Covid-19 pandemic this year the majority of them have continued to meet online and progress their work. Two examples of recent achievements are captured below.

Tackling Racial Inequality at Warwick

The development and launch in November 2020 of a multi-module programme to tackle racial inequality at Warwick, was led over 2019/20 by the co-chairs of the WIHEA **Anti-Racist Pedagogy and Process in Higher Education Learning Circle**, Dr Meleisa Ono-George (History) and Dr Anil Awesti (CLL) and a team of Learning Circle members.



wellbeing in distance learning through a number of WIHEA Masterclasses and Workshops. The circle originally focused on four areas of interventions: Wellbeing and Governance, Embedding Wellbeing at Modular Level, Embedding Wellbeing at Course/University Level, and Wellbeing in the Community. In the course of 2019/20 these were expanded to include

Differential Experience of Wellbeing for different Communities and Wellbeing in the Context of Online Teaching & Learning. Dr Elena Riva also led a WIHEA funded project this year, which came out of the work at Modular Level and involved a team of staff and student project officers working closely together to produce the Warwick Wellbeing Library.

Founded just last year to inform institutional deliberations on issues of BAME student experience, attainment and the creation of inclusive classrooms through the engagement and practice of anti-racist pedagogy, the Learning Circle also launched an Anti-Racist Pedagogy Teaching Forum at the end of June 2020, which will support those that have attended the training programme and complement the Learning Circle by enabling members to learn and share from the practices and philosophies of the wider University community, its focus will be broader and include discussion of key texts in the field as well as other and emerging matters raised by Forum attendees.

Launch of the Warwick Wellbeing Library

An active group led by Dr Martin Mik (Life Sciences) and Dr Elena Riva (IATL), the WIHEA **Wellbeing Pedagogies Learning Circle** shared wellbeing pedagogies, strategies and practice and partnered with experts from the Open University to embed



2019/20 FUNDED PROJECTS

WIHEA project funding aims to enable collaborative partnerships between staff and students to directly improve the learning experience by seeking to recognise, develop and embed outstanding academic practices that enhance student opportunities to 'learn beyond boundaries'. Proposals are invited for development and dissemination projects which result in guidance for departments, programme teams and individuals based on our three core strategic priorities: Internationalisation, Interdisciplinarity and Student Research, plus during 2019/20 a focus on Student Engagement, Assessment, Teaching Leadership and Curriculum Design & Development. The projects funded this year are described below.



▶ Student Mentoring - led by Dr David Lees (SMLC) and Dr Karen Simecek (Philosophy)

This project aimed to undertake an institutional review of existing peer to peer support schemes across all departments with a view to identifying aspects of good practice whilst also highlighting areas for attention and improvement and evaluating the role of peer mentoring within the University's framework of student support. A report detailing the initial findings based on the scoping of existing mentoring schemes and wider literature review on best practice in peer mentoring has been produced with further work required to examine the training in place for departments and other examples of practice.



▶ BAME Student Experiences - led by Gill Frigerio (CLL)

This action research project aimed to explore the BAME student experience on three PGT professional programmes in WMS, CLL, and CTE, in the context of a) the awarding gap for BAME students in UK Universities and b) their respective professional contexts. By exploring participation and progress data, student perspectives and relevant literature it aimed to generate recommendations for the

respective course areas, the University and wider stakeholders in medical education, teaching and career development work. The outcomes will be published in a report and disseminated in small, structured and carefully facilitated events and have been considered in the University's social inclusion strategy.



▶ Creation of Bridging Materials - led by Prof Pat Tissington (WIHEA)

This project facilitated the development of bridging content for 2020/21 second year students in 13 departments. Students and staff co-created online learning materials to enrich the first year standardised Warwick Online Learning Certificate (WOLC) with new, subject specific learning units.



▶ Student Perceptions of Digital Assessment - led by Dr Rebecca Stone (Faculty of Arts)

This project to improve the student experience of digital assessment methods across the Faculty of Arts, has resulted in co-produced resources for staff and students that offer guidance on the use of digital assessment in the curriculum and the support offered beyond. <https://warwick.ac.uk/fac/arts/dal/digitalassessment/>



▶ Research Skills - led by Dr Zhiyan Guo (SMLC)

This project aimed at enhancing the culture component of Language Centre modules for SMLC finalists. Students were engaged in the newly designed assessment and evaluation, which integrated research skills into language learning, in order to provide guidance on how to improve the culture components of language modules, and to explore the possibility of innovating the design of modules in the SMLC. The guidance on using video in assessment will be shared more widely to assist the diversification of assessment methods and promote student engagement.



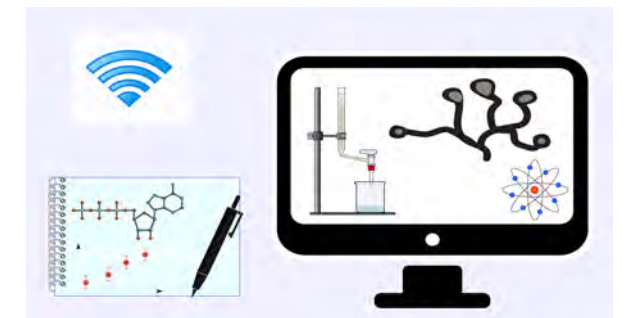
▶ Co-Creation at Warwick - led by Dr Damien Homer (Faculty of Arts)

This project aimed to map out co-creation activities across the University in order to understand, support, promote and publicise its benefits. The findings will shortly be shared across the institution on our WIHEA web pages.



▶ The Warwick Wellbeing Pedagogies Library - led by Dr Elena Riva (IATL)

Co-developed by students and teachers in order to share practice and support Warwick's community to embed and sustain wellbeing in the curriculum when planning modules, courses and assessments this library provides guidance and practical examples. The library is divided into four main categories: 1) Student-Centered environment, 2) International and intercultural integration, 3) Emotional intelligence and 4) Staff and Students Wellbeing and accessed online at www.warwick.ac.uk/wellbeingpedagogieslibrary. As a continuous evolution, it hopes the community will help capture and contribute further strategies and pedagogies.



▶ Remotely Practical - led by Dr Miriam Gifford (Life Sciences)

This project links students and staff across the SEM Faculty with the aim of improving the delivery of practical subjects online for this year and beyond. The project addresses the big problem of how we can achieve learning outcomes that are practical in nature, in an online setting. In this student-staff co-creation partnership funded over two years, the team are developing an online unit to enable students to learn and apply concepts to help their understanding of practical science. The project aims to influence student behaviour, understanding and prospects, enabling interdisciplinary teaching, learning and research across the campus, directly in frame with Warwick's STEM grand challenge.

CELEBRATING AWARDS

WIHEA Fellows are selected through an application and nomination process based on their educational leadership. On their selection they commit to making an institutional contribution to learning and teaching at Warwick and being a Fellow helps make their commitment more visible. Recognising academic achievement, encouraging and inspiring a community of teaching and learning minded staff and students is at the heart of WIHEA, so we take great joy in celebrating and sharing the successes of our Fellows, which this year includes:

NTF Winner 2020



Professor Jo Angouri NTF
(Centre for Applied Linguistics)

WATE Award Winners 2020



Dr Laura Chamberlain
(Warwick Business School)

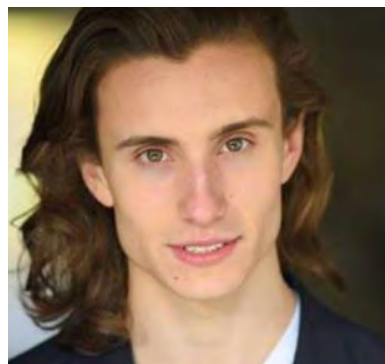


Dr Bo Kelestyn
(Department of Chemistry)



Dr Elena Riva
(Institute for Advanced Teaching and Learning)

OSCA 2020 Winner



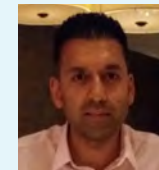
Toby Stacey (*Student Fellow*)
(School of Law)



Professor Claire Lucas
(left Warwick August 2020)

FELLOWS IMPACT STATEMENTS

The next section of this report is written by some of the Fellows transitioning to Alumni in 2020. It provides an insight into their individual experiences and vigorous encouragement for those who will follow them. A few prominent themes emerge in their reflections: the value of joining a cross-institutional community; the rich (and often transformational) learning derived from engagement in the Academy's activities and projects; the lasting impact of the experience on their professional identity; and the determination to continue to lead educational change beyond the term of their Fellowship. Ad maiora!



Dr Anil Awesti
Senior Teaching Fellow
Centre for Life Long Learning (CLL)

My time as a WIHEA Fellow has been focused on advancing the anti-racism agenda at Warwick and WIHEA has been an invaluable body in facilitating progress in this area over the past three years. Through co-leading (with Dr Meleisa Ono-George) the 'Anti-racist Pedagogy and Process in HE' Learning Circle, I have played a part in creating a community of academic and professional service colleagues dedicated to tackling the BAME student experience and attainment/awarding gaps at Warwick. In doing so, as well as going through a journey of collective learning, we have been able to inform institutional deliberations on teaching and learning through the engagement and practice of anti-racism. In particular, our work in the Learning Circle has led to the establishment of a University-wide 'Anti-Racist Pedagogy Teaching Forum' and a University-funded 'Tackling Racial Inequality at Warwick Staff Development Programme' which is aimed at equipping staff with the knowledge and practical tools to engage with anti-racist pedagogy in their classrooms, and to challenge racial inequality at both individual and institutional levels. My single piece of advice to new Fellows would be to make the most of the opportunities WIHEA affords because it is a vehicle through which real change can be enacted, and because your time as a Fellow flies by!

experience and expertise you need or can provide a kind word and the motivation to keep pushing for educational excellence.



Chris Bradford
Academic Support Librarian
The Library

WIHEA broke boundaries for me, in that it enabled me to learn and network with so many engaged and engaging staff from across the institution. I've been a librarian for many years (decades), at a number of HE Institutions and I'm used to pursuing staff development with other librarians. It really is transformative though, when you can listen and learn from staff in other roles about their perspectives about learning and teaching too. I was fortunate enough to be awarded WIHEA project funding to interview and record WP students from CLL about their learning experiences, which meant I could capture some of their emotive experiences around learning, which I still utilise today. It was a privilege to gain a holistic view of the student experience. My main learning journey though, came as a member of the Anti-Racist Pedagogy Learning Circle. I learnt a huge amount about the practice of anti-racism in the classroom and the wider learning environment which is still transforming my practice today. My advice for new Fellows would be to engage and enjoy the experience, but challenge yourself too.



Alex Baker
Postgraduate Student
Department of Chemistry

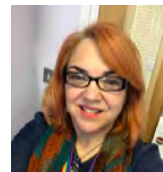
I used my time as a Fellow to build relationships with teaching colleagues across the University. This has opened my eyes to different styles of teaching and best practice that I have tried to emulate in my own work. With Prof. Sorinola, another WIHEA Fellow, we have pushed the decolonise agenda in the Faculty of Science, Engineering and Medicine. This has involved sharing best practice and opening up discussions about decolonising the Sciences, while bringing the faculty together to understand attainment gaps. Without the continual support and advice of Fellows from across the University, I don't think this would have been possible. Therefore my advice to incoming Fellows is to actively engage with other Fellows - they will either have the



Ant Brewerton
Head of Academic Services
The Library

I knew a WIHEA Fellowship was to be cherished from the outset, having put various colleagues forward for Fellowship. My earliest memories involve the Teaching Grid, with lively lunches and even livelier presentations. More importantly, my innovative community of Fellows were also on hand when I wanted to review the place for innovative teaching. What was working well? What could be improved? This led to operational improvements and fed into strategic plans for the Grid. One such plan was how we could start to develop it as a co-creation space to improve the student experience. I next joined the Co-creation Learning Circle which helped inform the Library's co-creation practice, and saw me surveying and writing for the wider Library profession, to show what the sector was doing. Decolonisation

became another key theme (of course) with discussions sparking ideas which led to some great work around our collections and student engagement. I will miss the great colleagues, the camaraderie and the cakes ... especially with a virtual leaving party. Damn you, Covid!



Gill Frigerio
Associate Professor
Centre for Life Long Learning (CLL)

Being a WIHEA Fellow gave me access to a network of teaching enthusiasts from across the institution, and helped me feel less alone. CLL is often located on the 'edge' of things (we really are right at the campus's border with Canley) and to connect with others who teach professional practice in WMS, WMG, CAL and elsewhere was invaluable. I also found much to value in discussions with those who teach undergraduate programmes. I bid for funding with colleagues in CTE and WMS to look at the awarding and experience gap for UK minority ethnic students on professional practice programmes, and through this we have a rich set of learnings about how we can embrace anti-racist pedagogy. I think I'll be working on the outcomes of that for a few years to come. As our ways of working have shifted so much this year, some of the WIHEA relationships I had forged in real life have sustained me and provided solidarity and encouragement as we support students through online delivery. Thanks for all that WIHEA has provided and will continue to do so, I am sure.



Izzy Gatward
Postgraduate Student
School of Modern Languages and Cultures (SMLC)

Through the WIHEA Fellowship, I was able to join the Peer Mentoring Learning Circle, and continue my work on promoting and developing student support schemes at Warwick. In collaboration with this Learning Circle, I was student co-lead of a funded project investigating peer-to-peer mentoring schemes in all departments, conducting a review of existing elements of best practice across the University, as well as potential areas for improvement. Although the path of this project naturally changed in the face of lockdown and campus closure, we were still able to develop a report of initial findings and recommendations, with a specific focus on peer mentoring practices in the light of increased online and remote teaching and learning. The WIHEA Fellowship enabled me to get directly involved in leading and developing pioneering projects such as this, and it has most definitely been a highlight of my MA year at Warwick.



Caroline Gibson
Deputy Director and Academic Manager
Institute for Advanced Teaching and Learning (IATL)

During my WIHEA Fellowship I've led and contributed to projects which highlight the wealth of research opportunities available to our students, projects which created the Student Research Hub and departmental student research pages and I've collaborated with colleagues to do the same in the areas of interdisciplinarity and internationalisation. As a result, a sub-group of SLEEC has been approved to oversee the strategic and operational direction of these three areas of the Education Strategy, a group I'll be a part of beyond my Fellowship. I've also led and co-led the Internationalisation Learning Circle, working on funded projects and bringing together colleagues from across this diverse area of work. My Fellowship has enabled me to better communicate some of the wonderful opportunities available to Warwick students, to learn about new areas of practice and to deepen my experience in areas of work I'm passionate about. My advice to WIHEA Fellows would be to embrace the opportunity to work with people you might not otherwise meet and to attend events you're not sure you have time to attend - you'll be glad you did!



Ben Hayday
Undergraduate Student (3rd Year)
Politics & International Studies (PAIS)

During my Fellowship, I have worn several 'hats', and brought forward different experiences from each to the innovation of teaching and learning at Warwick. At the beginning, I was specialising in the development of education policy as a Politics student, assisting the PAIS Department's work on widening participation and equality and diversity. I then joined the Institute of Advanced Teaching and Learning to reform their project funding to inspire more ambitious and impactful research, and to develop the pioneering Co-creation Officers role—students empowered to embed greater co-creation at Warwick. Latterly, I am supporting the University to play a leadership role in the region. I hope we can continue to expand the practice of community engaged-learning across the curriculum with ongoing support from WIHEA and the new Warwick Institute of Engagement. By working together (students, staff, our local communities and the general public) we can better tackle the world's problems.



Jess Humphreys
Senior Academic Developer
Academic Development Centre (ADC)

The WIHEA Fellowship has been a great opportunity to make connections with colleagues from across Warwick. Having space to share practice, ideas and experiences has been inspirational. The masterclasses and learning circles have provided me with an opportunity to reflect upon my practice and learn from others. I have also had the opportunity to co-lead the Teaching Reward and Recognition Learning Circle. This experience provided me with an opportunity to work closely with colleagues from across Warwick and learn from their experiences. In this space I was able to see first-hand how WIHEA can have a wider impact upon the institutional conversation within this space. My work is within the Academic Development Centre - this experience has informed my own practice, providing me with the opportunity to learn and discover from colleagues at Warwick. In addition engagement with the learning circles and masterclasses has enabled me to reflect upon key issues within teaching and learning and I share these reflections with colleagues who undertake the Postgraduate Award in Technology Enhanced Learning. I have been able to use this experience to raise the profile of the work I do within teaching and learning and to promote the work of my team. Having the opportunity to be a WIHEA Fellow has afforded me with many opportunities to be inspired, share experiences and see how we can have an impact on the wider University agenda. I have grown in my time as a Fellow and have made connections with some amazing colleagues from across Warwick. I would say to any incoming fellows - make the most of this opportunity - you get out of it what you put in. I look forward to transitioning to the Alumni phase and will continue to support the work of WIHEA.



Dr Bo Kelestyn
Senior Teaching Fellow
Department of Chemistry

I still remember how emotional and proud I was to be the first student (in their own right) to be awarded the full Fellowship. It opened doors and gave access to opportunities that helped me grow into the academic I am today. My highlights are trip to Prato and otter spotting, creating and scaling the Warwick Secret Challenge, and lots of laughs at WIHEA lunches! Thank you to Gwen, Lisa, Michelle, and more recently Leti, for your kindness, positivity and support!



Ruth Leary
Associate Professor
Centre for Cultural and Media Policy Studies (SCAPVC)

I wish I could say that I have done more with my Fellowship - it has coincided with a period of significant local change in which I have been involved with the development of SCAPVC, the Creative and Digital Communities initiative and the launch of CMPS' first undergraduate programme alongside my role as Director of the MA Creative and Media Enterprises. I have been privileged to be a member of the Wellbeing Pedagogies Learning Circle and remain committed to its objectives. Fellowship conjures up an image of fireside contemplation and sustenance in the face of a shared endeavour and I have valued how true this is of WIHEA. Examples are too numerous to mention, but Fellows have surfaced and addressed issues that lurk in blindspots or linger on wish lists with a potent mix of scholarship and pragmatism meaning that such learning can be readily embedded in everyday practice - it has certainly informed the developments noted earlier. My advice for incoming Fellows is; be present, listen closely, share your stories, choose your colours, and be prepared to lead the charge!



Professor Margaret Low
Director of Outreach and Widening Participation
Warwick Manufacturing Group (WMG)

I found the opportunities and insights that the WIHEA Fellowship made possible, to be really valuable. Being able to meet and explore aspects of teaching with colleagues from across the University, has been inspiring. As a member of the Advisory Group for WIHEA, I have seen the commitment of support for teaching staff and student participation to be at the heart of all that is done. WIHEA meetings are a great opportunity to find colleagues with similar interests and different perspectives. The sharing of expertise in an enthusiastic and supportive manner all helps to build a strong sense of community.



Dr Debbi Marais
Director of PGT Studies
Warwick Medical School (WMS)

I used my WIHEA Fellowship time to network, finding colleagues who are as enthusiastic about a topic as I am, or doing similar work across disciplines. I co-led a Learning Circle and joined a few others to identify where my 'place' was. I have presented at 3 Education conferences relating to work with colleagues who were also WIHEA Fellows and/or in the Learning Circles. I also applied for funding - successfully on two occasions. One led to a presentation at an international

conference and the other project would have let to workshops at two conferences, but unfortunately COVID intervened 😞 I made friends and supported colleagues to become WIHEA Fellows. I believe my Fellowship has opened the door to many others becoming Fellows in our department and in others in the University knowing more about the Medical School and what we do... other than teach medics. I believe the impact on our students has been positive - understanding and learning how others do things has enabled us to try different ways of approaching our teaching and assessment, enhancing the student experience. I believe also that the work of WIHEA Fellows enabled the teaching focused route for promotion to be much clearer and focused, and this enabled me to be successful in my application for promotion. These are like-minded colleagues, use this time to build your network!



Dr Troy McConachy
Associate Professor
Centre for Applied Linguistics
(CAL)

I really enjoyed my 3 years as a WIHEA Fellow. It was an exciting opportunity to meet a variety of colleagues from all around the University who are passionate about advancing teaching and joining up important work being carried out across departments, centres, and administrative units. Although my participation in WIHEA activities was constrained to some extent due to personal circumstances, I valued the opportunity to join the Internationalisation Learning Circle and find out what internationalisation means to colleagues outside my home department. In 2019, I was fortunate to have the opportunity to lead on a WIHEA funded project on internationalisation of the curriculum which explores the ways that academic staff members in the three Faculties interpreted and implemented internationalisation-related learning goals within their modules. This has led to the production of a 50-page project report that will feed into ongoing project work within the institution. I look forward to seeing how the internationalisation agenda continues to develop within the institution.



Dr Jennie Mills
Senior Teaching Fellow,
Deputy Head of
Academic Development Centre
(ADC)

Working alongside WIHEA Fellows I have often been astounded by their incalculable commitment to learning and teaching, and their ability to influence policy and strategy. It has invigorated my own desire to make a difference, and to initiate change in these newly created spaces. For me the great strength of WIHEA has been to bring together like minded people to make the changes that they

believe in. As convener of the Warwick Education Conference I feel that I have also benefited greatly from the multiplicity and variety of WIHEA funded work undertaken by Fellows, which has enriched our programme for the last three years. My takeaway from three years as a WIHEA Fellow would be to never to underestimate what can be achieved when we work collaboratively, collegiately and cross-institutionally.



Khoi Nguyen
Undergraduate Student (3rd Year)
Philosophy, Politics and Economics
(PPE)

Together with Dr Simecek and Dr Lees we tried to answer the question: How are students supporting each other's mental health? How do they value mentors in societies and departmental pastoral schemes? We tried to distil the wisdom of current well-functioning pastoral schemes into a model of guidance and training for future similar initiatives. What I experienced for the first time at WIHEA, is that good ideas have a life of their own; they quickly become larger than the single person or department that started them. It is a truly interdisciplinary group of educators committed to excellent teaching and good ideas. I am confident that my work and initiatives will outlive my short time at Warwick thanks to WIHEA's commitment to cross-departmental work and long-term, structural change.



Todd Olive
Undergraduate Student (3rd Year)
Global Sustainable Development

Being a part of WIHEA for my final year at Warwick has been a fantastic journey. From articulating an entirely new pedagogical concept (transviciniar learning!) with the fantastic Dr Bryan Brazeau, to working on institutional practice in interdisciplinarity and co-creation with Jo, Debbie, Mairi, Damien, and fellow Learning Circle members, I've been thrilled to work alongside such inspirational people. The impact of these experiences on my time at Warwick is incalculable; to have been part of the ways in which our institution, and the academy more widely, is evolving has been an incredible experience - one which has fundamentally changed the way I perceive both the classroom and the challenges that loom outside it. If I could pass on one piece of advice to students that follow in my footsteps, it would be only to dive in, to seek and be the change - because for WIHEA, the sky is truly the limit!



Dr Lydia Plath
Associate Professor of US History
Department of History

The most impactful part of being a WIHEA Fellow, for me, was the networking. Through engagement with multiple Learning Circles, attendance at events, and at the regular lunches, I got to meet a broad range of people from across the University all committed to education and the student experience. As a member of staff quite new to Warwick when I joined, three years on I now feel fully embedded in the Warwick community! This means that when I want to start a new initiative in my department, I have lots of contacts to turn to for ideas and good practice. So my advice to incoming Fellows, is to get involved! Join a few Learning Circles, make sure you attend the lunches (when they're back in person) so that you can meet people and get to know others from across the University.



Dr Emma Rushforth
Associate Professor
Warwick Manufacturing Group (WMG)

I met a lot of interesting people at Warwick beyond my faculty and attended many events which helped me to take a step back from my day-to-day work, albeit for just an hour or two, to consider wide-ranging matters in teaching. In light of recent events, attending a presentation last year by Professor Basia Diug, from Monash about assessments and online learning which included an example of distance learning and face to face equivalent assessment was providential. Achieving 100% student satisfaction score in NSS for my degree programmes, Manufacturing and Mechanical Engineering, but there is more to do in other degree programmes, not to mention maintaining that! 3 years is not enough time. You need to get your department to afford you the time to take full advantage of your Fellowship.



Dr Gavin Schwartz-Leeper
Senior Teaching Fellow
Liberal Arts

I joined a number of learning circles, which I found to have really enriched my teaching practice. The Anti-Racist Pedagogy Learning Circle in particular has been transformative in how I see my teaching and learning practices and priorities. I also worked with some students to run an institution-wide project on debate-based pedagogy. It was a real pleasure to work collaboratively to support this student project and I'm grateful to WIHEA for the support. Beyond building connections to a wonderful network of educators (itself a really rewarding experience), I feel so much more confident about tackling sensitive issues (racism, sexism, and

other structural inequalities). Moreover, it's good to see Warwick supporting this kind of work: beyond its impact on me, I hope this kind of work will at least start to address some of the serious structural issues we see so often here and elsewhere. My advice would be to get involved: the best learning opportunities came from active engagement.



Jo Wale
Deputy Director and Academic
Manager
Institute for Advanced Teaching and
Learning (IATL)

My WIHEA Fellowship was motivated by the desire to contribute to Teaching and Learning projects at Warwick and the experience did not disappoint. First, I signed up for the Module Evaluation and Interdisciplinarity Learning Circles and was fortunate enough to attend the inaugural meetings of both! Before long I was contributing to my first WIHEA funding proposal before becoming Co-Lead of the Interdisciplinarity Learning Circle with Russ Kitson. Our first WIHEA project undertook an institutional review of interdisciplinary opportunities, created a MyWarwick Hub page and launched the inaugural Warwick Secret Challenge (inspired by our two student officers Bo Kelestyn and Subramonia Pillai). The second project, co-led with Jo Angouri, Caroline Gibson and Claire O'Leary, brought together three of the four strands of the new Education Strategy by communicating to students how to engage with Student Research, Interdisciplinarity and Internationalisation through pilot departmental web pages. The final year of the Fellowship saw Debbi Marais join the Interdisciplinarity Learning Circle as Co-Lead and the year started at a pace: a further WIHEA funding project was accepted, members of the circle submitted abstracts for the forthcoming Interdisciplinary Learning and Teaching Conference and a workshop was accepted for the May 2020 Warwick Education Conference. Then the pandemic struck! While the Learning Circle continued to meet, there is no doubt that the events of the last eight months have disrupted the momentum and some of the institutional impact of the work. However, we are undeterred and, under the new leadership of Lauren Schrock, the Learning Circle is busy discussing how to adapt to the rapidly changing educational landscape.



Dr Leanne Williams
Associate Professor and SLS Director
of Student Wellbeing
School of Life Sciences

WIHEA Fellowship enables access to an incredible community of impassioned and inspiring innovators of practice and enquiry. For me this was a privileged opportunity to share and develop ideas that push boundaries. I worked with the amazing Jane Bryan and Catherine Bennett in the Peer Dialogue Learning Circle and enjoyed the pedagogical journal club meetings. The networking events were at times some of the most valuable occasions for me in connecting with like-minded colleagues across the University. Last year I was invited to sit as a member of the WIHEA Advisory Group. This was a fantastic opportunity to be a part of the process of considering project funding applications. The scope and quality of the applications reassured me that WIHEA Fellows will be pushing boundaries for a long time to come! It was also incredible to work more closely with Gwen who has been a great inspiration to many of us. At the moment I am working with Miriam Gifford (SLS) and staff and students from across the Science Faculty on a WIHEA funded project. The aim is to develop a cross-disciplinary module/unit to help develop practical skill understanding in a remote environment. I'm also working with the fabulous Sam Parr and a group of colleagues on Queer and Trans Pedagogy. I am really excited to focus my energies on this next chapter even as my term now comes to an end. There is still so much to look forward to!

We would also like to mention the following Fellows as they reach the end of their Fellowships.

Nick Barker
Senior Teaching Fellow
Department of Chemistry

Chloe Batten
Education Officer
Warwick Students' Union

Dr Gavin Bell
Reader
Department of Physics

Dr Dave Britnell
Associate Professor
School of Engineering

Dr Imogen Davies
Senior Teaching Fellow
Warwick Medical School (WMS)

Ben Newsham
President
Warwick Students' Union

Dr Stefania Paredes Fuentes
Associate Professor
Department of Economics

Dr Sophie Reissner-Roubicek
Associate Professor
Centre for Applied Linguistics (CAL)

Toby Stacey
Undergraduate Student (3rd Year)
School of Law

FUNDED PROJECTS 2019/20



LEARNING CIRCLES 2019/20



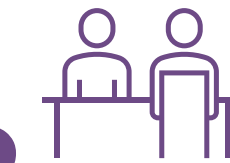
EVENTS / ACTIVITIES



2 Seminars

4 Masterclasses
Workshops

2



Fellows Bid
Writing Clinics



9 Fellows
networking
lunches

1

International
Event



VISITORS

2 Warwick staff
visited Monash
University through
the Monash Warwick
Alliance Educator
Scheme



2 External
National
Speakers

2 further Warwick visits to
Monash were cancelled due
to Covid-19



16 International
Academic
Visitors

FELLOWS and ALUMNI

42 Foundation Fellows Selected (2015/18)
22 Fellows Selected (2016/19)
27 Fellows Selected (2017/20)
33 Fellows Selected (2018/21)
33 Fellows Selected (2019/20)



8 students
22 professional
service staff

8 Fellows
promoted

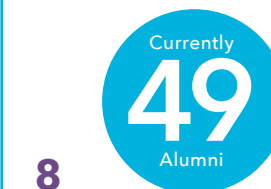
62
academic
staff

12
Fellows
Chairing
L&T committees

153
Seats on L&T committees
held by Fellows

National Accreditation achieved by Fellows during 2019/20

1 Fellow 3 Senior Fellows 1 Principal Fellow of the Higher Education Academy



8
Alumni
Chairing
L&T committees

58
Seats on L&T
committees held
by Alumni



REFLECTIONS

Since WIHEA's inception five years ago, Academy Fellows have been selected on the basis of their commitment to enhancing teaching and the student learning experience. Colleagues and students have shown such commitment already before they become Fellows, but it is remarkable how participation in a community of excellence stimulates even more enthusiasm and inspiration. This year - despite its well-known challenges - has been no different.

New Fellows came on board and added their own ideas, experiences and interests to existing efforts. As a result new projects were established, including student engagement for co-creation (Damien Homer & Mairi Macintyre et al), BAME student experience (Gill Frigerio et al), research skills development in language learning (Dr Zhiyan Guo et al) and student mentoring (Dr David Lees and colleagues).

Following more than a year of work undertaken by no less than three Learning Circles, this year saw the development and launch in November 2020 of a multi-module programme to tackle racial inequality at Warwick. It was led by the co-chairs of the WIHEA Anti-Racist Pedagogy and Process in Higher Education Learning Circle, Dr Meleisa Ono-George (History) and Dr Anil Awesti (Lifelong Learning) and the wider team of Learning Circle members. After receiving WIHEA project funding to initially develop the content, the Learning Circle secured further central University funding to deliver this programme aimed at equipping academic and professional services staff with the knowledge and practical tools to engage with anti-racist pedagogy in their classrooms, and to challenge racial inequality at both individual and institutional levels. The programme has two 'core' modules and a series of optional modules that can be taken by staff online and over the course of a year.

Three projects were particularly apt to 'the year when we moved online'. One is the outstanding 'Remotely Practical' project which has made it possible for students across various disciplines to develop core laboratory skills whilst unable to use physical labs - an extraordinary achievement based on cross disciplinary collaboration and ingenuity. Congratulations to Dr Miriam Gifford and many colleagues and students involved. The second one is led by Dr Rebecca Stone and explores the student experience of digital assessment in the Arts. This project will support further planning and development of online practices and has the potential to inform staff and students from all Faculties as we hone our approaches to online assessment in the



future. In addition, noting the exceptional nature of this year, WIHEA wanted to support the inventiveness and disciplinary excellence needs identified outside the Academy's field of work. When the opportunity arose, departments were invited to bid for funding to redevelop the Warwick Online Learning Course (WOLC) for discipline specific relevance. A good number of departments took this up in an effort to ensure first year students could transition effectively from a curtailed first year into a second year delivered by blended learning.

Another project that stood out for its potential to change the nature of a Warwick education is the Wellbeing Pedagogies project led by Dr Elena Riva. The project team developed an online Wellbeing Library, an outstanding resource, practical and inspired in nature, with a raft of case studies and examples of interest. Dr Riva's work on 'Wellbeing in the Curriculum', which is to be developed into an online course, has also been recognised with a WATE award and has received interest from the University of Copenhagen. This shows how Warwick now has structures in place to move some of the best educational developments from initial idea, all the way to international recognition.

In short, the Fellows have again shown their exceptional ability to change the face of teaching and learning at Warwick and continued to do so - no matter the wider circumstances. I am therefore most pleased to congratulate the Academy on another year of success.

Finally, I am delighted that Letizia Gramaglia has accepted Directorship of WIHEA, and will no doubt build upon and extend the excellent work that Gwen has started. Already I can sense a renewed vigour and sense of purpose amongst colleagues within our Learning Circles, and anticipate even greater achievements in the upcoming year. Galvanised by success and inspired by new leadership, I believe that WIHEA will help Warwick capitalise on the learning, collegiality and community which has emerged during the pandemic to redefine the future of education.

Professor Chris Hughes
Pro-Vice-Chancellor (Education)

WIHEA TEAM



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



Lisa Drummond
Academy
Administrator



Michelle Kulpa
Event Co-ordinator
and Administrative
Assistant

With special thanks for their contributions during the year:
Laura McGowan - Ambitious Futures Management Trainee (6 month placement)
Tracey Teggins - Temporary PT Clerical Officer
Max Edgson and Izzy Gatward - Student Project Officers



Warwick International
Higher Education Academy
The University of Warwick
Senate House
Coventry
CV4 7AL
+44 (0) 24 7657 3205
wihea@warwick.ac.uk

www.warwick.ac.uk/wihea