



SUCCESSING TOGETHER

THE WARWICK INTERNATIONAL HIGHER EDUCATION ACADEMY

ANNUAL REPORT 2022





WELCOME

Welcome to our WIHEA annual report for 2022.

This report covers another extraordinary year – a year of ongoing resilience and adaptation, but also of renewed successes. The lingering interference of the pandemic patently put a strain on us all, demanding ongoing readiness for change.

The evolution of our social and professional networks continued to be marked by different rhythms and modalities. We saw in this an opportunity to strengthen the relationship between insight, values and focus to advance WIHEA's fundamental goal of promoting and rewarding excellent education through student and staff partnership.

Once again, there is ample evidence in this report of the extraordinary commitment of our Fellows, Alumni and Members – WIHEA thrives on constant renewal, fuelled by the fresh perspectives and inspiring energy they bring year on year.

A few highlights

As we all began to process our experience, speculating on the short-, medium- and long-term impact of the pandemic, it was with deep admiration that I observed WIHEA Fellows, Alumni and Members work collaboratively and creatively to build the foundations of what will come next – to reimagine the future of education at Warwick and beyond.

We launched four new Learning Circles on themes relating to assessment, sustainability, online learning and inclusive education, continuing to develop ideas and work together to research, understand and generate solutions. We funded 12 internal strategic projects and hosted a series of successful events (including the Warwick Sustainability Challenge and a thought-provoking seminar on Universities and Post Pandemic Digital Praxis) which saw the involvement of a wide internal and external community.

New initiatives

In Higher Education, as in society at large, we face common challenges with increasingly limited resources. This means that collaboration has never been more important. To foster and enhance new and established partnerships, WIHEA piloted this year a new 'External Collaboration Fund', supporting four outstanding cross-institutional projects with potential for long-lasting impact.

It takes vision, perception, and flexibility to navigate a rapidly changing sector such as Higher Education. Alongside these qualities, impactful leaders possess a repertoire of skills that enables them to inspire, influence and take appropriate risk. With the exceptional support offered by RADA and Women-Space, we launched a suite of Educational Leadership Development Opportunities, enabling Fellows to become more aware of and enhance their leadership skills.

Looking ahead

In the pages to follow, you will find more examples of WIHEA's activities and impact – they each make a difference on their own, and together they shine. It is thanks to the inspiration, support and confidence I receive from the wider WIHEA community that I find continued enthusiasm and motivation to fulfil my role as Director, a position that I am delighted to announce has been extended for a further two years. THANK YOU to each and every one of you – I look forward to continuing our journey together!

Prof Letizia Gramaglia, PhD, PFHEA, NTF
Head of Academic Development (ADC) & Director of the Warwick International Higher Education Academy (WIHEA)

CHAMPIONING THE STUDENT VOICE



Rohan Chakraborty
English & Comparative Literary
Studies UG Student
WIHEA Fellow & WIHEA Student
Project Officer

The high and ever-increasing quality of education at the University is not only sustained through staff sharing best practices amongst each other, but through the active involvement of the student voice. It is through our students' unique perspective as learners and partners that we are able to enhance, innovate and excel. WIHEA places the student-staff partnership at the heart of its activities by inviting Fellowship applications from students so they can make an institutional contribution to teaching and learning at Warwick, leading/co-leading projects and participating in Learning Circles.

This academic year has been part of a shift in teaching approaches and methods as the whole sector attempted to navigate a new hybrid existence - our Student Fellows have responded accordingly by supporting research into (and innovating with) a balance of both in-person and digital learning experiences. One example is the **Digital Pedagogy Library** (DPL), a WIHEA-funded project that seeks to showcase innovation in the field of digital pedagogy from across all faculties at the University. Student Fellow **Nathalie Cooper**, a Postgraduate Researcher in the History Department, took on the role of Digital Project Manager as the DPL reached the second phase of its development this year. Through this opportunity, she was able to gain exposure to and review the pre-existing efforts of digital innovation amongst teaching staff across the University. She then used this collection of insights in helping develop a facility through which these digital pedagogies can be shared to promote excellence in teaching.

Across the sector, there has been growing attention in recent years to issues surrounding and impacting on students' wellbeing. **Evelin Sanderson-Nichols**, a recent joint-honours graduate in Philosophy & Literature, has immersed herself in promoting wellbeing amongst staff and students in her time as a Student Fellow. Her participation in the **Technology Enhanced Active Learning Festival** (TEALFest) has contributed to further discussions on the relationship between online learning and student wellbeing, whereas her participation in the '**Peer Learning**' project has contributed to the production of training resources for those staff interested in developing their own peer mentoring schemes. What Nathalie and Evelin have both exemplified is the key role that Student Fellows are playing not only in researching into and evaluating good practices in learning and teaching, but directly advising teaching staff - effectively bridging the relationship between staff and students to create a mutual exchange of support in the face of adversity.

Student Fellow **Yinka Aresa**, a joint-honours undergraduate in History & English, further contributed to this research into a positive culture of wellbeing and innovation with a project focused on inclusivity in seminars, namely '**Operation Seminar**'. Through co-leading this project, Yinka has been drawing on both staff and student experiences to exhibit the realities of seminars, consolidating findings from feedback and innovating from these findings to make seminars more inclusive, productive and engaging (with the project generating a podcast and a report). The insight and impact created by these Fellows inspired how I wanted to make my own impact in WIHEA, which took the form of a role as Student Project Officer. This comprised working with the supportive guidance of Lisa Drummond and Michelle Kulpa to review inclusion and diversity across the range of WIHEA initiatives, or to narrow this scope of analysis on specific projects. As I am sure that the other Student Fellows will agree, we are contributing to research that has the potential to be very significant as pedagogies and approaches to learning culture continue to positively change. I feel very proud to have been a part of this great community of like-minded Fellows.

HOW THE ACADEMY WORKS

Founded in September 2015, the Warwick International Higher Education Academy (WIHEA) has consolidated its standing as a beacon of educational excellence both internally and externally. Its mission is threefold: 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.

Ninety-one WIHEA Fellows and ninety-one Alumni Fellows, both staff and students, who have shown leadership in education, present a strong academic voice within the ambitious educational agenda of the University and together deliver WIHEA's remit to enhance learning, teaching, and student engagement at the University of Warwick through collaboration, research, and policy influence. Staff and Student Fellows are selected through a competitive application and nomination process and commit to making an institutional contribution to learning and teaching. Staff Fellows remain in role for three years and Students for one year, following which they become WIHEA Alumni. Fellows regularly meet online and on campus and are joined several times a year by Alumni at WIHEA networking sessions. The sessions provide an opportunity to share expertise, experience, and practice; they also offer updates on institutional and national developments, new research, and emerging topics of interest.

Learning Circles (led by Fellows or co-led by Alumni) research and debate key strategic topics and, in many cases, policy proposals or good practice guidance result from their work.

WIHEA also has a growing number of Members, both at Warwick and externally, who participate in events and collaborate with Fellows on projects and other activities. Masterclasses provide the opportunity for Fellows to share their findings from Learning Circles or Projects more widely with colleagues across the institution and beyond. WIHEA also funds internal and external co-creation projects on a very wide range of educational topics, which together with students, support and enhance the student experience, 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 the above activities. Fellows bring in knowledge, often from their own disciplines and contexts, and commit to rigorous processes of institutional and pedagogical research to inform both local and sector-wide debates.

Impact on Staff 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 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 achieved external recognition, and almost all Fellows acknowledge that receiving project funding, participating in or leading Learning Circles, involvement in governance or policy development have enhanced their promotion prospects. Twenty Fellows have become Professors during the seven years of the Academy's existence and eight Fellows remain 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. It provides students with unique opportunities to take part in exchanges, projects, Learning Circles, proposing teaching and learning policy or developing new academic practice that enhance the student experience and student outcomes. They also further develop an impressive range of skills, knowledge, and experience during their time at Warwick.

National and international impact

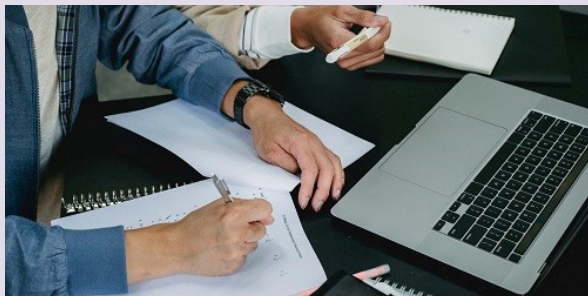
The Academy at Warwick is partnered with the Monash Education Academy at Monash University (Melbourne). The two academies work closely together on staff and knowledge exchanges, educational projects and leadership development, often supported by the unique Monash Warwick Alliance. Visitors from both universities meet with counterparts often to set up projects to broaden the curriculum or introduce new teaching approaches.

International and national experts are invited to engage in our high-level seminars and short-term stays. This year, there has been an increase in external colleagues being invited to attend and contribute to online WIHEA Seminars and several new networks with external members are being developed as a result. The launch of our External Collaboration Fund has also strengthened collaboration with a number of other universities.

LEARNING CIRCLES

Supported by the leadership of WIHEA Fellows and Alumni, the Learning Circles at WIHEA are formed to collaboratively gather and share findings for the development of strategy related to institutional practice and policy. As part of a Learning Circle, WIHEA Fellows are given the opportunity to enhance their competency in addressing current challenges or identifying new opportunities in higher education.

WIHEA has 17 established Learning Circles and 2 Staff Networks/Forums (which are formed when Learning Circles have either achieved their intended main objectives or developed spin-off activity, so that further progression can continue independently and be embedded within the institution). The current WIHEA Learning Circles are: Anti-Racist Pedagogy and Process in Higher Education; Authentic Learning; Co-Creation; Curriculum Review Framework; Developing a Pedagogy of Public Engagement; Interdisciplinarity; Internationalisation; Learning Analytics; Learning from Crisis: Taking Our Pandemic Learning into the Future; Module Evaluation; Pedagogic Research in Higher Education; Neurodiversity and the Student Experience; Peer Mentoring; Restorative Justice in Higher Education; Teaching Recognition & Reward; Trans & Queer Pedagogies; and Wellbeing Pedagogies. The current Staff Networks/Forums include the Peer Dialogue Network and the Anti-Racist Pedagogy Teaching Forum. In addition, the following four new Learning Circles have been launched this year:



Diverse Assessment

With growing interest and need for diverse and inclusive assessment approaches that can promote higher-order thinking, interdisciplinary learning, and alignment with employability skills, this Learning Circle will provide a platform to think creatively about assessments, review current practices, share best practices and enable the co-creation of assessment and feedback approaches which place the learner at the heart of the assessment approach. Co-led by Dr Leda Mirbahai (WMS) and Dr Isabel Fisher (WBS).

Education for Sustainable Development

Given the climate emergency and the need to live in a more sustainable world, this Learning Circle aims to inform institutional approaches to embed sustainable development in the curriculum, with a focus on ensuring sustainability skills are co-



developed by learners and educators. Led by Dr Lory Barile (Economics).



Enhancing the VLE

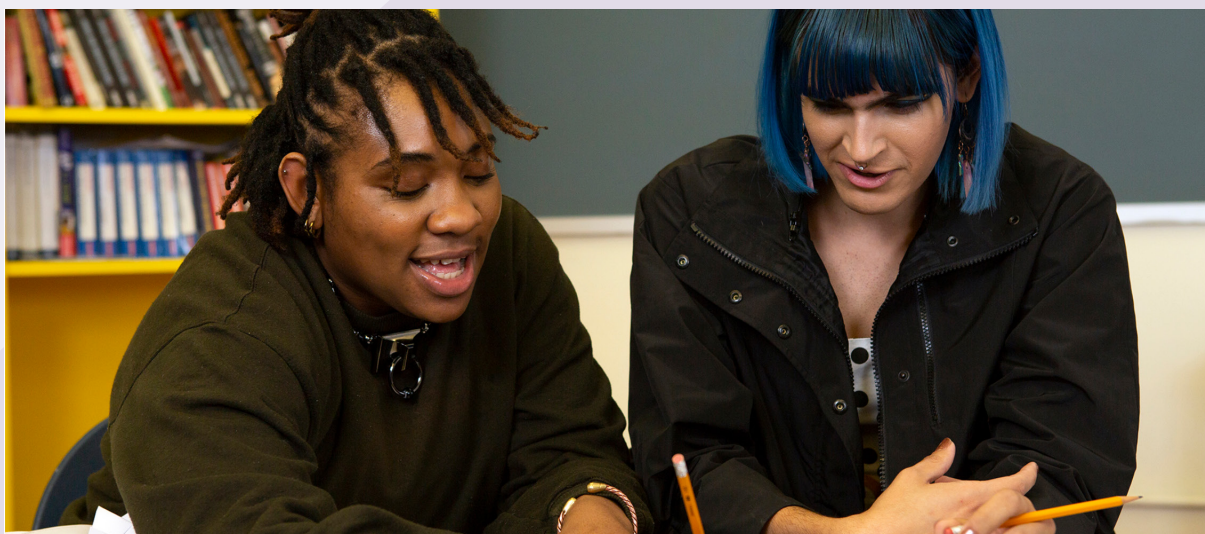
Virtual Learning Environments (VLE) have become increasingly important in higher education, providing a range of digital tools to support teaching and learning. With regards to the Warwick VLE (Moodle), this Learning Circle aims to identify and discuss possible enhancements to make the platform more usable, accessible, and user-friendly. These discussions are framed around the captured user experience of staff and students to evaluate the usability of the VLE at Warwick and will seek to make recommendations on various aspects such as visual design, graphical user interfaces, and new technologies that can extend the functionality of the VLE. Co-led by Richard Clay (WMS) and Jim Judges (Academic Technology).



Policy on Supporting Students with Disabilities

This Learning Circle aims to establish a code of inclusive practice to support disabled students in their academic learning experience and wider student experience during their time at Warwick. This code of practice will be a guidance document for staff relating to inclusive policy, practice, and provision for disabled students, and will thus be created in partnership with key stakeholders such as students, the disability task force, and Warwick Wellbeing. Co-led by Dr Jagjeet Jutley-Nelson (Psychology) and Dr Elena Riva (IATL).

Most Learning Circles meet monthly and, over the past two years, meetings have been held online. Below we are sharing an example of the recent progress and achievements of a WIHEA Learning Circle.



Trans & Queer Pedagogies

11.1% of the 2021/22 student population at Warwick explicitly declared that they are part of the LGBTQUIA+ community on their student records, though the LGBTQUIA+ Student Experiences project found that only 64% felt supported by the University (falling to just 48% of trans students), increasing by just 1% in the last four years. The project also found that almost half (45%) had overheard language from other members of the University community that was derogatory about LGBTQUIA+ identities, culture, or experiences, with 21% having been directly subjected to negative comments or behaviour related to their LGBTQUIA+ identity. Almost half of students (48%) agreed that their identity is sometimes erased or ignored in the curricula, rising to 63% of trans students.

The knock-on consequences are profound, with two in three LGBTQUIA+ students having disguised, hidden, or chosen not to share their LGBTQUIA+ identity because they were afraid of the consequences of coming out, and 7.1% of known LGBTQUIA+ students having taken temporary withdrawal in the academic year to the January (compared to 1.8% of their non-LGBTQUIA+ peers). Just half of LGBTQUIA+ students agreed that there was sufficient provision of welfare and student services to meet their needs, and just over half (52%) would feel confident reporting LGBTQUIA+phobic behaviour to the University.

The Queer & Trans Pedagogies Learning Circle, led by Sam Parr (Dean of Students' Office), was founded to explore gender-diverse and trans-inclusive teaching and queer pedagogy in particular. The structure of the Learning Circle enables the sharing of inclusive teaching practices and the exploration of LGBTQUIA+ student learning experiences, such as through this year's LGBTQUIA+ Student Experiences

project, whilst reviewing a range of existing literature and practice to inform the discussion.

The activities of this Learning Circle include such outcomes as a raised awareness of the LGBTQUIA+ student experience, as well as further recognition of the value of the concept and practice of queer pedagogy. The Learning Circle (and the Queering University programme it founded) ultimately intended to form a network of queer pedagogy practitioners, whose work focuses on the provision of guidance relating to trans and queer pedagogies through case studies, workshops, masterclasses, training resources, practical tools, and peer collaborations.

The impact that the Learning Circle has had this academic year is closely tied with its work through the **Queering University programme**, which supports staff and students at Warwick to develop, implement, share and sustain queer pedagogies and perspectives. This year, the programme has focused on:

- ❖ Exploring LGBTQUIA+ student experiences, such as by launching Warwick's first LGBTQUIA+ Student Experience Survey (which will now take place annually) to establish a strong community voice and address imbalances in representation;
- ❖ Reviewing and making recommendations for key University policy such as the Trans & Gender Reassignment Policy, through consultation with trans staff and students;
- ❖ Facilitating culture change and inclusive practice, through initiatives such as the programme's Pronouns Pledge;
- ❖ Developing and disseminating effective strategies to challenge trans-exclusionary behaviour, such as misgendering and deadnaming;
- ❖ Expanding the guidance available (and increasing its visibility) through the creation of a directory of resources and support.

2021/22 WIHEA PROJECTS

WIHEA project funding enables collaborative partnerships between staff and students to directly influence and improve the learning experience - namely, through the recognition, development and embedding of impactful academic practices that provide opportunities for students to 'learn beyond boundaries'. WIHEA encourages proposals for development and dissemination projects that result in guidance and resources for departments, programme teams and individuals. This year, the strategic themes that inform the funding criteria include internationalisation, interdisciplinarity, student research, student engagement and inclusion, digital education, assessment, educational leadership and curriculum development. Alongside support for internal projects, WIHEA has introduced this year a pilot 'External Collaboration Fund', encouraging collaboration with external partners to enhance inclusive education, blended learning and assessment, sustainability in education, and student and staff wellbeing. The project summaries over the next few pages share the wide range of topics covered by the internal and external projects that WIHEA has supported this year:



Assessments: Capturing Lived Experience and Shaping the Future

Co-led by Dr Leda Mirbahai (WMS) and Dr Isabel Fischer (WBS) & Pula Prakash (GSD)

Focused on the application of diverse assessments, as well as capturing student voices in determining the future of assessments, this resource is being developed as part of an aim to optimise student engagement, satisfaction and experience in collaboration with alumni, students and colleagues. It includes online resources available to help staff in developing more diverse assessment strategies. For its development, the team has received research ethics approval and started rolling out surveys and scheduling focus group discussions. Following the expected completion of the project in the next academic year, the Diverse Assessment Learning Circle, supported by guest speakers, will be running bespoke workshops and discussion sessions informed by the project's findings.



Active Bystanders in the Teaching Space

Co-led by Sam Parr (DoS), Dr Jane Bryan (Law) & Dr Pierre Botcherby (History)

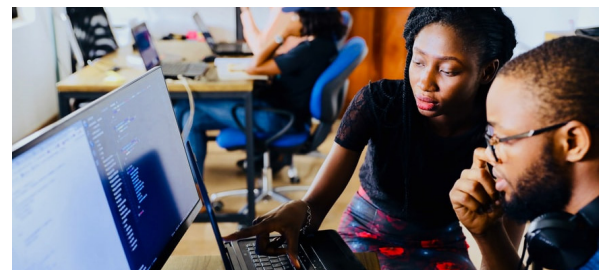
In response to many teaching staff at the University feeling uncertain about how to act when witnessing

unacceptable behaviour (for instance, racism) preventing an inclusive environment, the team developed a bespoke Active Bystander training resource for teaching staff to create a safe and inclusive learning environment for their students. It is rooted in principles espoused in extensive training offered to students by the Community Values Education programme and the range of educational development offered by the Academic Development Centre. The resource will first be offered to postgraduate students who teach before a planned wider roll-out to staff across the University.

Co-creating Interactive e-Assessments

Led by Siri Chongchitnan (Mathematics)

For this project, Siri Chongchitnan worked with two summer undergraduates to co-create e-assessments (on the STACK platform), bringing abstract maths equations and theorems to life through 3D visualisation and interactive graphics. This work will be a catalyst for more e-assessments to be created and refined every year, helping Warwick become one of the leading universities in the use of these assessments. It is anticipated that in the next academic term the assessments will be used around 1000 times per week by all incoming maths and maths-joint-degree students.



Development of Software for Improving Student Feedback

Led by Dr Christos Mias with significant input from Dr Sam Agbroko (Engineering)

The students in the team produced a demo of

a software tool enabling staff to develop high-quality feedback without increasing staff workload, supporting academics with large class sizes and older feedback software. When creating an assessment, the tool generates components of the assessment measured against specific learning outcomes. Using ranking structures for each component (with each rank having its respective brief feedback), the software applies an appropriate score and builds detailed feedback for each student. The next phase is to demo the software to staff and students, including trials in Term 1 of 2022-23 on a large cohort (such as ES191). In the form of a zipped folder, the software (a Python file) will also be provided and anyone wishing to use it or work on it can do so.



Digital Pedagogies Library (Phase 2)

Co-led by Dr Rebecca Stone (Arts) and Jess Humphreys (ADC)

The Digital Pedagogies Library represents a space through which to record, collate and disseminate information about innovation in the field of digital pedagogy throughout the University. The Project is now moving into its second phase to ensure the library's further expansion and increased reach. The team has approximately 25 new recipes in development, showcasing examples of practice from across disciplines. They have also held an additional 20 friendship interviews with students to further understand the student experience.

Empowering Authentic Student Voices in a Disciplinary and Interdisciplinary Context

Co-led by Professor Rebecca Freeman (DoS), Dr Karen Simecek (Philosophy) & Jack Jones (PAIS Student)

To open up a new appreciation of how our students' experiences (including their unique ways of seeing and speaking) are valued within academic research and study, the team conducted a literature review to identify pedagogies and approaches related to student belonging, student voice and authenticity in learning in HE. This insight will enable greater student ownership and personal engagement with their area of academic study - essential for building inclusive educational environments. Three student project officers surveyed staff and students across three faculties, identifying ways in which students



can apply their own voices within the curriculum. You can **hear** more on the podcast they produced, which discusses the project and their understanding of the value of student voice.



Learning Study Skills: Game-Based Learning Pedagogy

Co-led by Dr Ali Ahmad (WMG) and Dr Ahmed El-Said (WMG)

A team of student analysts - under the guidance of library colleagues, external experts and WMG leads - have created a prototype 'student experience' using the metaverse platform Mozilla Hubs. Through user research, solutions design, and script/storyboard development, this experience manifests as an online gamified learning environment based on the 'treasure hunt' and 'escape room' pedagogies, designed to improve student engagement with Warwick Library's array of services. Testing this prototype will contribute to developing specifications for the development of a student-facing version of this new learning experience.



Operation Seminar

Co-led by Yinka Aresa (English and Comparative Literary Studies Student) and Dr John Kirkman (ADC)

Seminars can become crucial spaces for students to gain confidence in expressing themselves and comfort in their academic growth. This project drew on both staff and student experiences to understand the expectations and realities of seminars, creating a route for making seminars more inclusive, productive, and engaging. It involved four different stages: inclusive seminars with all History first years; anonymous feedback from the eight other departments on issues of inclusivity; consolidation of anonymous responses by the four Student Leaders, followed by further consolidation of findings in a three-part podcast and a report. The team hopes to continue with the podcast episode being shared with all History and English first years alongside an updated presentation on how to have an inclusive seminar.



Creating a 'Support the Supporter' Resource for Student Research

Co-led by Emma Barker (IATL) and Dr Jane Bryan (Law)

The StS Resource was created to build confidence, knowledge, and skills for academics to support student research, along with enabling them to access appropriate opportunities (and understand the distinctive features) of supervising those new to research. It comprises such information as guidance on ethics applications or articulating student research supervision activities for HEA Fellowship purposes. The resource will be accompanied by in-person events coinciding with the call for URSS applications and staff/student participation in preparation for conferences associated with undergraduate research (e.g. the British Conference of Undergraduate Research taking place at Warwick in April 2023).



Peer Learning: Recognising, Training and Rewarding Peer-To-Peer Mentors at Warwick

Co-led by Dr David Bather Woods (Philosophy) and Julie Taylor (Centre for Teacher Education)

Recognising the integral role peer-to-peer support plays in implementing inclusive education, the team engaged with colleagues to identify training support needs and replicable good practices. From this, a suite of sustainable training resources was produced for peer mentors and their trainers. The resources developed (including documentation of workshops and festivals to support their dissemination) will be available from the project web page.

How Does Blended Learning Impact Affective Correlates of Student Learning and Experience?

Co-led by Dr Peter Fossey (ADC) & Dr Antony Aleksiev (Biological Sciences, University of West London)



To understand how students are differentially affected by learning in a blended environment and consider practising the design and pedagogy of online learning, the team aim to investigate students' development of assessment literacy and self-efficacy on blended learning modules. From this, a framework will be created for the gathering, retention, and analysis of data on student engagement with blended learning, informing pedagogical and digital recommendations that could be adopted by departments on a rolling basis.



Practising Inclusive Education: Co-creating Open Spaces for Learning

Co-led by Professor Jonathan Heron (IATL), Dan Derricott (EPQ) and Elaine Penn, (PVC HE Curriculum & FE Principle, University College Birmingham)

To bring together teaching and learning communities at University College Birmingham and the University of Warwick, teaching and learning staff from each institution connected to share educational innovations in areas such as inclusive education, practical teaching, and co-created curricula. This was through a series of hybrid workshops for around 50 teaching and learning colleagues, which were interdisciplinary and open to a range of pedagogic approaches and subject areas.



Online Induction Resources and Publications for Supporting Foundation and Pre-Master International Students

Co-led by Sam Cook (WFS) & Tab Betts (Department of Education, University of Sussex)

The University of Warwick and the Active Learning Network are co-authoring an online induction resource and publication for helping international foundation and pre-Masters students when transitioning into an English-language HEI. This includes producing a variety of multimedia

resources, comprising short videos, podcasts, downloadable PDF guides, links and a discussion area for students, alumni and staff to share experiences and resources as a community.

The Midlands Racial Equality in Medicine Network

Co-led by Professor Olanrewaju Sorinola & Student Charlotte Simms (WMS), Professor Kate Williams

(Department of Health Sciences, Leicester Medical School, University of Leicester) and Dr Alan Harper (School of Medicine, Keele University)

Launched at an inaugural conference held earlier this year, this network was formed to spearhead the creation of initiatives and research projects to be adopted across our institutions, providing both staff and students with a platform to share upcoming initiatives, disseminate research and create joint ventures related to increasing attainment and graduate outcomes amongst ethnic minority medical students and increasing racial equality in medicine.



Warwick Sustainability Challenge

Co-led by Dr Lory Barile (Economics) and Dr Bo Kelestyn (WBS), Nancy Olson (WMG Project Partner)

The UK Higher Education sector is under increasing pressure to address the challenge of integrating education for sustainable development into the curriculum and create globally aware, responsible graduates and citizens that are prepared for increasing employer demand for 'green skills'. Thus, there is a need for an all-encompassing approach to sustainability across higher education institutions. Our University's Strategy 2030 responds to this need with an explicit commitment to embed sustainable development principles across its sub-strategies and



delivery plans, engaging and communicating with students, staff, visitors, and the local community.

To help fulfil this aim, the project team (spearheaded by the work of the WIHEA Education for Sustainable Development Learning Circle) launched the **Warwick Sustainability Challenge**, a concept building upon the success of the Warwick Employability Challenge's design-thinking approach. Through a competition framework, 70 staff and student participants were given the opportunity to co-create possible solutions to a particular environmental issue in collaboration with Coventry City Council. This was carried out through two 3-hour workshops, an optional drop-in session with experts in the area, and the competition initiative - after the workshops, the Challenge lasted for an additional 10 days and participants submitted their ideas at the end either in the form of an e-poster or presentation, alongside a video. By connecting with local issues, the Challenge created an opportunity to facilitate connections with external stakeholders (e.g. Coventry City Council) and create a model to develop and implement low-cost viable solutions to environmental problems. The model could be used as an example of best practice to be shared with local communities (e.g. in the organisation of workshops in Coventry) and consolidate future iterations with the involved external parties.

Submissions were judged on five criteria associated with the Design Thinking Methodology: whether they were Desirable, Feasible, Innovative, Ethical and Holistic. The panel included staff at Coventry City Council, WMG and UCL Institute for Sustainable Resource, and five teams were selected to attend the final showcase event. On 8th July, the overall winner of the Challenge was announced as the WMG team (including a commendation for most detailed and well-researched). The other commendations were awarded to Sociology (Most Inclusive & 2nd Place), Team 1 (Most Engaging Presentation and Video), Team 2 (Best Problematisation), Team 4 (Most Innovative and Financially Ambitious), Team 6 (Most Campus-Focused), and Team 8 (Most Cost-Effective and Interesting & 3rd Place).

The project is key to placing Warwick as a leading institution to promote climate education and further enhance best practices to transition to net zero, along with contributing to the development of the institution in other areas. Data produced from the project will also feed into the ongoing evaluation of the impact of the Warwick Secret Challenge (WSC) on student engagement and agency in decision-making and innovation structures. The co-creation design of the challenge supports the interaction of students from different areas and backgrounds, alongside interactions with local communities. All this contributes to the Education Strategy goal of inclusive education as students develop a wider understanding of how different individuals might respond to the climate emergency problem.



Neurodiversity and the Student Experience

Co-led by Dr Jagjeet Jutley-Neilson (Psychology) and Dr Gemma Gray (Psychology)

Over the past five years, the University has observed an increase in the proportion of entrants declaring a disability (with the majority of these students declaring a cognitive and learning condition). However, disabled students' outcomes and learning experiences clearly differ (e.g. continuation rates, the experience of academic support, assessment and feedback) from non-disabled students. This indicates a need to improve disabled student outcomes and experiences at the University, which the team sought to achieve through understanding the barriers that they encounter in their student experience, as well as exploring the approaches staff use to support neurodivergent students in their learning and wider experiences.

The project involved collating good practice exemplars of inclusive pedagogical approaches from the staff at the University of Warwick, alongside capturing the voices of neurodivergent student voices through such mediums as pen portraits and infographics. The methodology included surveying 85 neurodivergent students on their learning experience in areas ranging from online learning provisions during COVID-19 to group work, with 17 students participating in individual interviews/focus groups to explore these areas in more detail. These exemplars were then used (and are still available to be used) for creating inclusive practical pedagogical recipes for staff to use when supporting neurodivergent students. This includes recommendations for Learning and

Teaching (including blended learning approaches where appropriate and training on the accessibility design of learning material and spaces), and at a Departmental level (including considerations for ensuring that diverse student voices are consulted through co-production and feedback mechanisms). Most importantly, the abovementioned tools aim to integrate consultation with disability services and contacts with awareness of disability issues to enhance inclusive practices at Warwick. These recipes and range of resources are available from the '**Neurodiversity Toolkit**' .

As a result of this project, the learning and student experience of students who identify as neurodivergent will be experiencing positive changes in curriculum and assessment design, whilst support staff will be undergoing professional development as they learn about good practice for inclusivity. This strategy for improvement is crucial for increasing the profile of Warwick as an inclusive community that has adopted a social model of neurodiversity (including undiagnosed neurodivergent students), as well as a community that recognises and respects that within our student and staff bodies there are individuals of various degrees on the spectrum of one or more neurodiversity spectra. With regards to sharing the information from this project, on April 28, 2022, the project findings were delivered to 44 members of staff - in addition, the team has met with three departments, attended SSLCs and delivered bespoke sessions in TEAL, ADC, Psychology & Warwick Business School.

PILOTING NEW INITIATIVES

WIHEA continues to develop new initiatives and activities to produce institutional and national impact on learning and teaching development and support the Fellows in their professional and leadership development. Three new initiatives introduced this academic year included a pilot External Collaboration Fund, a suite of Educational Leadership Development opportunities for Fellows and a new Book Review Corner.

The launch of the pilot **External Collaboration Fund** took place in November 2021, aimed at enabling the development of collaborations between two or more higher education institutions to develop and share knowledge, experience and capabilities to address current challenges within the HE Sector. The £16k pilot fund, offered up to a max of £4k per project and encouraged proposals that would deliver either online resources, events or engagement activities, case studies of successful practices and/or contribution to existing literature. The focus was on the following priorities: inclusive education; blended learning and assessment; sustainability in education; and student and staff wellbeing. The launch of the new fund received a strong, positive response internally and externally, with the number of proposals far surpassing the availability of funding. This made the selection process particularly competitive, and funding was awarded to the four projects which were deemed to have potential for wider and lasting impact.

“After such a prolonged period of working virtually, I really found it very helpful to be reminded of the importance of voice, posture, and presence as part of being a leader (both online and in the physical). The exercises and feedback were affirming and positive.”

Building on the success of the 2018 Educational Leadership Development Symposium, a three-day intensive professional development retreat at the Monash Centre in Prato run by WIHEA in partnership with Monash Education Academy, we have expanded our range of leadership support. Since 2020, the Academy has provided the opportunity for its current Fellows to participate in Strengths Profiling and this year we incorporated these into a wider suite of Educational Leadership Development opportunities specifically designed for WIHEA Fellows. A combination of Masterclasses, Workshops and Coaching/Mentoring sessions were offered to Fellows at various stages of their involvement:

- ❖ First-year Fellows focused on ‘Becoming Self Aware.’ After completion of a Strengths Questionnaire and receipt of an individual profile, Fellows attended an in-house workshop facilitated by Anne Wilson (Head of Careers, Student Opportunity) to reflect on the strengths identified in their personal profile and explore how to harness them to increase their sphere of influence and become more successful in their career.
- ❖ Second-year Fellows explored ‘Collaborating and Engaging Others’ through a bespoke RADA ‘Leadership in Action’ Masterclass, involving an initial two-hour online session, to create an awareness of the impact of their own behavioural choices as well as a repertoire of impactful leadership skills they could put into practice straight away, followed by an on-campus (in-person) event the following day. This allowed those that had attended the virtual session to take a closer look at applying the skills practically to their role as leaders in Education. It particularly addressed the question of how to become the leader others want to follow, how to inspire and influence, and how to enable oneself to take more appropriate risk. The work was fully practical and interactive with light touch individual feedback.
- ❖ Third-year Fellows focused on ‘Leading Change’ by attending an interactive RADA Workshop on ‘Creating A Powerful Leadership Presence’ which was a combination of online and face-to-face sessions delivered consecutively over a day and a half. Day 1 focused on helping Fellows develop themselves as fully embodied, flexible and impactful leaders, whilst Day 2 gave Fellows the opportunity to put their newfound skills to the test with small-group work on simulated scenarios from their working lives.

“The outcome of the Masterclass has been profound, and I have found myself taking the learning and applying it regularly.”

“I found it really powerful to look introspectively at my strengths, especially those I use but are ‘unrealised’.”

In addition, an exciting and ground-breaking programme to support WIHEA Fellows in their final year was developed in collaboration with Professor Christina Hughes, Founder & CEO of Women-Space. As part of WIHEA's commitment to the University's equality and diversity goals, this programme was offered to women Fellows specifically. The programme takes an intersectional approach to issues of equity, addressing longstanding concerns related to the barriers and challenges women face in developing their academic leadership skills, capabilities and profile as well as drawing on any contemporary concerns that are of particular relevance. The highly personalised approach enabled participants to reflect, evaluate and set goals for the next stage of their careers, with three out of five participants being promoted to Professor this year!

“This workshop has really made me realise that I can cultivate a leadership presence by working on it and tapping into my existing abilities as a teacher. It was very inspiring, and I think will greatly help my next promotion.”

And last but not least, WIHEA'S Book Review Corner was launched just before the start of last academic year. Introduced to encourage and enable WIHEA Fellows and Alumni to share their opinions and recommendations on a range of education-related publications, reviews have included works on 'Coaching and Mentoring for Academic Development', 'Creating a Culture of Accessibility in Sciences', 'The Pedagogy of Compassion at the Heart of Higher Education', 'What is Heterodox Economics', and 'Helping Doctoral Students Write: Pedagogies for Supervision.'

WIHEA EVENTS

Following the new Fellows' induction in September 21, the schedule of WIHEA events got off to a great start with the first of two Restorative Justice sessions organised by Imogen Davies (WMS), Jane Bryan and Amanda Wilson (Law). The **'Restorative Justice and Campus Sexual Harm' Symposium** explored what restorative justice can offer victims/survivors, the risks and benefits of taking part in a restorative process, and whether restorative justice can contribute to the prevention of sexual harm on campus by effecting cultural change. The session was particularly aimed at those in the university community with an interest in conflict management, such as discipline teams, student support and wellbeing teams, residential life teams, students, but of interest to many others. This symposium was later followed in March 22, by a talk on **'Right from Wrong'** by Jacob Dunne. Jacob has personal experience of restorative justice, after killing a man with a single punch, his talk explains his experiences and what he learnt about accountability and restorative approaches. Staff and students were

extremely engaged in discussions as to whether there is a place for Restorative Justice in HE. Jacob is also a former Longford Scholar and received a first-class honour in Criminology from Nottingham Trent University in 2019. Event recordings for both events and previous RJ Symposiums are available on the **WIHEA Restorative Justice event webpages**.

WIHEA and ADC jointly hosted an online **'Human Teaching Book'**, akin to a Human Library but with a teaching focus, enabling colleagues to share experiences relating to their teaching practices. In November, we saw the launch of the **'Peer Advance Register'**, another great resource listing colleagues who have experience in a particular area of academic practice and have volunteered to share their knowledge.

Our Masterclasses this year continued to focus on the student learning experience. In a session on **'Design Thinking: Approaches to Student Engagement'**, Bo Kelestyn (WBS) provided a range of tools for engaging students and staff in working

collaboratively to find solutions, specifically in the context of inclusive education and curriculum development.

Jagjeet Jutley-Neilson (Psychology) shared her work on **'Neurodiversity (Specific Learning Differences/SPLDs) and the Student Academic Experience'**, enabling staff to hear from disabled students about their experiences and the findings from a WIHEA-funded project which had quantitatively surveyed and qualitatively interviewed over 85 Neurodivergent Students. Jag also shared a digital inclusive practice toolkit created from existing inclusive practices at Warwick.

A **'Peer Mentoring Masterclass'** was delivered by David Lees (SMC) and Karen Simecek (Philosophy), aimed at those already managing a scheme or thinking of setting one up. The session introduced the diversity of peer mentoring schemes as well as offering advice and support to run schemes effectively and sustainably.

Members of the WIHEA Pedagogic Research in Higher Education Learning Circle organised a Workshop titled **'Exploring Our Teaching - Small-Scale Practitioner Inquiry'**. Participants reflected on teaching and learning with a view of taking stock, thinking about, and identifying some manageable goals for the new academic year in a supportive environment. Over a period of 18 months, the Learning Circle developed a collaborative method that HE staff with multiple and complicated demands on their time can adopt to engage in inquiry into teaching and learning, benefitting their own well-being as well as student experience. They called this approach Exploratory Pedagogic Enquiry (EPI). The workshop gave participants the chance to try out exercises to help them pinpoint questions they would like to take forward (for instance: framing a teaching-related research question or solving a practical teaching problem). A further workshop was offered by Tejal Fatania (WMG) to help colleagues **'realise the combined pedagogic power of flipped learning and learning logs.'**

Our Seminar Series resumed in April with a thought-provoking session on the topic of **'Universities and Post Pandemic Digital Praxis: Critically Reframing Education and the Curriculum'** facilitated by Professor Keith Smyth (Head of the Learning and Teaching Academy, University of the Highlands and Islands), Sheila MacNeill (independent digital learning consultant) and Bill Johnston (Honorary Research Fellow, University of Strathclyde). Framed by a consideration of Paulo Freire's critical perspectives on technology, marginalisation and education as a liberating force, this interactive online seminar explored the urgent need for a critical, post-pandemic reframing of digitally enabled education in the context of higher education as a public good. Drawing up on their own recent and ongoing research which focuses

on the concept of the digital university (Johnston, MacNeill and Smyth, 2019), the presenters led the seminar's participants in reflecting on what can be learnt from the pandemic if we want to challenge dominant neoliberal practices and develop more hopeful and equitable post-pandemic approaches to education and our use of digital technologies and spaces for learning and teaching. More information on the context of the theme, presentation and event recording is available on our website.

In addition to our regular online Fellows and Alumni networking sessions, we were finally able in mid-June to host the first on-campus networking lunch in over two years - it was wonderful to see colleagues in person again! A small leaving lunch also took place on campus for the cohort of Fellows that left at the end of August 22 and we aim to continue to provide a blend of both online and campus events during 2022/23. Information on future WIHEA Events will be available in the new academic year on our **'News & Events'** web page.

FUNDED PROJECTS 2021/22



Further involving more than 700 students in the development phases

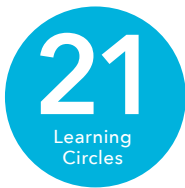


VIRTUAL VISITORS

8 External National Speakers



LEARNING CIRCLES 2021/22



76 Fellows Involved
66 Alumni Involved

FELLOWS and ALUMNI

42 Foundation Fellows (2015)
22 Fellows (2016)
27 Fellows (2017)
33 Fellows (2018)
33 Fellows (2019)
35 Fellows (2020)
30 Fellows (2021)



Of the current Fellows:

6 students
10 professional service staff

75 academic staff
12 Fellows promoted

16 Fellows chairing L&T committees

143 Seats on L&T committees held by Fellows

EVENTS / ACTIVITIES

2 Seminars (including 4 national speakers and International guests)
6 Masterclasses & Workshops



8 Fellows promotion and leadership development events

5 Fellows networking sessions

1 International Symposium



National Accreditation achieved by Fellows during 2020/21

1 Principal Fellow of the Higher Education Academy

5 Senior Fellows of the Higher Education Academy

Currently
91 Alumni
14 Alumni chairing L&T committees
117 Seats on L&T committees held by Alumni

6 Alumni promoted



CELEBRATING SUCCESS

On selection, WIHEA Fellows commit to making an institutional contribution to learning and teaching at Warwick, and being Fellows helps make their educational leadership and commitment more visible. Recognising academic achievement and inspiring a community of learning/teaching-minded staff and students are at the heart of WIHEA, so we take great joy in celebrating and sharing the successes of our Fellows and Alumni, which this year include:

Warwick Awards for Teaching Excellence (WATE)

Faculty Award Winners 2022



Social Sciences
Faculty Award
(Winner)
Dr Jane Bryan
School of Law



SEM Faculty Award
(Winner)
Dr Celine Martin
Warwick
Manufacturing Group



Warwick Awards for
Personal Tutoring
Excellence (WAPTE)
2022 (Winner)
Dr Bryan Brazeau
Liberal Arts

COMMENDATIONS AND OTHER AWARDS

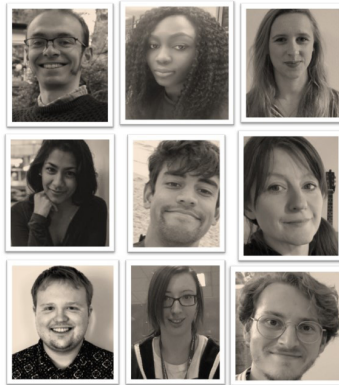
Warwick Awards for Teaching Excellence (WATE) Collaborative Awards 2022

Warwick Postgraduate Community (WPTC)

(Highly Commended)

Warwick Postgraduate Teaching Community was highly commended in the 2022 Warwick Awards. The judging panel, "particularly praised the ways in which the team worked together, rejecting hierarchical organisation, and adopting an ethos of co-creation. The judges recognised the strategic importance of this work and acknowledged the tremendous potential for future impact even though the Community is in its infancy."

WPTC was initiated after a successful WIHEA project grant in 2021 for the PGR Teacher Digital Hub. It has



gone on to provide much more than a digital resource for postgraduates who teach, initiating: internal and external CPD activities; central communications points and social media presence; a new journal (the Journal of PGR Pedagogic Practice) and an influential survey and report on the state of PGR teaching at Warwick. These activities have been designed and led by PGR teachers from across the institution, in collaboration with the Academic Development Centre, and WPTC now continues into its second year. This community of practice was established by nine founding members, including WIHEA Alumna Sara Hattersley (ADC) and Student Alumnus Pierre Botcherby (History).

Tackling Racial Inequality at Warwick (TRIW)

(Commended)

The Tackling Racial Inequality at Warwick (TRIW) team was commended for contributing to making Warwick a more inclusive place for all members of our community by ensuring racial diversity is recognised, understood and valued through the delivery of the anti-racism staff development programme. The programme helps staff to engage with Warwick's diverse student body, both inside and outside the classroom, our programme ensures staff

appreciate and value Warwick's racial diversity and provides them with the tools to engage with such diversity.

The TRIW Team is led by WIHEA Alumnus Dr Anil Awesti (CLL), and currently includes WIHEA Alumni Mark Hinton (CLL), Dr Lydia Plath (History), Anne Wilson (Student Opportunity), and WIHEA Fellows Poonam Pedley (Student Opportunity), Lisa Field (Strategy Group), Dr Modupe Jimoh (Engineering), and Dr Jagjeet Jutley-Neilson (Psychology).

Warwick Awards for Teaching Excellence (WATE) Arts Faculty Award 2022

(Commended)



Professor Zhiyan Guo
School of Modern
Languages and
Cultures

Warwick Award for Public and Community Engagement (WAPCE) Staff Award 2022

(Winner)



Mark Hinton
Centre for Lifelong
Learning

Social Inclusion Staff Award 2022

(Winner)



Dr Damien Homer
Arts Faculty Office



LISA DRUMMOND - WIHEA HONORARY FELLOW

On the basis of Lisa Drummond's outstanding contribution to the establishment and development of WIHEA, her commitment to the Academy, and her exceptional dedication over the past 12 months with the development of entirely new processes, guidelines and supporting materials for the External Collaboration Funding Scheme and the Educational Leadership Development programme, the Advisory Group unanimously approved the proposal to invite Lisa Drummond to become an Honorary Fellow from 1 September 2022. Congratulations, Lisa!!!

NATIONAL AWARDS 2022



PROFESSOR GEORGIA KREMMYDA

Head of Teaching
School of Engineering

We extend huge congratulations to WIHEA Alumna Professor Georgia Kremmyda (School of Engineering) for her **National Teaching Fellowship** award in 2022. Georgia Kremmyda, as an engineer and educator, is passionate about enhancing the quality of life for present and future generations. Georgia is a transformative educator, senior leader of curriculum development and wider strategic change, leading interdisciplinary, interprofessional initiatives which are breaking fresh ground in STEM education, featuring active and blended learning models.

Georgia joined Warwick in 2015, becoming a WIHEA Fellow the year after. In her current role, Georgia leads the Warwick portfolio of engineering programmes, being responsible for leading and managing all undergraduate and postgraduate degrees, including Degree Apprenticeships, multi-disciplinary/cross-university, 2+2 and other collaborative programmes, pertaining to approximately 100 teaching staff and 1500 students. As WIHEA Alumna, Georgia remains a member of the Interdisciplinarity Learning Circle.

As Chair of the Education and Student Experience Workstream within the framework of the Warwick

STEM Grand Challenge, leading the vision of the future size, shape, and strategic direction of STEM education at Warwick, Georgia also leads the Warwick Humanitarian Engineering initiative and Co-leads the Warwick Global Research Priority in Sustainable Cities, both aligned to the UN Sustainable Development Agenda 2030. She is the lead of numerous pedagogical projects, funded by the European Commission, the Royal Academy of Engineering and other funding bodies. On international level, Georgia is elected Vice President (Conferences) of the International Network of Women Engineers and Scientists for 2021-2023. Within Warwick, she is Deputy Chair of the Institutional Athena Swan Self-Assessment Team, leading the subgroup on 'organisation and culture for inclusivity, diversity and equality' and 'support to trans people'.

The National Teaching Fellowship Scheme is the most prestigious award for excellence in teaching in higher education, recognising individuals who have made an outstanding impact on student outcomes and teaching. We are particularly proud that 18 WIHEA Fellows and Alumni have won National Teaching Fellowship awards.

THE LEARNING DESIGN CONSULTANCY UNIT



We are also thrilled to see a team of WIHEA Fellows and Alumni receive a **Collaborative Award for Teaching Excellence (CATE)**, the first award of its kind for Warwick! CATE recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role of teamwork in higher education. We congratulate the Learning Design Consultancy Unit (LDCU), which is led by WIHEA Alumna Jess Humphreys and includes WIHEA Fellows Peter Fossey, John Kirkman, and Jim Judges and WIHEA Alumni Sara Hattersley, Robert O'Toole, Kerry Pinny, and also Alison Stephens.

The LDCU was established in June 2020, with the aim of bringing together expertise from the Academic Development Centre, Academic Technology and across Warwick to support the pivot to online teaching and learning. Through collaborative, supportive community engagement, the LDCU provides support for colleagues with designing and adapting teaching and learning

for online and blended delivery. Over the past two years, the LDCU has been responsive to circumstances, adapting the offerings of the unit to meet the needs of the community. Regular synchronous sessions have helped to build and foster an active open community where colleagues share experiences, questions, ideas, and practice. This has been complemented with asynchronous resources including a Talking Online Learning podcast series showcasing approaches adapted by colleagues from across Warwick.

The core team collaborate in partnership with staff and students in supporting the design of teaching and learning - through critical discussions and trusted relationships, the LDCU became a crucial source of support for colleagues both in the pivot to teaching and learning and subsequent conversations around 'where to next.'

A key element of the work of the LDCU is the work to promote Technology Enhanced Active Learning - this approach places students at the centre of the learning experience and considers how technology can enhance that experience adopting a pedagogy-first approach. The LDCU works in collaboration with students to share experiences, develop guidance and discuss inclusive approaches to online learning. Through the annual institutional Technology Enhanced Active Learning festival (TEALfest), the LDCU has also opened discussions between colleagues at Warwick and beyond. TEALfest provides opportunities for further collaboration both between staff and students at Warwick and beyond.

PROMOTIONS AND APPOINTMENTS

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



Dr David Bather Woods

Associate Professor
Department of
Philosophy
This year, I was promoted to Associate Professor of Philosophy. At the core of my teaching excellence was showing leadership in the rapid pivot to blended learning by creating new

opportunities for everyone with responsibility for delivering teaching in the department to share good practice and shape our implementation of the University's teaching strategy.



Claudie Fox

Associate Professor
Department of
Psychology
My work has focused on innovation and dissemination of pedagogic practice, for example through co-leadership of the WIHEA-funded online wellbeing pedagogies library project, use of co-creation of assessment and Psychology Applied

Learning Scenarios (PALS), and collaboration and sharing of practice with staff and students through my WIHEA Fellowship.



Dr Ross Forman

Reader
English and
Comparative Literary
Studies
Engaging with fundamental calls to 'undiscipline' Victorian Studies, one of my key communities of practice, and to decolonize the curriculum, I overhauled

my module EN2D4/EN3D4 'Asia and the Victorians' module emphasizing writers from Asia, such as poet Toru Dutt, feminist Pandita Ramabai, and novelist Bankimchandra Chattopadhyay. Students learn to challenge notions that nineteenth-century Anglophone literature in South and Southeast Asia is imitative and stylistically jumbled; they study how these works reflect rich crossover from literary traditions in Bengali, Mandarin, or Malay and are innovative in genre and theme.



Professor Zhiyan Guo

Professor
School of Modern
Languages and Cultures
As Subject Leader of Chinese, I created all the Chinese modules from scratch, offering them to both optional and language degree students in Warwick, and proactively diversifying

the Chinese culture syllabus. I initiated collaborations with five universities in China and adapted them into international virtual exchanges to enrich students' language and cultural experiences and improve their employability skills. I regularly present my pedagogical and empirical research findings at national and international conferences, having been selected to publish some of them in academic journals and books.



Professor Lucy Hammond (Alumna)

Professor
Warwick Medical School

My promotion success was based on broad-based educational leadership that included leading the launch of an undergraduate portfolio in a previously graduate-only department and the development, enablement and recognition of educational innovations and teachers, in my department, within the institution, and internationally. My teaching and scholarship in student research include a key project funded through the Monash Warwick Alliance involving the co-design and development of a large, international, interdisciplinary Moodle learning course to teach the design and development of quality improvement inquiry projects in medicine and healthcare.

Professor Mairi Macintyre

Professor

Warwick Manufacturing Group

With over 25 years of experience in the discipline of design, I have championed playful co-creation, underpinned by engineering logic. I love it when good ideas break through imagined barriers and reframe our understanding of the world, going beyond theory to impact. WIHEA gave me a space to meet, work and progress ideas with excellent colleagues from across all areas, levels, and disciplines of Warwick's rich community. I jointly led the Co-Creation Learning Circle with Damien Homer and thrived working in a team with diverse talents and interests. This work has informed further funded projects. We learned from several other Learning Circles to improve our own practice.



Jess Humphreys (Alumna)

Associate Professor
Academic Development
Centre

My work focuses on supporting colleagues with technology enhanced learning.

Through the PGA TEL I

have the privilege of supporting an eclectic array of TEL projects from staff across Warwick. I also lead on the LDCU, providing a community of practice and support for colleagues in the pivot to online learning and moving beyond considering what a blended future for teaching and learning may look like. Through my work with WIHEA, I have the opportunity to collaborate, share practice and be inspired by colleagues and students at Warwick.



Dr Celine Martin

Associate Professor
Warwick Manufacturing
Group

The core of my teaching excellence centres around innovative teaching practice, working with the WMG teaching community to co-create engaging learning experiences for our wide cohort range. My current, proudest achievement is

leading WMG's Pedagogical Internship programme.



Professor Debbi Marais (Alumna)

Professor
Warwick Medical School

Core to teaching excellence - I have championed three main areas of teaching innovation - the inclusion of workplace-integrated learning enabled the

development of the 'Pathways to the Public Health Workplace' module, which has been mirrored at Monash as well. TEL provided special support and guidance during the pivot to remote PGT learning during the pandemic. Plus, interdisciplinarity was an important part of the WIHEA Learning Circle, since it supplied supportive materials for staff and students at Warwick and further afield.



Dr Rebecca Stone

Associate Professor
Faculty of Arts

The core of my teaching excellence focuses on innovative digital pedagogies. Central to this is my WIHEA-funded project, the 'Digital Pedagogy Library', which promotes knowledge sharing in our learning community to support advancing our practices together.

FELLOWS IMPACT STATEMENTS

The experiences captured below and the numerous stories of success shared by our 2019-2022 WIHEA Fellows are particularly inspiring when considering the extensive impact of the pandemic on this particular cohort. For over two years now, we have been unable to provide those cherished opportunities to meet each other in person that have been so fundamental to the development of WIHEA networks in the past. This required extra effort on everyone's part to maintain engagement and establish new relationships. And yet, as you will read in these statements, the collaborations and connections amongst WIHEA Fellows continued to flourish - and the results are astonishing!



Adam Agowun
English and French
Undergraduate Student
School of Modern Languages
and Cultures

During my tenure as a WIHEA Student Fellow, I was able to really contribute to understanding how to make the student experience better. This can be seen in my extensive work with the Learning Design Consultancy Unit (LDCU), where I spoke at conferences and other events - my favourite was an Open Discussion on practical ideas for online learning! I was also part of the Co-Creation and Module Evaluation Learning Circles. Both of these gave me an insight into the efforts made by staff to enhance the student experience, and I was honoured to be included as a student voice here.

I have very much enjoyed my tenure and the opportunity to help shape the University's direction through the work done by WIHEA. I hope to continue my work as part of WIHEA's Alumni community as best as possible, and would like to thank everyone who has included me in their work for the opportunity. My advice to incoming Fellows would be to seize the opportunities offered to you - you have no idea what doors they may open!



Emma Barker
Journal and Conferences
Manager
Institute for Advanced
Teaching and Learning

I have really enjoyed my time as a WIHEA Fellow. It has allowed me to meet, interact and work with a diverse group of Warwick staff, an opportunity that would not have been accessible through my day-to-day work in my department. From the outset of my Fellowship, I was able to contribute to work being done on the Student Research Hub, which has led to collaborations on an Erasmus+ funded project on digital support for undergraduate research in Europe, as well as a successful bid to host the 3rd World Congress of Undergraduate Research jointly with the British Conference of Undergraduate Research at Warwick in April 2023. In the Internationalisation Learning Circle, I have connected with like-minded

professionals who have introduced me to a range of new ideas and projects. Currently, I am co-leading on a WIHEA-funded project to create a 'Supporting the Supporter' resource for mentors and supervisors of undergraduate research. I hope these activities will enhance the student experience at Warwick and contribute to the creation of a new generation of researchers. My advice to incoming Fellows is to embrace the opportunities and connections available - there is so much to learn and explore!



Pierre Botcherby
PhD Student
Department of History

It was not easy being a WIHEA Student Fellow during COVID-19. Meeting other Fellows and becoming integrated in the WIHEA community was difficult.

I found Learning Circles challenging: including new Fellows was tricky in the circumstances. I was, however, delighted to be part of the Postgraduate Teacher Digital Hub project, one of several funded by WIHEA. This was a driven, dynamic, collaborative environment which delivered results. The resulting Warwick Postgraduate Teaching Community includes an extensive website and Moodle, a Twitter account, an in-depth survey of PGR teaching, and a PGR pedagogy journal. Although my Fellowship is ending, I am happy to say I will remain involved with this project, as well as a new WIHEA-funded project: 'Active Bystanders in the Teaching Space.'

To incoming Fellows, I would advise getting involved in as much as possible and being open-minded about the possibilities open to you. Whether through Learning Circles, project work, or both, WIHEA does make a difference to Warwick, and you can play an important role in shaping that change.



Dr Bryan Brazeau
Associate Professor
Liberal Arts

Thanks to the networking and CPD opportunities provided by WIHEA, I achieved Senior Fellowship of the HEA in 2020, was nominated for a WATE award in Spring 2021, and was

promoted to Associate Professor in September 2021. During my Fellowship, I came to be the Co-lead of the Internationalisation Learning Circle, directing two projects, one on supporting international students navigate the impacts of COVID-19 and one on internationalising the curriculum across the University, both of which have already had significant positive impact. I also won some WIHEA funding in July 2020, supporting a co-creation project with Liberal Arts students to create a suite of resources to help bridge the gap between first- and second-year study during the pandemic. This project was so successful that the Moodle page has now become our central study skills resource in Liberal Arts, open to all students, and is regularly maintained and updated by our SSLC. Regular events and discussions with WIHEA Fellows have helped me learn about more inclusive ways to approach my pedagogy and support students. This has been reflected in the fact that I was shortlisted for a WAPTE award this year. My favourite moment of the WIHEA Fellowship was the RADA Workshop we participated in on developing a powerful leadership presence. This workshop completely changed my approach to leadership, and helped me see how I can continue to develop and grow as a leader in transdisciplinary education, student support, and internationalisation.



Rohan Chakraborty
BA English Literature
Undergraduate Student
Department of English &
Comparative Literature Studies

Through attending meetings led by colleagues in WIHEA, I was impressed by the centrality of diversity in their planned advancement of teaching and learning excellence at the University, and in setting a standard for other universities to take a similar approach. My intrigue in learning more about WIHEA's aim to implement diversity initiatives drew me to apply for a part-time role as a Student Project Officer for WIHEA. Through this role, I was able to use my passion for creative writing to support reviews of diversity and inclusion initiatives that were funded by WIHEA, create a report on the inclusive impact of the Warwick Employability Challenge, and help construct the Annual Report to communicate the fantastic changes that are being made with the variety of different projects being led by WIHEA Fellows across the University. For incoming Fellows, my best piece of advice is to think about your own experience with learning and/or teaching at Warwick - where do you see that change is needed, and what change can you see yourself making?



Nathalie Cooper
PhD Student
Department of History
During my WIHEA Fellowship, I worked as Digital Project Manager for the WIHEA-funded project, the Digital Pedagogy Library. Working on the DPL has been an amazing opportunity

to find out more about digital innovation in teaching across the University, and I have found it genuinely heartening to see first-hand how much thought and care Warwick teaching staff put into their work. I hope that the Digital Pedagogy Library continues to inspire the use of digital pedagogies, which in turn will benefit students by promoting excellence in teaching. My advice for incoming WIHEA Fellows is to take the time to enjoy being part of a like-minded community of colleagues who are eager to learn and to hear from Student Fellows, in particular. I look forward to remaining a part of that community as a WIHEA Alumna.



Kumayl Gangji
Chemistry BSc Undergraduate Student
Department of Chemistry
I have thoroughly enjoyed my Fellowship term this year - to be able to contribute to the Internationalisation and Interdisciplinarity Learning

Circles has not only brought me insight into the thought planning behind the scenes but has also allowed me to contribute to this planning from a student perspective. From the Fellowship, I have been able to have a sounding board and the support from my colleagues especially from the Internationalisation Circle, which has assisted me within my Internationalisation project run within my home department of Chemistry trying to overcome obstacles to integration within the department. The advice I would give to incoming Student Fellows is to utilise this platform to the maximum, as you would have access to the insights of individuals who have vast amounts of experience, do not be afraid to bring your insight as a student in as that insight is the most valuable!



Raksha Gohel
PhD Student
School of Life Sciences
I feel incredibly grateful to have had the opportunity to be a WIHEA Student Fellow twice! It has allowed me to make greater connections within the University and meet

some amazing WIHEA Fellows. My highlight has definitely been working on the Illuminations project (led by Elena Riva and Rachel Dickinson). Our project focused on workplace wellbeing and using writing

as a tool for wellbeing, which has been incredibly timely and enlightening. As our project continues, I am very excited to see how workplace wellbeing has been affected by the pandemic, to help inform the wellbeing strategy at the University, a topic central to both staff and students' experiences. My advice for incoming Student Fellows is to engage in the Learning Circles and projects that you find interesting, collaborate, and bring your student experience to the table. It can sometimes be daunting to work with academics, but WIHEA is a fantastically welcoming place for students!



Prof Zhiyan Guo
Professor
School of Modern Languages
and Cultures

My WIHEA Fellowship is one of the best experiences I have ever had at Warwick. It has been inspiring for me to learn about colleagues' work from different departments. I thoroughly enjoyed the workshops provided by Women Space and RADA Leadership. I secured funding for the project: Integrating Research Skills into Foreign Language Teaching for SMLC Students. Having joined three Learning Circles, Teaching Recognition and Reward, Pedagogic Research, and Internationalisation, I was engaged in discussing institutional policies on parity of research and teaching, teaching career development and making contributions to decolonising curriculum and module design. I initiated and led the International Virtual Exchange Group (IVEG), which aims to provide a University-wide model for integrating virtual exchange into the curriculum in all departments. This has directly impacted successful telecollaboration between students of Chinese at Warwick and their partners in four Chinese universities. To any new Fellow, I would recommend attending as many events as possible, going out of your comfort zone and taking the valuable opportunities offered by WIHEA - the outcome will be far beyond your expectations.



Emily Hargreaves
Departmental Administrator
Department of Philosophy

I have found my time as a WIHEA Fellow to be incredibly rewarding, often in ways I couldn't have anticipated before I began. I have used my Fellowship to network and to participate in countless Learning Circles, talks and events. I've also used it to access exceptional training and rich resources, and to engage with areas of existing interest, as well as cultivate new ones. Like others before me, I joined determined to initiate a new Learning Circle, but the pressures of the pandemic meant that, ultimately, it just wasn't possible. I don't feel like I missed out at all though! Being a WIHEA

Fellow has been an excellent way to meet motivated and inspiring people from around the University, and I now have a considerable cohort of like-minded friends and colleagues I can reach out to and collaborate with in the future. My department and students have benefitted from this, and from evidence-led policy change and new initiatives that have arisen as a result of my Fellowship. WIHEA is notable for being lively and dynamic (there is always so much going on and so much to learn), but the WIHEA community is also an incredibly supportive one. I'd advise new Fellows, if you're not sure where to start, just to try things out. Join all the Learning Circles and attend all the talks you can - you'll always be welcomed, whatever your background or your knowledge level.



Emily Harros
English and German
Undergraduate Student
School of Modern Languages
and Cultures

During my year as a WIHEA Student Fellow, I was lucky enough to work with talented and passionate individuals in the Learning from Crisis Learning Circle. Thanks to the openness of the community, both within the Circle and within WIHEA more generally, I was able to raise awareness about current issues facing students and articulate students' hopes for a post-pandemic future.

I hope my contributions to WIHEA will inspire further, positive changes within the University. I will be taking the critical and creative outlook I fostered during my time with WIHEA and will be applying it to the educational landscape I now face as a secondary school teacher in the West Midlands.

To all those I worked with in WIHEA, thank you for being such good role models. Your passion for education continues to inspire and innovate. To new Fellows joining WIHEA, never be afraid to speak in meetings; WIHEA is truly a place where you can use your voice to lift up others.



Dr Damien Homer
Widening Participation Faculty
Coordinator
Faculty of Arts

I was fortunate enough to take up my WIHEA Fellowship and begin at Warwick at almost the same time. This allowed me to widen my understanding of the University, but also to connect with so many wonderful colleagues. I have been fortunate enough to co-lead the Co-Creation Learning Circle, whilst being an active member of several others. This again led to some collaborative relationships which I still benefit from today. During my Fellowship, I obtained funding for two projects, both of which have been

rewarding and afforded me opportunities to work with staff and students from across the faculties. One project was based around the transition to university (2018/19) which continues to be used today, and the other was exploring notions of co-creation (2019/20) from a staff and student perspectives. Both of these projects were co-created with students and, I am proud to say, went on to be published in peer reviewed journals. I would advise all incoming Fellows to throw themselves into the opportunities that they will doubtlessly come across during their time in WIHEA – you will learn a lot, and also make connections with colleagues from across the University which will benefit you in the future.



Karen Jackson
Head of Academic Services
Library

My WIHEA Fellowship has enabled me to make connections across campus with colleagues committed to developing teaching and the learning experience at Warwick.

As a professional services member of staff, one can sometimes feel ‘on the edge’ of things – WIHEA brings everyone interested in having conversations about teaching and learning together, regardless of role or position in the institution. I have met some truly inspirational colleagues and have been able to participate in Learning Circles seeking to develop practice in areas such as co-creation and supporting students’ learning remotely. WIHEA has been a particularly valuable network during the Covid pandemic – enabling connections to continue to grow in very challenging times. I am hugely grateful for the opportunity the Fellowship has given me and I have learned a huge amount from my time in WIHEA.



Dr Nicholas Jackson
Assistant Professor (teaching
focused)
Mathematics Institute &
Department of Economics

It’s been a fantastic privilege to be a WIHEA Fellow, and to be welcomed into such a wonderful, friendly and committed group of

people. I’ve met and learned from a really wide range of colleagues and new friends across the University, and participated in a number of projects that have helped me develop my teaching practice and interests. It’s given me the confidence to (successfully) apply for promotion, and helped me think about my own career development and academic leadership. I’ve joined Learning Circles on subjects as diverse as learning analytics, wellbeing, co-creation and learning from crisis. I’ve particularly enjoyed being in the Teaching Reward and Recognition Learning Circle, this last year as a Co-Chair. I’m a little sad that my Fellowship is ending, just as I feel I’m starting to get the hang of things. But

I’m looking forward to seeing what the next cohort of Fellows do, and I certainly plan to stay involved as part of the Alumni. Thanks so much to Gwen, Leti, Lisa, Michelle and the rest of the team, and to my fellow Fellows – it’s been an absolutely splendid experience.



Dr Jagjeet Jutley-Neilson
Associate Professor/Director
of Student Experience &
Progression

Department of Psychology
I was fairly new to Warwick when I first started my Fellowship, so it provided me with an excellent opportunity to meet

and work with like-minded members of staff from a teaching-focused background, from across the University, not just within the Psychology Department. In addition to being a member of a couple of Learning Circles, leading the Neurodiversity and the Student Experience Learning Circle has been a key focus for me. Getting started was not without its challenges, with fewer meetings than I had hoped, then Covid placing further pressures on colleagues’ workloads, so initial progress was slow. However, following the award of WIHEA funding over two consecutive years, Staff and Student members of the circle and a newly formed project team successfully collaborated to collate good practice exemplars of inclusive pedagogical approaches from staff at Warwick and captured neurodivergent student voices in pen portraits and infographics. These helped to create practical pedagogical recipes to use when supporting neurodivergent students and provide recommendations for personal tutoring and learning and teaching inclusive approaches. All of which are available from the Neurodiversity Toolkit. The Learning Circle is now in a position to write up our research and findings for publication outside of Warwick.

I am now looking at ways to collaborate with the other Learning Circles such as the Trans & Queer Pedagogies Learning Circle, anti-racist pedagogies, peer mentoring, enabling intersectionality. Work has also led me to form the Inclusive Policy & Practice for Disabled Students Learning Circle with Dr Elena Riva. We were able to successfully bid for IATL Educational Innovation Funding to co-produce content and case studies from the Warwick community and produce guidance for staff by running a number of stakeholder meetings. This work will inform the creation of a code of practice to support disabled students across the University.

Being part of a community raising the profile of teaching-focused members of staff across my department and the wider University has been important to me. Seizing opportunities to lead/join WIHEA projects/Learning Circles and carry out pedagogical research enables you to collaborate and achieve institution-wide impact, all of which have helped me with my promotion. I continue to encourage other psychologists to join the Learning

Circles and continue the work. The WIHEA Fellowship also provides many opportunities for networking and getting your work out there. For any incoming WIHEA Fellow, don't waste the opportunities available and I cannot emphasise enough the importance of collaborating within and across Learning Circles (find those natural links). WIHEA funding can enable you to employ students as researchers and project officers and facilitate co-production - giving students across the University a voice has been so powerful and really drove the projects.



Dr John Kirkman
Assistant Professor
(teaching focused)
Academic Development Centre
Being a WIHEA Fellow has offered many opportunities for networking and professional learning. I have been very privileged to be able to attend

workshops, masterclasses and networking events, both before the pandemic and during, which have enriched my understanding and contributed to my feeling part of a community. Being involved in the Pedagogic Research in Higher Education Learning Circle has been a particular highlight. The community that I have found in this group and the opportunities to work together, share our ideas and stories, and grow through this experience have been fantastic. Co-leading this Learning Circle with Professor Richard Smith has also been great - I have learned so much from Richard and our collaboration and am grateful to him. Being able to take all I have learned, including ways of nurturing community, and apply to my work as an academic developer is perhaps where the major impact has been. My main bit of advice for incoming Fellows is to keep an open mind about how your time as a Fellow will unfold - look out for opportunities and be prepared to try new things!



Sam Parr
Programme Manager
Dean of Students' Office
Fellowship gave me the opportunity to establish a Queer & Trans Pedagogies Learning Circle, and ultimately to launch the Queering University programme at Warwick. As

a result, we have grown a network of students and staff supporting one another's work embedding and centring queer perspectives; we have also created resources to support our peers such as the guide to challenging incorrect pronouns and misgendering, and issue-specific guidance for people supporting LGBTQUIA+ individuals coming out, experiencing conversion therapy etc. Most importantly, we have gained a greater understanding of LGBTQUIA+ students' experiences through research, and delivered cultural interventions like the Pronouns Pledge. For me, the best part of being a Fellow has been the feeling

of support with this work for the first time; further highlights have included discovering others with a similar passion and working together with WIHEA's genuine support to bring about change.



Dr Michael Pounds
Director of Student Experience
& Senior Tutor
Department of Physics
It was a privilege to be accepted into WIHEA. Although I contributed formally to the Academy's activities (for example, speaking at

a workshop to help others with their promotion applications), it was the informal meetings over lunch which have left a lasting impression. Before the disruption of Covid, they enabled me to forge connections and share ideas with academics and professional services staff from across the University, which will continue to influence me and my department in the future. WIHEA was an important background to my promotion to an associate professorship, and to my receipt of a Warwick Award for Personal Tutoring Excellence. A three-year Fellowship will pass by very quickly, and so my advice to incoming Fellows is to not waste this time. If you submit a bid for project funding which is not successful, do internalise the feedback you will receive and consider putting in another bid.



Pula Prakash
Undergraduate Student
Global Sustainable
Development
My WIHEA Fellowship has been a highlight of my time at Warwick. I am so grateful for this innovative space and having had the opportunity to

assert my voice in the development of teaching and learning at Warwick.

I was able to bring my knowledge and expertise as an IATL Co-Creation Officer into my Fellowship. I felt really valued as a student and could see the impact my involvement made.

I was a member of the WIHEA Co-Creation Learning Circle and co-researcher in a funded project looking into co-creation practice within Warwick. As part of the project outputs, I delivered a 'Co-Creation' Masterclass, co-produced a research paper, and created multiple interactive resources which are now available to the Warwick community. This was an invaluable experience as I got to work alongside a wonderful team, generate such rich and relevant data through my interactions plus witness the way the concept was received. This project ended up feeding into my dissertation and has enriched myself and the wider community significantly.

I had the privilege of being on the WATE Judges Panel two years in a row which enabled me to represent a student's perspective on teaching excellence. I also had the pleasure of interacting with the LDCU and have recently been involved in co-chairing the Diverse Assessment Learning Circle.

This really is a space to bring forth your ideas and interests, make the most of it! I hope to stay involved and updated on the wonderful things WIHEA continues to achieve.



Evelin Sanderson-Nichols
Philosophy and Literature
Undergraduate Student
Department of Philosophy
During my time as a WIHEA Fellow, I was an active member of the Education for Sustainable Development and the Peer Mentoring Learning Circles. I

was lucky enough to be selected as one of the project officers of The Peer Mentoring Project (led by David Bather Woods and Julie Taylor) during which we produced training materials and resources for members of departments, societies, and any other parts of the university structure who'd be interested in creating or developing their own peer mentoring scheme. I also participated in the Technology Enhanced Active Learning Festival's (TEAL Fest) Student Panel where we discussed the potential of online teaching and its impact on students' wellbeing. My WIHEA Fellowship has been an invaluable experience - I really appreciated the space it provided me to learn from and work with like-minded people. My advice to incoming Fellows is to grab every opportunity you can!



Prof Richard Smith
Professor of English Language
Teaching and Applied
Linguistics
Centre for Applied Linguistics

My time as a WIHEA Fellow began just before 'the pandemic' and ended as we came out of it - a pandemic

sandwich! I began by sampling different Learning Circles, started to form a Learning Circle on multilingual pedagogy (still a good idea!) but, as the pandemic took hold, found there were more urgent things to be done with the Pedagogic Research in Higher Education Learning Circle, which I began to co-lead with Dr John Kirkman. Together, we gave it more of a focus than hitherto on practitioner research. The ideas and activities I'd developed to help secondary school English teachers address 'difficult circumstances' (large-class, low-resource settings) in Latin America and South Asia (<http://warwick.ac.uk/trdc>) gained a good reception among other WIHEA Fellows, who saw their value in the (different kind of) difficult circumstances we all now found ourselves in. John and I developed an

'Exploratory Pedagogic Inquiry' procedure based on a set of four weekly online meetings interleaved with peer-coaching sessions, and we repeated this three times with different groups of participants.

All of us gained a deeper understanding of aspects of the situation we were in, benefitting our students' experience as well as our own wellbeing. Increased empathy for colleagues and for our students was a major outcome, informing improved pedagogy. I personally gained an enhanced appreciation of colleagues' commitment to student learning across the University and a greater sense of pride in belonging to Warwick. Countering the isolation of the pandemic in this way, through WIHEA, enabled me to meet like-minded colleagues across departments in a way I hadn't experienced before, in all my twenty years at Warwick.



Prof Olanrewaju Sorinola
Professor of Medical Education
Warwick Medical School

One of the most wonderful things about WIHEA is the community. During my Fellowship, I have met truly amazing people at WIHEA events and had the opportunity

to work closely and network with people from all parts of the University. This is a treasured experience.

As a WIHEA Fellow, I have pushed the inclusive agenda at both departmental and faculty level. As Chair of WMS Attainment Gap Group and chair of Faculty of Science, Engineering and Medicine EDI Forum, I have pulled together a community of academic and professional service colleagues dedicated to sharing best practices on inclusive education, tackling ethnic minority student experiences and attainment gaps. The University Institutional Attainment Gap dashboard is testament of progress made in this area.

As Lead of the WIHEA Anti-racist Pedagogy and Process in HE Learning Circle, I have focused on advancing the anti-racism agenda at Warwick and continued the invaluable work of previous chairs. However, I have extended this to regional and national levels. Regionally, through a new WIHEA initiative, (WIHEA External Collaboration Fund), we successfully bid to form The Midlands Racial Equality in Medicine Network. The network launched in February 2022 is aimed at building connections between regional medical schools, providing staff and students with a platform to share initiatives, and create joint ventures to improve outcomes and racial equality in medicine. At a national level, we now have a Medical Schools Council EDI Board of which I'm a member.

My advice to incoming Fellows is to make the most of it, follow your passion and use this platform to develop that work by actively engaging with other Fellows.

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

Yinka Aresa

BA English and History Undergraduate Student
English and Comparative Literary Studies and
History

Dr Maria Barrett

Associate Professor/Director: MA International
Cultural Policy & Management
Centre for Cultural and Media Policy Studies

Dr Adam Chester

Associate Professor
Department of Computer Science

Jan Cooper

Associate Professor
Warwick Medical School

Dr Sarah Dahl

Associate Professor
Centre for Education Studies

Naomi de la Tour

Assistant Professor and Director of Engagement
Institute of Advanced Teaching & Learning

Shingai Dzumbira

President of Students' Union
Students' Union

Lisa Field

Social Inclusion Manager
Strategy Group

Dr Sam Hardy

Director of Flexible Online Learning
Flexible Online Learning

Prof Mairi Macintyre

Warwick Manufacturing Group

Nathan Parsons

Postgraduate Officer
Students' Union

Dr Sandra Pereira

Associate Professor
Warwick Business School

Dr Juliet Raynsford

Assistant Professor (Teaching Focussed)
Centre for Education Studies

Charlton Sayer

Welfare & Campaigns Officer
Students' Union

Charlotte Simms

(MBChB) Undergraduate Student
Warwick Medical School

Michele Underwood

Researcher Development Manager
Doctoral College

Dr Leticia Villamediana González

Associate Professor
School of Modern Languages and Cultures

Farah Vogel-Javeri

(Mbio) Undergraduate Student
School of Life Sciences

Lucy Young

Law & Sociology Undergraduate Student
School of Law

WIHEA FELLOWS (SEPTEMBER 2022)

As we prepare for the new academic year, we welcome our new WIHEA Fellows who start their Fellowships in September 2022.

Tumi Araga

English and Comparative Literary Studies Student
English and Comparative Literary Studies

Judith Brown

Technology Enhanced Learning Specialist
Flexible & Online Learning Division

Dr Ursula Clayton

Teaching Fellow
Department of English and Comparative Literary Studies

Sophie Cookson

Teaching and Learning Consultant
Warwick Business School

Dr Susie Cowley-Haselden

Assistant Professor (Director of Academic Literacies and Skills)
Warwick Foundation Studies

Professor Benjamin Ferguson

Director of PPE
Department of Philosophy

Dr Rosa Maria Fernandez Martin

Associate Professor
Global Sustainable Development

Samantha Grierson

Assistant Professor (Director of Studies, Warwick IFP)
Warwick Foundation Studies

Katherine Halliday

Academic Support Librarian
Library

Dr Luke Hodson

Assistant Professor
Department of Psychology

Professor Christoph Hoerl

Director of Education, Deputy Head of Department
Department of Philosophy

Robert Huckstepp

Associate Professor
School of Life Sciences

Zoi Ioannidou

School of Life Sciences (PhD Student)
School of Life Sciences

Lucy Johnson

Teaching and Learning Services Manager
Department of Chemistry

Edwina Jones

Associate Professor elearning
Warwick Manufacturing Group

Lauren Ketteridge

Digital Healthcare Science Student
Warwick Manufacturing Group

Nicola Knowles

Reader. Deputy Director of Undergraduate Programmes
Warwick Manufacturing Group

Emil Kostadinov

Teaching Fellow
Department of Economics

Jenny Lloyd

Associate Professor
Warwick Business School, Marketing Group

Dr Heather Meyer

Placements Officer
Institute for Advanced Teaching and Learning

David Molyneux

Careers Services Manager
Student Opportunity

Tom Ritchie

Assistant Professor / Director of Student Experience
Department of Chemistry

Ragesree Roy

English and Comparative Literary Studies (PhD Student)
English and Comparative Literary Studies

Karoline Schneider

Departmental Administrator (Education)
Politics and International Studies

Julie Shore

Head of Operations - Academic and CPD Programme Administration
Warwick Medical School

Anna Tranter

Course Director/Assistant Professor
Warwick Foundation Studies

Dr Jianhua Yang

Assistant Professor (teaching focused)
Warwick Manufacturing Group

Laura Yetton

Placements Officer
School of Life Sciences

REFLECTIONS FROM CHRIS HUGHES

I hope that you enjoyed reading through this Annual Report and the many wonderful accomplishments it details. The exceptional dedication of WIHEA Fellows never ceases to impress and their impact on the educational landscape and student experience at Warwick, and increasingly beyond the University, is truly transformative.

As a whole, Warwick has achieved some tremendous results this year. Our reputation as a beacon of educational excellence continues to be on the rise - we were named the University of the Year for Teaching Quality by the Sunday Times' Good University Guide 2022; increased the ranks of our National Teaching Fellows (NTF); and gained our first Collaborative Award for Teaching Excellence (CATE).

All of this was made possible by our collective efforts as a community that is deeply invested in the success of our students and the examples you have seen in this report are a testament to that.

It is no surprise that many of the Academy's activities this year have revolved around the investigation of new and effective ways to use technology to enhance learning and assessment. What has enabled us to succeed in these efforts is the close partnership with students that we are so proud of - WIHEA Student Fellows have made an invaluable contribution to our understanding of the student experience during the pandemic and I wish to thank them personally for that.

The range of WIHEA funded projects also speaks to WIHEA's continued investment in the development of inclusive practices and environments, and its ongoing commitment to the broader values which underpin education at Warwick.



The impact statements shared by the 2019-22 Fellows in this report highlight the importance of community and networks; their main exhortation to incoming Fellows is to seize the opportunities offered by WIHEA, make connections and be open-minded. I fully endorse that advice, and I would add this: don't underestimate your ability to lead change. Every one of you is already making a difference at Warwick, and as a WIHEA Fellow you will receive the support you need to create even bigger impact.

I'd like to conclude by thanking the wider Warwick community for your continued support to the Academy in particular, and to the education agenda more widely. I look forward to another successful year!

A handwritten signature in black ink, appearing to read 'Chris Hughes', written in a cursive style.

Professor Chris Hughes, PhD, FAcSS, PFHEA
Pro-Vice-Chancellor/Vice-President (Education)

WIHEA TEAM



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



Lisa Drummond
Academy Administrator



Michelle Kulpa
PA to Director of WIHEA
Event Co-ordinator & Administrative Assistant

With thanks for their contribution during the year:



Ana David and Rohan Chakraborty
Student Project Officers



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