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2015 EDITION



50th ANNIVERSARY EDITION

50 years of
imagining the future

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First impressions - the changing student experience

Driving force - National Automotive Innovation Centre

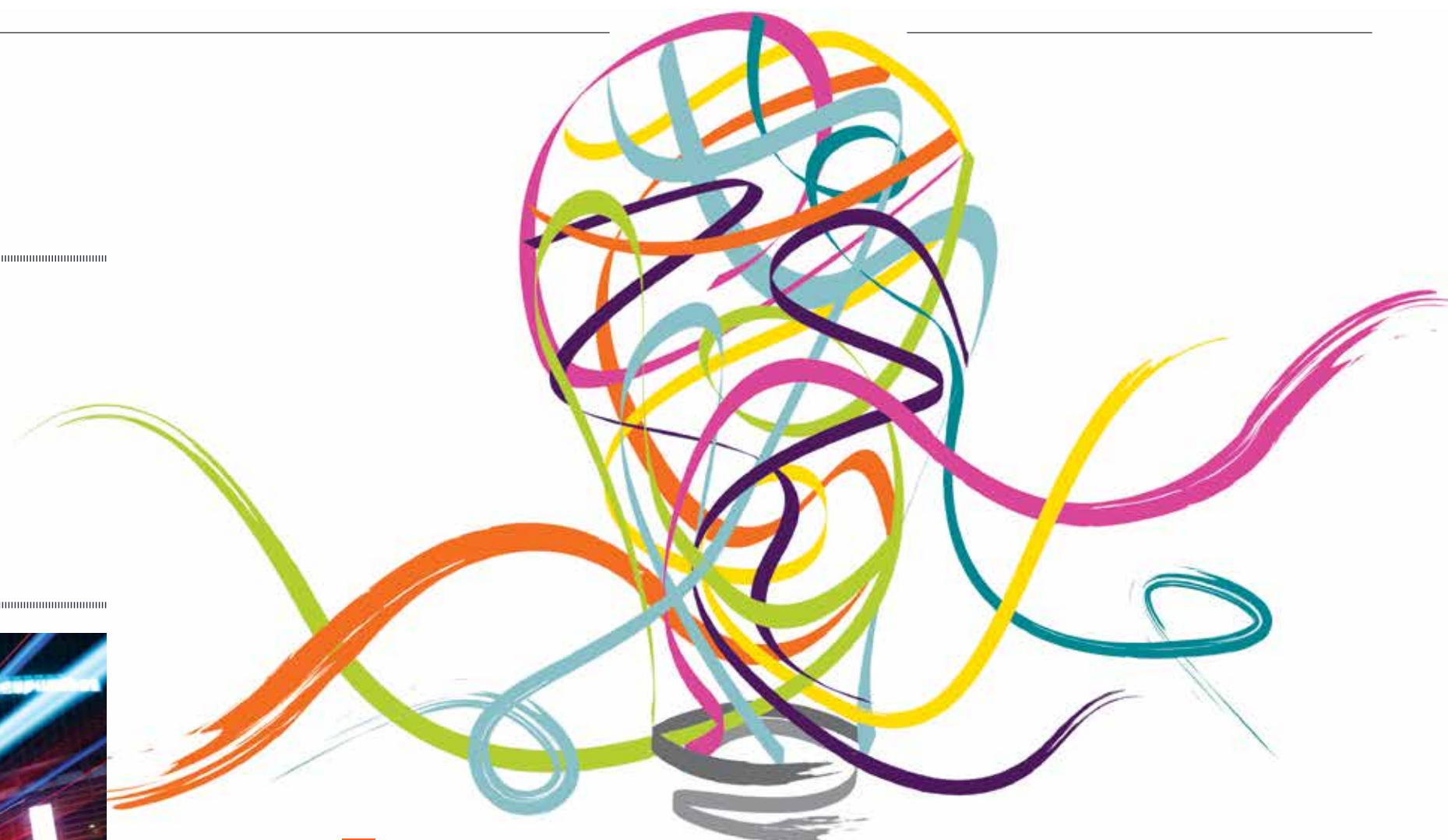
WARWICK

THE UNIVERSITY OF WARWICK

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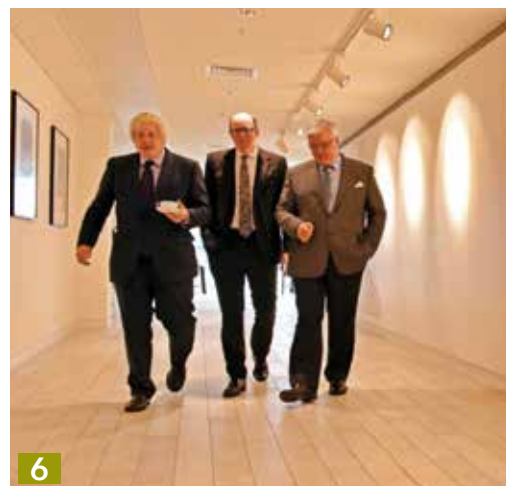
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What makes the University of Warwick a visionary place

At the age of 50, the University of Warwick is now one of the most distinctive voices within British higher education and, increasingly, a force to be reckoned with on the global stage. As we head towards our 50th anniversary celebrations and the final year of Professor Sir Nigel Thrift's nine-and-a-half-year tenure as Vice-Chancellor, we sit down with him to discuss what makes Warwick a 'visionary' place - in prime position to imagine and embrace the future.

As one of the younger institutions within the top ten UK universities in national league tables, it is clear that the University of Warwick has come a long way in a very short amount of time. Rubbing shoulders with institutions established up to 900 years ago, Warwick is proof that good things don't necessarily come to those who wait.

This restless spirit is important

to Professor Sir Nigel Thrift, who has been Vice-Chancellor for over nine years and has overseen many of the new developments that have contributed to Warwick's reputation as forward-looking and entrepreneurial. "It is important to challenge things, to lead the charge," Sir Nigel confirms in his book-strewn office. "There are elements of Warwick that are like no other institution out there."

One example that springs to Sir Nigel's mind is WMG (Warwick

Manufacturing Group). "It can be difficult to fit academic research into what a business does, but the relationship and the level of trust between the group and companies is completely unique," he affirms. "The group now has an academy involving people from the age of 14, which, in turn, produces talented, skilled individuals who can go on to work within these companies, ensuring we are contributing to the future success of the automotive industry."

While Warwick enjoys a close relationship with regional industry, the University's footprint goes far beyond this. Much has been written about Warwick's international ambitions - its strategic partnership with Monash University in Australia, its partnership as the only European university in NYU's Centre for Urban Science and Progress, and the creation of a campus in northern California, but Sir Nigel is of the firm belief that this is just the beginning in the evolution of a new,

global model for higher education: "It is crucial to be where the action is. In Coventry, we're close to the automotive sector; with our presence in the Alan Turing Institute for Data Science in London, we're at the cutting edge of the information sector."

"There are elements of the University of Warwick that are like no other institution out there"

The Business School's base at the Shard in London places us at the heart of the financial capital of the world. In Australia, in collaboration with Monash University, we are doing hugely interesting pharmaceutical scientific research, and my hope for California is that we will be close to the innovations of Silicon Valley."

This international expansion also puts Warwick's students ahead of the curve. "We move more students around than most other institutions," Sir Nigel says. "Typical student exchange programmes aren't conducive to letting large numbers of students experience new countries and cultures, so we knew we needed a new model." This new model is currently underway in the global alliance with Monash University, where around 80 student exchanges take place each year. "In three to four years' time, we hope that there will be closer to 400 student exchanges - more than any other university with one significant partner university."

The chance to study abroad and take advantage of new facilities and developments in far-flung destinations is most definitely an attractive proposition for students, but Sir Nigel

believes Warwick appeals to a certain group of individuals, or, as he puts it "those who want something a bit different." Warwick is well known for its active and enterprising student body, as likely to be involved in music and the arts as they are in politics and commerce. "Over the past nine years, it has been my job to give students the maximum range of opportunities," Sir Nigel explains. "This involves working in the future, as much as the present, preserving academic excellence and the quality of output, while looking outwards and spotting new opportunities. At Warwick, we are effectively building a machine for producing opportunities."

The success of this 'opportunities machine' can be witnessed in the 190,000 Warwick alumni around the world who have graduated over the past 50 years and gone on to "figure large among UK and global influencers", Sir Nigel attests. "We have become much better known over the time I have spent here, and this is partly down to the achievements of our alumni, as well as our staff and students."

"We must preserve our restless spirit and ability to be more nimble than larger, older institutions"

And what has been his proudest movement over this period? "I am proud of the sheer number of things we have achieved in the last nine years, from massive research success to international expansion to the campus cycle path to Kenilworth," he says.

As Sir Nigel looks around his office, and the collected memories

of the past nine years, it seems an apt moment to think about what could be next for an institution that prides itself on its visionary outlook. Sir Nigel has some simple advice for the University and his successor, Professor Stuart Croft. "Keep innovating, keep adding. We must preserve our restless spirit and our ability to be more nimble than larger, older institutions," he nods.

"This role is about ensuring future success - producing a series of booster rockets. And never stand still - it's what sets the University of Warwick apart."



You can find out more about our achievements since 2006 by visiting warwick.ac.uk/services/vco/record

Graduation is not the end of your relationship with Warwick. Benefits of being a Warwick graduate include access to e-mentoring services, e-journals, continued access to the University library as an external borrower, the Students' Union (some restrictions apply), discounted rates at the Sports Centre and access to the learning Grid.

To take advantage of member benefits and to access services, can register online at warwick.ac.uk/alumni

Warwick Connect

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Design: Gary Nickolls
This magazine is available online for those who prefer to read a larger font size. Go to warwick.ac.uk/go/warwickconnect for this and extra content.

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News in brief



“Warwick is so strong, and it is what makes the prospect of being VC here so exciting”

University of Warwick announces next Vice-Chancellor and President

In June 2015 the University announced the appointment of Professor Stuart Croft as its next Vice-Chancellor and President from February 2016. Professor Croft is currently Warwick’s Provost. As Provost, he leads on the academic development of the University.

Professor Croft said: “It is an incredible honour to have been appointed Vice-Chancellor of a university as amazing as Warwick. When I applied to study here as a student, 35 years ago, the University was around a fifth the size it is now, having been in existence only 15 years. Now it is a University of 24,000 students, with an international reputation for its

research quality and links between academia and industry. In the coming years, we will build on this to put ourselves at the global forefront of new insights into the practices of learning.

“What is strongest about Warwick is our community – our ability to pull together but also to challenge ourselves, to always be looking for the next development. Warwick’s community – our staff and students, but also alumni and friends in Coventry, Warwickshire, the Midlands and beyond – is the heart of what has made Warwick so strong, and is what makes the prospect of being Vice-Chancellor here so exciting.”

TOP 10 SUCCESS IN UK RESEARCH RANKING

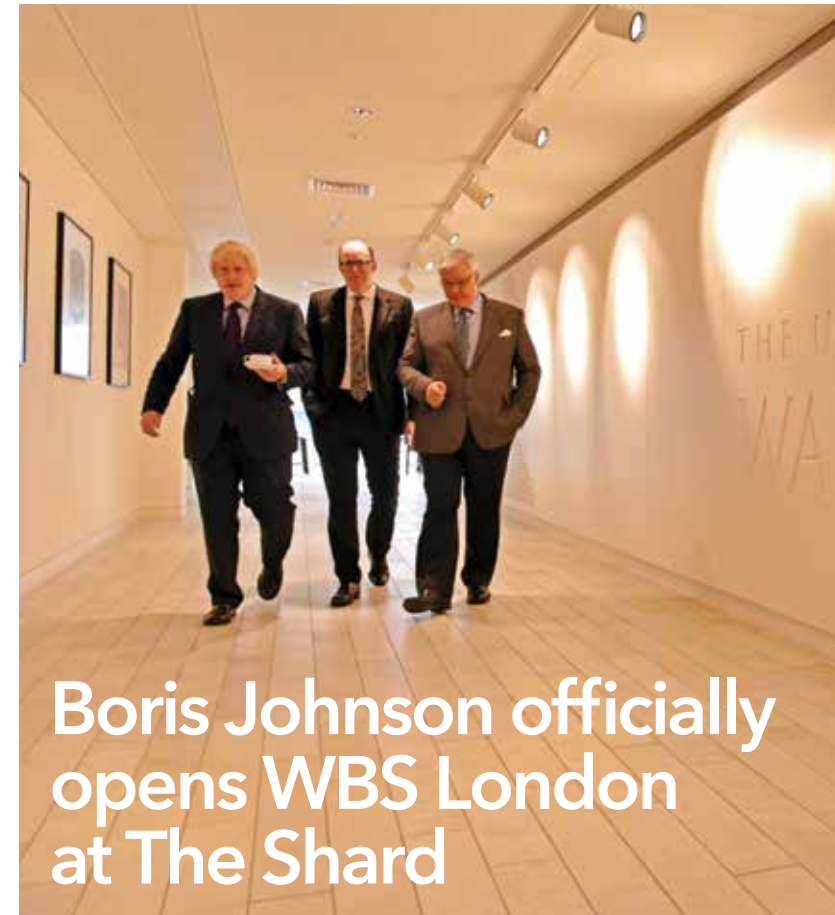
In December 2014 we were delighted to announce that we had repeated our top 10 success in the Government’s research ranking exercise, which helps set a significant part of the Government’s research funding for universities for the next six years. Warwick was ranked as the seventh highest university in the 2014 rankings, repeating its successful ranking in the last such exercise in 2008. 14 of Warwick’s academic departments were also ranked in the top ten in the UK.

TRIPLE TABLE SUCCESS

The new Shanghai Jiao Tong Academic Ranking of World Universities, published in August 2015, ranked Warwick among the top 100 universities in the world. Warwick is now ranked 92nd in the world in that table, a jump of 96 places on the previous year’s ranking. The Ranking also declares Warwick to be 13th in the world for Mathematics and 34th for Economics and Business. In the last year Warwick has been ranked as one of the world’s top 100 universities in the world in three tables: the QS annual World University Rankings, the Times Higher Education World Reputation Rankings, and now the Shanghai Jiao Tong.

THE GUARDIAN RANKS WARWICK IN UK TOP 10

In May 2015 *The Guardian* newspaper once again ranked Warwick in the UK’s top 10 universities, placing it at 6th overall in the UK (up three places from last year’s table), and also once again ranking Warwick as the top university in the West Midlands. Warwick also had 13 Departments ranked by *The Guardian* in the top ten in the UK.



Boris Johnson officially opens WBS London at The Shard

Mayor of London Boris Johnson officially opened WBS’ new base at The Shard in June 2015. As part of our 50th anniversary celebrations, guests watched Mr Johnson unveil a glass sculpture to commemorate the opening of the new site on the 17th floor of the 95-storey building – the tallest in the European Union.

At the heart of the London Bridge Quarter neighbourhood, one of London’s most vibrant and fast developing districts, WBS London will see part-time postgraduate courses and executive education delivered from one of the capital’s most iconic buildings.

Mr Johnson said: “Our city is a world-leading centre for higher education and Warwick Business School is a welcome addition to the first-class academia that can be found here. “The Shard is an inspirational venue and I’m sure the students that come here will find successful careers within our city’s thriving business sectors.”

Warwick declared as one of the seven fastest rising young universities in the world

In March 2015 *Times Higher Education (THE)* declared that Warwick was one of the seven fastest rising young universities in the world in a study announced before the *THE* Young Universities Summit. *THE* said: “In a world where it is commonly accepted that many of the best universities were founded between the 11th and 19th centuries, it’s tough being young... But in recent years some young institutions have been bucking this trend, rising up the rankings tables and overtaking their forefathers in a relatively tiny space of time.”

Phil Baty, Editor, *Times Higher Education* rankings, said: “With strong leadership, clear focus – and let’s be honest, serious financial backing –



these seven rising stars have shown that what others have developed over centuries can be achieved in a matter of decades. They are a truly exciting and dynamic group of institutions which should serve as a lesson to the rest of the world – that the traditional global world order is not unassailable and visionary young universities can break through.”

LAUNCH OF NEW WARWICK BRAND

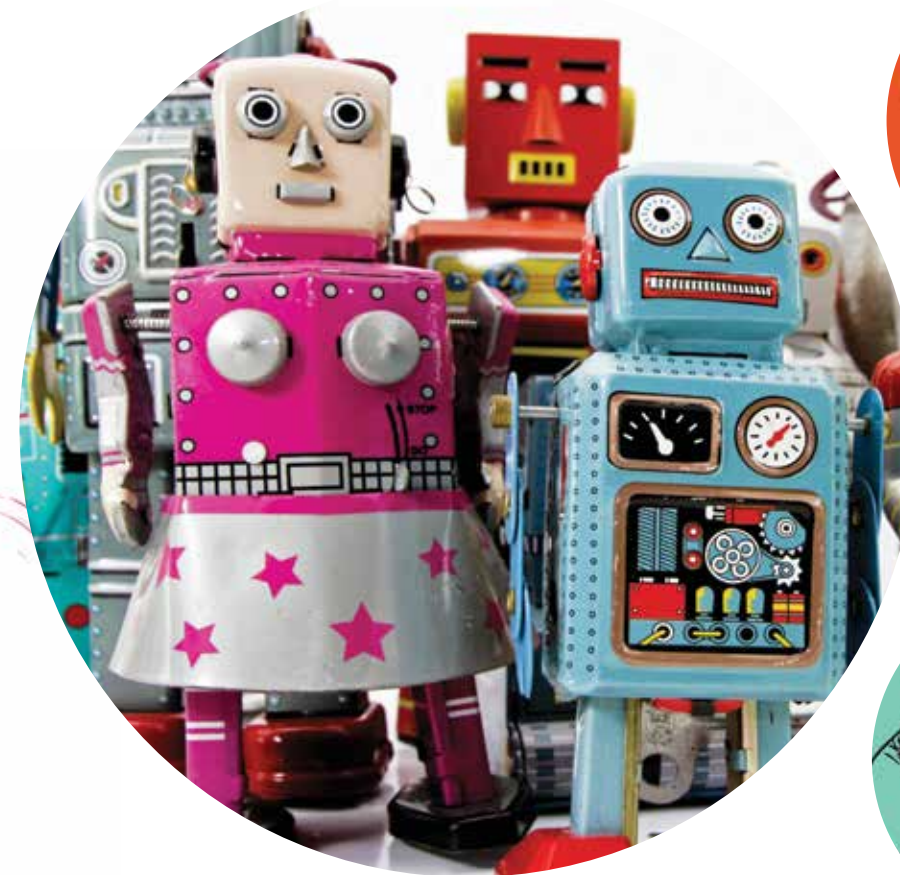
May 2015 saw the introduction of the new Warwick brand. It was a long process which began over 12 months earlier, when we began considering new ways of telling the Warwick story.

The new brand will help our University continue to attract the very best students, staff and partners. That’s why we launched a fresh and confident approach to talking about what’s special about Warwick, from our vibrant campus to our world-class research. It also means a striking new visual identity to support this refreshed style.

If you were a member of our alumni focus groups, you’ll already know quite a bit about it – otherwise, you can find further details online about the background to the brand, along with some useful FAQs at warwick.ac.uk/alumni/brand

Imagining the future

How we're celebrating our 50th anniversary



How do you celebrate a milestone like a 50th anniversary? Reunions? Parties? Tree planting? Or something more creative?

As a Warwick graduate you'll know we never do the obvious or the straightforward. That's why when we began planning our 50th anniversary celebrations, we decided to take things in a different direction. An innovative direction.

At the start of the year we announced that we would invite alumni, students and the local community onto campus to attend a music festival in May and a Festival of the Imagination in October.

Created in the spirit that Warwick has embodied for the past 50 years,

the Festival of the Imagination was a showcase for our most forward-thinking academic research and debate. The centrepiece of our anniversary celebrations, it took place in and around Warwick Arts Centre, featuring a diverse, creative and attractive programme of events, talks, shows, interactive food demonstrations and discussions, alongside a food festival and street entertainment.

We used the event to encourage alumni and the local community to come onto campus to see how Warwick is going to change the future. Visitors were able to take part in an interactive Discovery Zone, stimulating talks and debates, and cookery masterclasses with a healthy twist. They also enjoyed a feast of international street food, and entertainment from some of our talented student societies as well as family-friendly activities and opportunities to take taster classes.

Visitors to the Festival were encouraged to join discussions on topics as diverse as a robot apocalypse, how Two Tone sparked the countdown to a new Britain, and how we measure happiness. They were also able to eat, drink and be entertained in our new pedestrian-friendly public areas.

The Festival was a showcase for our most forward-thinking academic research and debate

This included our new plaza, which featured international street food, specialist world coffees and our own specially brewed anniversary beer, The Hopping Grad.

As part of our anniversary activities, we entered into a unique partnership

with Cheltenham Festivals, which saw them programming high-profile events over our Festival's two days and promoting it to their audiences. This was all part of an exciting programme of events which saw Warwick involved with all four of Cheltenham's Festivals during 2015. The aims of the Cheltenham Festivals complemented the objectives of the Festival of the Imagination so we worked with their organisers to disseminate new learning and to raise awareness of the exciting work we're doing at Warwick.

The partnership with Cheltenham culminated with October's Literature Festival, which took place a week before our own Festival of the Imagination. The Literature Festival saw Warwick's name on one of the key festival venues and a number of our academics speaking. We also used the Festival to announce the shortlist for the 2015 Warwick Prize for Writing.

Outside the UK we ran an exciting programme of research-led events as part of our anniversary celebrations. Taking place in Brussels, Hong Kong, Singapore and Venice, these events focused on Warwick's multidisciplinary research excellence and expertise

within each of our Global Research Priorities around a central theme of Sustainable Futures. The events covered topics ranging from 21st century technologies for health to green design, food and global governance. They were also an opportunity for alumni to reconnect with the University, meet academics and socialise with other graduates in their area.

An exciting programme of events which saw Warwick involved with all four of Cheltenham's Festivals

Connecting alumni was the focus of many of our other activities this year and we didn't want to neglect our overseas community. One third of our graduates live outside the UK, so we set aside a week in April 2015 as International Alumni Week. This was a chance for our international graduates to get together to celebrate Warwick's anniversary. What these celebrations entailed was up to alumni in each country but we hoped that local

organisers would see this as a great opportunity to galvanize the Warwick community and to build relationships that will last long after 2015. We were delighted with the response from the alumni community and with events organised from Baghdad to San Francisco. You can see photos from some of these events at warwick.ac.uk/internationalalumniweek.

Throughout our anniversary year we encouraged alumni to get involved with the celebrations and to connect with what the University is planning to do in the future. The Festival of the Imagination was the culmination of a year that saw alumni enjoy social events, workshops and reunions in countries ranging from Austria to the United Arab Emirates. Even if you weren't able to attend any of the celebrations this year, we hope that an event like the Festival of the Imagination helps you remember why you decided to come to Warwick and what makes this University stand out from our competitors.

You can find out more about our anniversary celebrations by visiting warwick.ac.uk/imagination

BIG DATA

Big plans

In February 2015 we announced that Warwick had been picked with Oxford, Cambridge, Edinburgh and UCL to be one of the universities that will lead the establishment of the prestigious £42m Alan Turing Institute for Data Science. This means our researchers will be at the forefront of the UK's approach to big data.

At the time of the announcement, Professor Tim Jones, Pro-Vice-Chancellor for Science, Engineering & Medicine, explained that this development is "very much a recognition of the strength of our quality in mathematical sciences in the departments of Mathematics, Statistics, and Computer Science in particular at Warwick has a fantastic reputation in that area. Membership of the Turing Institute is a reflection of that".

That sounds great but what is big data? According to our academics, big data is an umbrella term which covers human interaction, potential, global problems and movement.

For Professor Stephen Jarvis from the

Department of Computer Science, this is the age of data and we're only just beginning to discover that. He thinks that as we look back, thirty years from now, we'll see this shift and the change of emphasis to data that's knitting machines together and changing the way we live.

As an umbrella term, Professor Jarvis believes that 'big data' means different things to different people. If you talk to a statistician, big data is developing mathematical methods to perform analysis; if you talk to a physicist, it's the huge data sets they get from their studies in astronomy, and if you talk to a computer scientist, it's about how you build platforms to support analysis. We're all coming in as different bricks to lay the foundations for the subject that is big data.

Big data is an umbrella term which covers human interaction, potential, global problems and movement

However, Associate Professor Tobias Preis of WBS has his own take. For him it's a new form of information. It's the type of data that's coming from the internet revolution - information that's being generated by human interactions in large technological systems, via the

internet and also information that's released through connected devices. It's human interaction on a very large scale which gives us a lot of data points to better understand human behaviour and to use it, ultimately, to better forecast how human systems might develop over time.

Graham Cormode from the Department of Computer Science would point to his own experiences when defining 'big data':

"About 15 years ago I was working with people in a field called 'massive data' and this was the data generated, primarily, by large internet and telecommunications companies. There was lots of information about what phone calls were happening, all the data connections, etc. We did a lot of work on the algorithmic foundations - how you understand the data and how you can scale it up to a much larger scale - and

this approach went on for some time. My initial thought when I heard about big data was to ask 'is this just a rebranding of massive data?' but it's trying to capture something more than that.

"The temptation when you hear 'big data' is to focus on 'big' and interpret it as meaning something large in structure and volume and that's certainly the chief way that big data strikes you, but underlying that is the fact that it can denote a large number of other things. It can refer to a lot of the potential of working with this amount of information, it can refer to the different kinds of ideas you can have, it can refer to the fact that, before, we had focused data sets from a particular application area and you'd look at them in isolation. Now you can start to say that, across society, we have many more data sets being made available to us and so we can try to start to understand phenomena that we couldn't before by looking at a variety of different data coming from a variety of locations."

Judging by these comments, you might think that interest in big data is

limited to the science departments. However, Professor Giorgio Riello, Department of History, would disagree. For him history has a lot of data and particularly the field of economic history which interests him. For Professor Riello, data is 'big' when it addresses global problems: wealth inequality, standards of living and so on. Big data applies very well to global issues.

Big data and data science are going to play a central role in how the whole world runs its business and industry in the future. Professor Jones says that it's an area that many disciplines and many departments are excited about.

"You find big data expertise not just in Mathematics and Statistics but also in Social Sciences, the Business School, Economics, the Medical School, Life Sciences and many other departments. I see it very much as an enabler. Large data sets will enable key, cutting-edge research to be undertaken across different disciplines, bringing together expertise from different disciplines

and promoting inter-disciplinary to tackle major problems that we face."

Professor Mark Girolami from the Department of Statistics,

who will lead the initiative at Warwick, has the final word on the subject:

"The Alan Turing Institute is a hugely exciting development for the mathematical and statistical sciences in the UK and it will have a massive impact on my own research work. The exploitation of this new so-called big data requires the development of new cutting-edge mathematical and statistical methods to ensure we make the most of these opportunities. The Alan Turing Institute is going to enable my own group to work on these sorts of problems and take theory to algorithms to economically valuable products and services."

You can find out more information about the progress of the Alan Turing Institute at warwick.ac.uk/research/turing





Warwick has had a close relationship with the automotive industry since before it even opened. Lord Rootes, the chair of the committee to set up the university, was the founder of the Rootes Group of car manufacturers.

He had a vision of bringing academia and industry closer together and would have been the University's first Chancellor. Unfortunately he died a few months before we opened, but his role in creating the University hasn't been forgotten and many alumni will have fond memories of the halls of residence named in his memory. This link with the automotive industry has been a constant factor during our first 50 years and going forward it remains stronger than ever. These links were recently illustrated by the announcement that Warwick will

be a key partner in the new National Automotive Innovation Centre (NAIC), which will be built on campus near University House. In March 2015 Ratan N. Tata (Chairman Emeritus of Tata Sons), Cyrus P. Mistry (Chairman of Tata Group) and Professor Lord Kumar Bhattacharyya, the Chairman and Founder of WMG, unveiled the foundation stone for the new Centre on campus. At the event Mr Mistry, said, "This unique resource will provide state-of-the-art engineering and technology labs that will greatly enhance the ability of academia and industry to work side by side on leading-edge research to deliver exciting, new, innovative products and meet the widely held ambition to deliver automotive technology and products that will be smarter, lighter, and greener. The Tata group shares these objectives to achieve greater sustainability, and is delighted to support their realisation." NAIC will be the largest automotive research centre of its kind in Europe. It will help to deliver breakthrough technologies in areas such as carbon reduction, smart and connected vehicles and advanced propulsion

systems including internal combustion engines, hybrid and electric systems. This project will be a unique resource which will provide an environment to foster collaboration, cohesion and cross-fertilisation of knowledge.

NAIC will be an engine for economic growth, with wide economic benefit and sustained growth

Jaguar Land Rover, Tata Motors, and WMG have made an investment of £150m in NAIC's capital building and research activities, with £30m capital costs funded by the Government's Higher Education Funding Council for England. The complex will provide space for 1,000 engineers, designers and researchers to work together, from apprentices to senior managers. Teaching facilities will support the education of tomorrow's engineers with the Centre being open to students from the WMG Academies for Young

Engineers to work on real-world applications. Most excitingly, the high-tech research facilities will include a design and simulation space creating innovative automotive solutions such as an advanced propulsion research laboratory which will address the national requirement to position the UK as the leading innovator in advanced propulsion systems. The simulator will be the world's first immersive, simulated environment for smart and connected vehicles which includes full emulation of wireless communications. It will be a centrepiece of NAIC's Virtual Reality Centre and will provide a unique platform for innovation and technology creation. The simulator will be a key facility for researchers working on autonomous, smart and connected vehicles. The simulator environment will be adaptive and enable true-to-life evaluation incorporating user, systems and cyber-physical understanding:

- ▶ Vehicle agnostic, adaptive system
- ▶ Multi-sensory environment enhanced with high-definition visualisation and 3D surround sound

- ▶ Driver eye-tracking technology
- ▶ Infotainment and communication simulation
- ▶ High performance computing and data storage
- ▶ Remote sensing technologies.

This scalable, configurable, collaborative research platform will significantly advance the creation and usability of autonomous systems and provides the automotive industry with cutting-edge facilities for virtual whole-system level design, validation, verification and testing for sensors, new technology and system integration. A unique feature of the NAIC simulator will be the ability to drive in any vehicle (in production or prototype), link it up through an umbilical connection and drive it through the simulated environment to obtain valuable data for system verification within a highly controlled and safe environment. There will be close working on collaborative research projects with the research councils and the department of Business Innovation and Skills. Jaguar Land Rover and Tata Motors will also use NAIC to take forward autonomous vehicles research through a £19m

Autodrive UK project. At the launch event Professor Lord Kumar Bhattacharyya summed up the vision for NAIC: "The automotive industry in the UK has seen a recent resurgence, but for the UK to remain internationally competitive we must create urgently a critical mass in research excellence. Our vision is to create the National Automotive Innovation Centre where we link people, research and world-leading infrastructure to create and develop novel technologies. NAIC will be an 'engine' for economic growth, with wide economic benefit, and sustained growth from the creation of world-leading technologies. It will enable academic and industry teams to work together in state-of-the-art buildings, with tailored equipment and digital solutions to create and integrate breakthrough technologies with a whole-system approach crossing multiple disciplines."

You can find out more about the National Automotive Innovation Centre by visiting: warwick.ac.uk/naic



The future of cultural value

Warwick truly values arts, culture and creativity. It's a thread that has run through our DNA over the past 50 years.

From the outset, art was intrinsic to our campus. Its founding architect, Eugene Rosenberg had trained with Le Corbusier in Paris.

He conceived modernist buildings characterised by white tiles and ribbons of windows. The structures were adorned with copper light fittings, chrome and rosewood tables, teak chairs and huge colourfield abstract paintings, hung like the flags of the new egalitarian society in the bright spaces of the buildings.

We're also proud to have Warwick Arts Centre and the Mead Gallery at our heart - both are enthusiastic champions of culture at the University. This can be seen in 'Imagining a University: 50 Years of the University of Warwick Art Collection', a Mead Gallery exhibition depicting what shaped the University, and how that in turn shaped the collection.

Our Faculty of Arts leads the nation in teaching and research. Creativity is also vital to WBS which prides itself on bringing creativity and innovation to companies.

However importantly we view the arts, culture and creativity, it's an unfortunate fact that they are constantly under threat. That's why we put our energies into investigating the social and economic value that they bring to Britain.

The Warwick Commission on the Future of Cultural Value was set up in the autumn of 2013 to stimulate and facilitate a public conversation on how we invest in and value our cultural life. High-profile cultural professionals, artists, economists and Warwick academics came together to craft a national blueprint for greater cultural and creative success. After gathering evidence and testimony from over 200 individuals from across the arts, culture and heritage sectors, government bodies and academics, the Commission published its report in February 2015.

Entitled *Enriching Britain: Culture, Creativity and Growth*, the report aimed to present a clear set of recommendations to energise and raise awareness of culture's contributions to individuals, society and the economy.

In his introduction to the report, Professor Sir Nigel Thrift, the Vice-Chancellor wrote: "Our commissions seek to make a lasting impact on society. We use our intellectual curiosity to analyse challenges that concern our communities, our nation and our world. We then offer practical, realistic

recommendations to policymakers on how we can meet those challenges.

"Our Commission on the 'Future of Cultural Value' is no exception. Provocation was built into the evidence-gathering process in the form of lively public debates, which stimulated intense discussion across the country around our investment in the arts, the UK's cultural education and the role of the culture and creative Industries in carving out Britain's global status."

No school should be designated outstanding without evidence of an excellent cultural and creative education

The Commission's report proposes that the concept of creativity is being squeezed out of public education, closing off creative opportunities and cultural experiences to young people.

It found that children born into low-income families with low levels of educational qualifications are the least likely to be employed and succeed in the cultural and creative industries; engage with and appreciate the arts and heritage in the curriculum; experience culture as part of their home education and have parents who value and identify with publically



funded arts and heritage.

England has seen a significant decline in state schools offering arts subjects taught by specialist teachers. Policymakers are often obsessed with a silo subject-based curriculum and an early specialisation in sciences or the arts. It's an approach that negates discussion around the need for children to enjoy an education that encourages creativity, enterprise and digital innovation.

To address these issues, the Commission put forward a string of recommendations. It stated that no school should be designated 'outstanding' without evidence of an excellent cultural and creative education. It believed the Arts Council England target of 50%, schools having an ArtsMark award should be supported and encouraged by school inspectors and the Department for

Education. It also sought the inclusion of an arts or media subject in the English Baccalaureate - the hope is that this would improve the visibility of the arts and increase incentives for young people to combine science and arts subjects at Key Stage 4.

The Commission also recommended that the government should increase funding to help disadvantaged children access culture and ensure that all children receive a cultural education up to the age of 16. It also recommended that they should work with the Creative Industries Federation to develop a national grid of providers to ensure that all children can freely access and learn from local opportunities for artistic and creative extra-curricular activities.

The report also called on the government to ensure appropriate access to training for creative

and cultural industries programmes at both undergraduate and postgraduate level and that there should be a national Creative Apprenticeship Scheme.

According to Vikki Heywood, Chair of the Commission, the key messages to take from the report centre around unity and equality. If the government and creative industries adopt a united and coherent approach, they can work towards everyone's equal access to a rich cultural education.

As Vikki said, "There are barriers and inequalities in Britain today that prevent this from being a universal human right. This is bad for business and bad for society."

To find out more about the findings of the Warwick Commission, visit warwick.ac.uk/warwickcommission



First impressions

When we look at the University today with its thriving campus and numerous developments, it is hard to imagine that Warwick was just a new-born 'baby' 50 years ago. As a current student caller, Ann Yip has heard countless stories of the University in the past, but the story behind the creation of the University was something that she had never come across – that is, until she spoke to Tony Wheeler (*BSc Engineering 1965-69*), one of the first ever Warwick students, who enrolled in the first 1965 intake and who later became the founder of Lonely Planet books. In this interview Ann contrasts her experience with those of Tony's generation 50 years ago.

Speaking to Tony, he recounted how the University was just a small campus at Gibbet Hill, where the Medical School is now based, with approximately 300 first-year students when he first arrived. When asked how he felt being part of one of the first intakes of the University, he simply recalled that there were a lot of other new universities opening up around the time. "We were post-Baby Boom and everyone was coming in at that time," he said.

In the University's second year, the campus expanded from Gibbet Hill into the area where today's central campus sits, with the Students' Union, the Rootes Building and Benefactors accommodation hall all being opened.

Much of the University's social scene took place off campus in Coventry and Kenilworth, especially in the first year when much of campus was still under construction. It was Kenilworth, however, that seemed to have more of a "centre of gravity" in the social lives of 1960s Warwick students – much like Leamington Spa for today's students.

"The social nights consisted of pub nights. There were also cinema societies and theatrical stuff, all the student things basically," Tony explained.

He spoke most fondly of the music scene at Warwick with the "sordid rock stars" he had heard. "The three years I was there, we had Pink Floyd, the Spencer Davis group, Joe Cocker, Al Stewart and Stevie Winwood," he laughed. He also recalled the popular student band 'The New Economic Model' that was started up in his first year and which played at student dances.

Tony spoke fondly of the music scene at Warwick with the 'sordid rock' stars he had heard

It was a particularly exciting and daring time for Warwick students in the 60s. With no second- or third-years to welcome the first intake of Warwick students, many of the student societies,

clubs and experiences had to be created. Tony was part of a group of students who started the student newspaper still in print today as *The Boar*.

"There wasn't a newspaper when we got to Warwick. Somebody just sort of thought we needed a university newspaper, put a sign up about it, and we got together and started one. We started it from scratch!" Tony started a little too casually.

"Wait, what?" I answered almost immediately. As an active member of the student newspaper *The Boar*, I was both surprised and excited to hear about the 60s paper called *The Gible*, named after Gibbet Hill. The paper stayed *Gible* for much of the 60s before "someone thought it needed a more respectable name," according to Tony.

Today, we do not realise how much has already been created for us. New societies, such as Poetry Slam and the Northern Society, are still being started up today. But this is different from being in a situation where there was very little, or nothing, to welcome us into the university experience.

Consequently, student experience outside the degree has become a much bigger deal today. In fact, it has become something that defines university life and is expected by the competitive job market, with employers now looking

It was a particularly exciting and daring time for Warwick students in the 1960s

beyond the degree. This is combined with the need to finance this university experience, putting more pressure on today's students to make the most of their time at university. Today's cost of tuition and living at University can total around £36,000 while in the 60s there were no tuition fees and living costs totalled to around £1,000 – some of which was funded by a grant.

"It's a whole different ball game," Tony comments on the cost of university today; and it is. Tony left the student

newspaper in his second and third year to pursue his studies, as he had "really neglected" his studies in his first year. Today, more and more students are instead choosing to balance (or juggle) extra-curricular commitments with their degrees. As a committed member of *The Boar*, an active member of the student radio station and a student caller at the University, I find myself having to compromise my studies (at times). Why? Because I need to make the most of my university experience, because everyone else is doing the same thing, because that is what employers in the contemporary age expect.

Hearing of the University's student newspaper in the 60s has made me realise how we have changed as a student community. *The Gible* began as a more light-hearted 'what's happening thing'; today, *The Boar* exists as a semi-formal newspaper that touches on serious issues around campus and beyond. The same can be said of student extra-curricular experiences today, which have developed into something

more momentous in the university experience.

For many Warwick students, the 60s were a bold and exciting time of creation: a time not only to take control of their experiences but also to create them for a future generation. Today, we find ourselves developing these creations; but this dedication to do so is intermingled with expectations to go beyond the degree and to make the most out of the university experience. Perhaps there is more to appreciate from the beginnings of our Warwick experiences in the 60s, perhaps we all need to remember that the experiences we have now were all once created for a bit of fun.



Ann Yip is currently a Literature finalist at Warwick and News Editor of the student newspaper *The Boar*. She has contributed to *The Times* and *The Sunday Times*, *Huffington Post* and more. She is also a digital developer in her spare time. Visit her website: annyip.co.uk



At the opening of the University of Warwick in 1965 the *Illustrated London News* ran a profile which featured interviews with Jack Butterworth, the new Vice-Chancellor, and a number of the founding professors.

The founders had lofty ambitions. Donald Charlton, a professor in the School of French, said: "We're a cross-fertilisation of ideas - a kind of transatlantic Oxbridge". In the same article the Vice-Chancellor spoke of his dream of "a university of international repute" and of sending Warwick to the rest of the world.

In our 50th anniversary year we have taken this further than he could ever have imagined, yet we can still see a through-line which builds on his early ambitions. In February of 2015 the University announced plans to investigate the possibility of developing a new campus in northern California.

Chair of the University's Council Sir George Cox explained: "The vision is straightforward, it's to produce a private, not-for-profit university in California, a state which has a considerable shortage of quality student places. On top of that, the vision is, in time, to produce a premier-league university, one which adds to and extends Warwick's reputation."

This new venture would be a significant undertaking for the University and considerable work has been undertaken by academics, and an

operational and due diligence group. Asked why Warwick had picked the United States for this project, Sir George replied: "The United States is still quite clearly, by a considerable measure, one of the largest higher education entities in the world. In all sorts of ways it's important on the higher education landscape, in terms of the kinds of universities that are there, in terms of the kinds of systems that operate there and in terms of the sheer number of people from the United States and from overseas who are actually involved in American higher education."

In 2014 more than 120 Warwick students went on study abroad placements to US universities

Links with the United States, and with California in particular, aren't new for Warwick. The University has had a strong connection to the US since its founding. Two of the University's five Vice-Chancellors have been American and Warwick's previous Chancellor, Sir Nick Scheele, was Chief Operating Officer of the Ford Motor Company.

We have over 3,300 alumni in the United States and 700 in California alone and have received numerous offers of help and encouragement from Warwick graduates wanting to get involved and to support this project. To quote

one Warwick graduate now living in California: "I sincerely believe this is an amazing step-change for the University, California, UK, America and the World. This is surely a game-changer really needed in our fast-changing world".

According to Dr Lou Vismara, Executive Director, University Development Foundation "The University Development Foundation is Warwick's partner in pursuit of building a first class global research university. We are making progress everyday towards breaking ground on a vibrant new campus in the heart and Capital of the 7th largest economy in the world. Bold and visionary projects like Warwick in California have put Sacramento's recent renaissance in the national spotlight. Our community and its leaders see a bright future and welcoming home for Warwick."

The possible benefits of Warwick in California could be enormous. There is a real opportunity to scale new heights of excellence for research impact, outputs and income - extending and accelerating the University's global reach and reputation. In the year we celebrate 50 years of imagining the future, it's an inspiring message to send out to the world. By exploring this ambitious opportunity we're imagining - and realising - our own very exciting future.

You can find out more about Warwick in California by visiting warwick.ac.uk/california

Campus past...

Memories of student life are very much influenced by the campus around us. Alumni from the 1960s often cite memories of mud and building sites, from the 70s they might remember the construction of the Arts Centre, whilst 21st century alumni will probably remember the completion of the Mathematics and Statistics building and the new Teaching and Learning Centre.



1960s: Rootes residences

1967: Brand new Benefactors



1965: Library study



1970: Air Hall inflating

Airport: now Rootes social



1974: Senate House construction

present...

The constant evolution of the campus is one thing that unites alumni from all eras. Warwick as a place has never remained the same for long. For an institution that is only 50 years old it has seen an enormous amount of architectural change. From 400 acres of farm land in the Coventry and Warwickshire countryside 50 years ago, Warwick became a small town

providing educational, employment, artistic and leisure facilities for tens of thousands of people every year.

Returning alumni often comment on how different the campus is to what they remember. Whether it's the construction of the original Students' Union or the construction of the new National Automotive Innovation Centre, the campus is usually in a state of flux.

Warwick Arts Centre



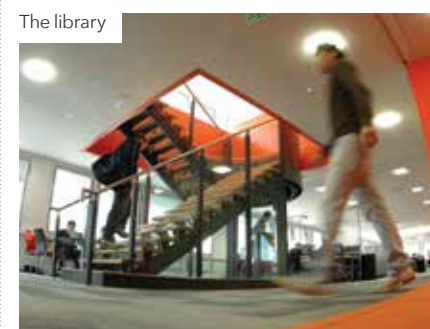
Digital Laboratory



WMG in spring



Student's Union



The library



IDL Building

& future...

Many people complain that Warwick lacks iconic buildings. This was true in the past but it also meant that we're not afraid to tear things down, build things up and imagine a different future. From these photos you'll see that the campus has changed enormously over the past 50 years

but it's always been with the goal of improving the student experience and the quality of teaching and research undertaken here.

If you want to see what campus looks like on a daily basis, check out the live Plaza Cam: warwick.ac.uk/about/campus/webcam



1 TEACHING & LEARNING CENTRE

The University has recently announced that it is to invest £20 million in new teaching and learning facilities, including £15 million for the first phase of a new Teaching and Learning Centre. The building will be located close to the heart of campus on Tocil Field and will be the first phase of a multi-phase development. When completed it will benefit all our students, creating a significant teaching and learning facility on campus and complementing many current teaching spaces. The heart of the facility will be a 450+ seat lecture theatre together with a suite of seminar rooms.

2 NATIONAL AUTOMOTIVE INNOVATION CENTRE

NAIC is a joint venture between WMG, Jaguar Land Rover and Tata Motors, and will receive Government research funding. It will be a centre for world-leading research on developing new automotive technologies aimed at reducing CO² emissions and dependency on fossil fuels. It will create opportunities for applied academic research by our staff and students and become a focus for research by two major automotive companies with strong links to Coventry.

3 CENTRAL PLAZA

Our new Central Plaza will cover the area between Rootes, the Students' Union and the Arts Centre. The scheme will offer enhanced community space including lighting, seating and events space. With car parks removed, the Central Plaza will be safer for pedestrians.

4 NEW BUS INTERCHANGE

The new bus interchange by the Arts Centre, will increase capacity by providing space for five buses at any one time. This will relieve congestion in the area. It'll include improved real-time passenger information, extra cycle racks and visitor information.

5 WBS EXTENSION

This project is a five-storey extension to the WBS building, including an undergraduate collaborative working space, new lecture theatres, a cafeteria, a postgraduate space, seminar/teaching rooms and new offices.



Did you know that Warwick can help you long after you've finished your studies?

At Warwick we make a concerted effort to play a role in the lives of our alumni long after graduation. Social media and the internet have created some amazing opportunities for engaging with graduates that we couldn't have imagined five years ago.

The most exciting of these opportunities has been the recent launch of our own online mentoring platform, which allows students and alumni to request careers advice and support from our community of 190,000 graduates. The scheme is open to current students and graduates of Warwick, and connects them with a volunteer alumni mentor who has the industry experience and knowledge they need.

Mentors can tell participants about the reality of certain jobs, sectors and

professions based on their personal experiences. Mentees can interact with them directly and ask questions to find out what they enjoy about their job, the challenges, and get advice on how to enter the sector. The mentor can share advice and personal experiences and give them a personal connection to what they can expect from life after Warwick. The mentee can gain a new perspective on the possibilities open to them after graduation. Don't take our word for it though, hear from a couple of people who've already been through the process...



LUCY BLACKMAN
(BA English Literature 2010-13) - mentee

"When I first heard about the Alumni Mentoring service I thought it sounded like a great idea, and I certainly wasn't disappointed. Since graduating from university with little idea of what I wanted to do career-wise I'd felt quite lost and, even after identifying careers I was interested in,

I still felt unsure about what steps to take to secure my first job. In this sense, talking to a fellow Warwick graduate who has achieved success in my chosen profession has been incredibly useful and inspiring.

"From our very first email exchanges Cathryn was so friendly and helpful, always providing thorough and detailed answers to my queries despite her busy schedule. By encouraging me to think about the kind of writing I'm interested in, Cathryn has really helped to clarify my sense of what I'm aiming for and her tips on where to look for job posts were fantastic in helping me to find more of the opportunities available to me. I found myself feeling particularly grateful to Cathryn after following her advice to update my LinkedIn page and then discovering it had had been viewed by a company's HR team prior to an important interview with them! I am certain that all of these things, as well as Cathryn's constant reassurance, have played a huge role in helping me to secure my first job in the industry. I hope to stay

in contact with Cathryn and take her up on her kind offer to undertake work experience at her company in the future."



CATHRYN NEWBERY
(BA History and Politics 2004-07) - mentor

"When my time at Warwick was drawing to a close, I found it really difficult to imagine the different routes my degree could take me down. I was lucky enough to have the right opportunities come my way to pursue a career in journalism, but I'm very conscious that this career path wasn't visible to everyone who might want to follow it. That's why I felt, when the Warwick Alumni mentoring service was set up, I had a responsibility to register and offer my services - there are so many alumni out there who have careers in, for example, finance or teaching, but just a few of us who are working in journalism or publishing.

"Having Lucy contact me so soon after I'd registered was a big surprise and hugely flattering! And it was fantastic

timing, because I'd just started working with a personal coach and was starting to realise what I could offer to a potential mentee, and what I could learn from the experience, too.

"Lucy and I have only communicated through email, but that's worked really well for our busy schedules and means I've had the time and space to think up really thorough responses to her questions - all of which were thought-provoking and had me digging deep to figure out how to apply my experience to her situation. I'm so pleased that she's taken some of my advice and found it helpful. I really was bursting with pride when she told me she'd been offered a job in her chosen field, just under two months after we started to work together!

"One important thing I've learnt about mentoring is that a mentor doesn't have to be for life; it can be someone who helps you through a specific challenge or problem that you're facing at the time. Now Lucy has started her job, I

don't think she needs my support as much, but of course I'll be there when or if she needs me in the future.

And who knows, maybe she'll

go on to have a fantastically successful career and I'll need her help in the future! To anyone who isn't sure if they should register as a mentor, or request the support of a mentor, please don't hesitate any longer - go for it! It could lead to great things that you could never have imagined."

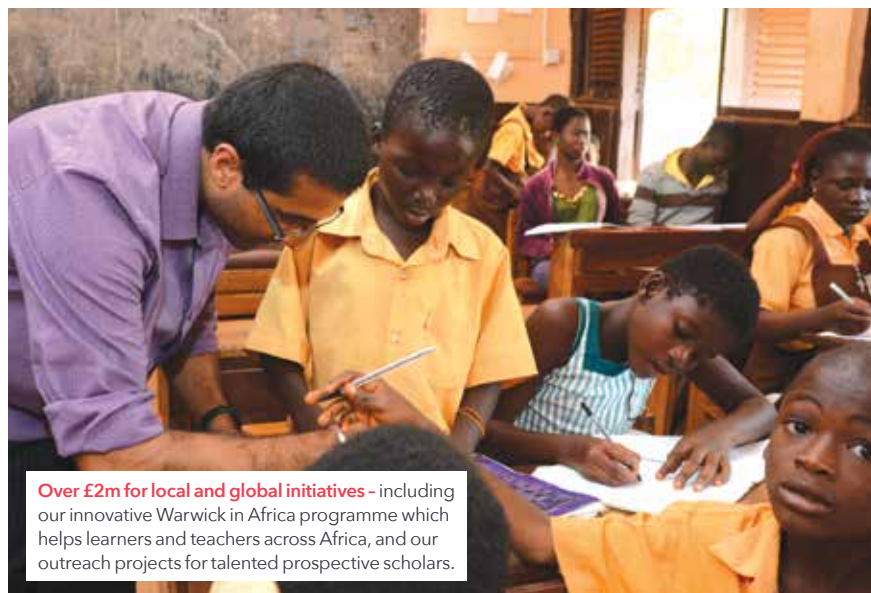
Whether you're a current student or a recent graduate, e-mentoring can help you make the most of your career journey. If you're considering your next step and want to speak to someone about the sectors and roles you're interested in, talking to a Warwick graduate could help you find out more.

To get involved just visit warwick.ac.uk/ementoring create your profile and start connecting.

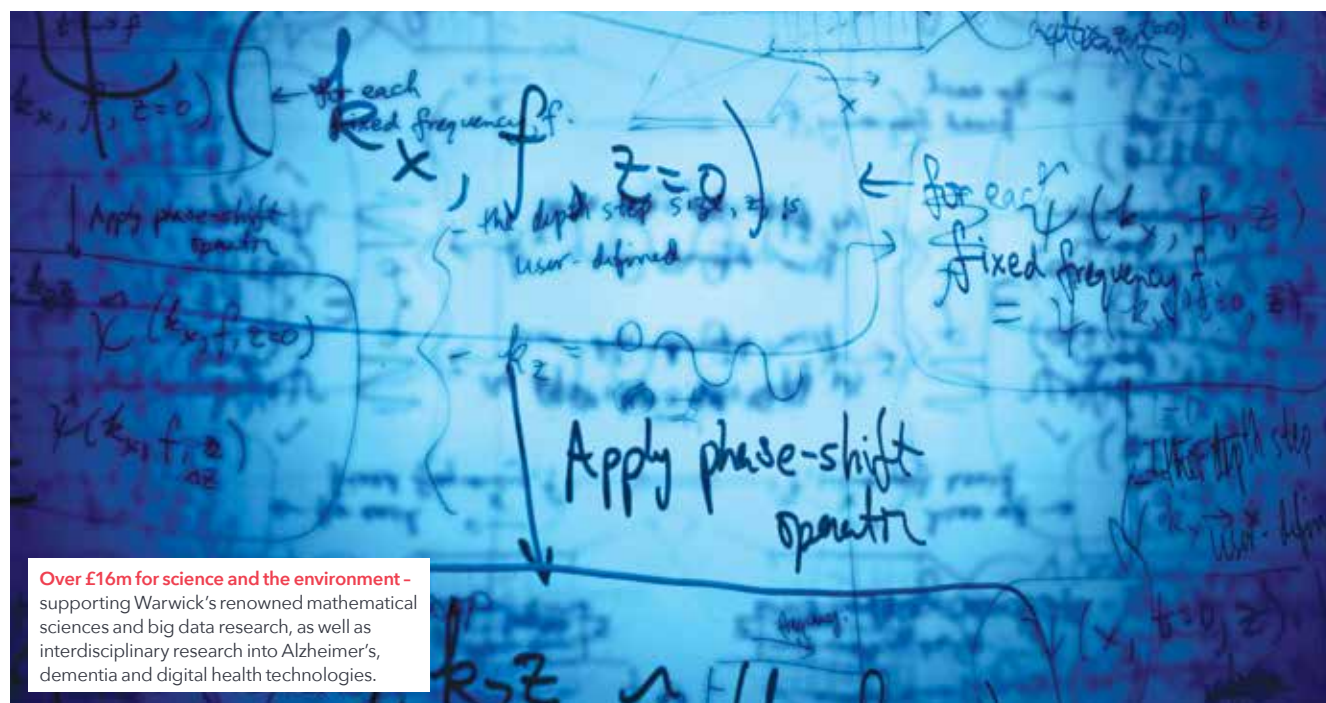
£73 million raised

Countless lives changed

To celebrate Warwick's 50th anniversary we set ourselves an ambitious target of raising £50 million to address local and global challenges. This autumn we're delighted to announce that with your help we've raised over £73 million to support students, improve healthcare and help communities in Warwickshire and across the globe.



Over £2m for local and global initiatives - including our innovative Warwick in Africa programme which helps learners and teachers across Africa, and our outreach projects for talented prospective scholars.



Over £16m for science and the environment - supporting Warwick's renowned mathematical sciences and big data research, as well as interdisciplinary research into Alzheimer's, dementia and digital health technologies.

NUMBERS

20,000 volunteer hours at Warwick funded every year

250,000 young learners helped by Warwick in Africa so far

22,000 children taking part in Warwick outreach programmes every year

over 12,000 donors



Over £29m for scholarships and campus life - including over 335 donor funded scholarships and Multicultural Scholarship Programmes in Law, Business and Engineering.



Funding for student hardship to offer emergency short-term and confidential financial relief to hundreds of students, including students who've faced illness, bereavement, or unexpected loss of funds.

SCHOLAR'S STORY

MARLIE CUMMINGS
Benefactors Scholar

Coming from a single-parent family, the support of my donor has been invaluable and has helped to alleviate some of the financial stress of coming to university, both for myself and my mum. Your support has helped me to achieve above and beyond what I expected from my first two years at Warwick, and it is difficult to put into words how much that means to me. Receiving a scholarship is something I will always be so grateful for, and it motivates me further to work hard in my final year, not only for myself and my family but also to make you proud, and show you the benefits that your donation have afforded me. I aspire to work hard and be successful in my pursuits, so that hopefully one day I can be in a position to support a student in the same way you have done for me. Thank you so much!"



Over £19m for medical research - funding basic science that helps us to understand the root causes behind cancer, infectious diseases and early miscarriage.

With your help we've changed thousands of lives through the 50Forward Campaign. Thank you for all your contributions and support so far. Imagine what we can achieve next as Warwick's impact grows...

What Warwick means to me

1960s



RODNEY M. LINFORD
(PhD Engineering Science/
Materials Science 1965-68)
Being part of the birth of
Warwick and one of the first
graduate students made for
exciting times. We worked in construction
huts before moving into the new buildings
and rubber boots were issued gratis! It is a
matter of pride to me that Warwick has
risen to such pre-eminence in the ranks of
UK universities, as I now enjoy retirement
in Florida.



JENNIFER LYNES
(BSc Molecular Sciences 69-72)
Very rich, intellectually and
socially, full of challenges
and surprises. My activities
included vast amounts of
book study (no PC laptops!) – developing
X-ray plates – choral singing – note taking in
lecture theatres – completing assignments
in the library – sociology with G. Greer – and
writing AL GOL programs to give command
prompts to ‘early’ computers (the giants in a
temperature-modified hall!

ARTHUR LYONS

(MSc Chemistry 1965-67)
After graduating from Cambridge University
and then working one year in industry, the
invitation to come to the new University
of Warwick in its first year for a Master’s
degree in Molecular Sciences, gave me the
opportunity to have an academic career,
which had always been my ambition.
My Warwick degree opened the door to
a subsequent PhD and, following a significant
change in academic field, a fulfilling
career in architectural education at De
Montfort University.

DAVID MUSSELL

(BA Economics 1965-68)
Being part of the first undergraduate
intake of c.300 students gave one every
opportunity to quickly become involved
in all aspects of University life. With no
clubs or societies to join, we had to start
them ourselves! I helped start the Men’s
Hockey Club and was Captain for three
years, not something that could happen
at an established University. Incidentally
we won our very first game! There were no
university playing fields, no union building
nor halls of residence. How different to today.

All very character forming and a wonderful
experience all round.

MIKE HASLAM

(BSc Mathematics 1965-68)
First time away from home. Proud to
be in at the beginning. Loved my course –
Prof Zeeman was an inspiration. Played sax
in The New Economic Model – the university
band which played at all the dances in my
second year – including supporting Pink
Floyd and The Move. Would love to do
it all again. Looking forward to the 50th
celebration.



BRIAN RAPKIN
(BA English and European
Literature 67-70)
Warwick was a unique journey
for us all, an unforgettable
three years of academic and
creative adventure, and I would never have
swapped it for Oxbridge. The friends I made
there, for whom nothing was ever impossible,
and the mind-forging things I did there,
have stayed with me for ever, have thrust me
into the direction that I took, and have since
become an ineradicable part of my very
varied life. Thanks, Warwick. You are part
of my soul.

1970s



SHARN ENGLISH
(née Sharon Baxter, BEd
1973-77)
How one opportunity
can change your life! My
first teaching practice, I
volunteered for the SEN class and I was
hooked! Following a 30+ year career in SEN,
I’m an Independent Dyslexia Consultant
– busier than ever. I’ve seen my dyslexic
students develop into adults who are among
the best in their field. I really appreciate the
start Warwick gave me; without it, I wouldn’t
have discovered one of the most important
things in my life.



KAREN FILL
(née Davis, BSc Computer and
Management Science 1975-78)
I came to Warwick in 1975,
aged 23, after becoming
interested in computing
while working as a clerk in an engineering
company. I lived on campus all three years
and went to everything at the Arts Centre!
The course equipped me very well for a

lifelong career in IT. I also met Chris during
my first year and we married two weeks
before I graduated in 1978.

ROB MCCULLOCH

(BSc Management Science 1972-75)
Leaving school with few qualifications I
quickly realised my mistake. It took a decade
of evening study to get to university. As
a mature candidate Warwick gave me an
individual entrance exam and extra tuition.
Well that changed my life. Before Warwick
I was a factory supervisor; after I became a
senior manager delivering complex systems.
However, it is the wealth of knowledge and
breadth of vision that Warwick gave me I
cherish most.

1980s



ELLEN BANNERMAN-QUIST
(LLB (European) 1985-89)
I consider my years spent at
Warwick as some of the best
years in my life and which I
have greatly cherished. Today
my Warwick law degree gives me great pride
in having studied law in one of the foremost
universities not only in the UK but also greatly
acclaimed by world standards.

CLAUDETTE BLAKE

(née Peakman, BA Social Studies 1987-93)
A very happy time enabling me to fulfil my
dream of following a degree course. I was
delighted to be accepted although it was a
challenge as I was working full-time. Well worth
the 28 mile round journey twice a week as well
as finding time to research in the library.

ANNE CURRY

(née Davies, LLB Law 1987- 90)
I met a boy called Mark Curry in my first week
at Warwick, he was a few doors down from
me at Benefactors. We started going out
together a month later, have been together
ever since and have now been married for
22 years! Thank you Warwick and especially
the person who sorted out accommodation
allocation for 1987, we have always wanted to
thank you too!



NALINI PARSOTAM
(MA English Language
Teaching 1988-89)
The year of study was one the
most memorable ones of my
life. Apart from all the very
valuable academic learning one attained, the

even more valuable experience was making
friends with classmates and residence mates
from every corner of the world. That was the
best education! For me, the support of the
department as well as all these wonderful
friends was especially meaningful when I lost
my mom during the course of study.



PAUL WHITESIDE
(BA and MA Classics and
Ancient History 1986-90)
Warwick was like finishing
school to me: it made me
feel complete and I left there
with two degrees and a feeling that for
the first time in my life I knew who I really
was. I brought my family here to the West
Midlands for Warwick and we’ve never
moved away!

1990s

JULIAN ELLIOTT

(BEng Computer Systems Engineering 1988-91)
Going to university at Warwick was a real
eye-opener for me. I enjoyed meeting people
from all over the UK and, indeed, the world.
I really enjoyed my three years at Warwick;
it provided the foundations for a successful
career. The fundamentals of engineering –
optimise the compromise – have served me
well ever since.



MICHAEL J. O. GRAY
(BSc Applied Physics 1990-93)
I came as a mature student
aged 57 years. My fellow
students (all youngsters)
were great, helping me with
computers and other modern technology.
The lecturers were superb and we got on
like a house on fire. Although I had spent the
previous 40 years in farming, I soon picked
up the threads. My school physics teacher
wanted me to go on into nuclear research in
1950 but he was pleased when I got my BSc!

DAVID HALE

(PhD Education and Industry 1995-2004)
After a long career in teaching and a Warwick
MA in Career Planning, I started a PhD
sparked by my continuing interest in how
peoples’ careers develop. Some have a
straight line path; others zigzag according to
opportunities which develop unpredictably.
Warwick gave me a chance in my late 50s
to complete a Doctorate through my own
research, a monthly visit to Warwick campus
and a world-class supervisor. It was one
of the great experiences of my life and I’m
so grateful to Warwick for giving me this
amazing opportunity.



PENNY MASOURA
(MA Literary Studies 1994-95
and PhD in English
Comparative Studies 1996-02)
Warwick for me has been
much more than just a
university. It has been a life-changing
experience. It is the place where I met
important people in terms of my studies and
interests, where I made life-long friends and
since my time there it has always served as
a constant point of reference. The Hellenic

Warwick Graduates’ Association, which I
founded more than 10 years ago in Greece,
still goes strong. I am happy to say that in
all the years that I have known its graduates
I still receive the same feeling of pride,
accomplishment and companionship from
them that I myself experienced in the past.

KEN SEEDS

(BA History and Politics 1996-99)
Warwick is where I met my closest, lifelong
friends. Like most people, I lived on campus
in the first year – in Rootes. My corridor,
F2nd, got on famously and we’re still all in
touch nearly 20 years on. In 1997, at the
end of our first year, some of the corridor
went on a week’s holiday to Newquay.
We’ve been on holiday together every year
since and next summer will mark the 19th
F2nd holiday!



EMILY GOODHAND
(now Stannard, BA English
and European Literature
1998-2001)
Going to university at
Warwick changed my life
forever. At school I’d been shy and studious,
with few friends. The vast amount of clubs
and societies at Warwick opened up a
whole new world to me, and in my first year I
tried many things, one of which was roller (or
street) hockey. I loved it so much that I’m still
playing today, and was able to represent my
country in 2003 at the World Inline Hockey
Championships! I made some fantastic
friends along the way, many of whom I’m
still in touch with today. I have exceptionally
fond memories of Warwick and my life
would have been very different without my
three years there. Thankyou!

2000s



AHMAD BHATTI
(DLMBA 2009-12)
I was an ordinary person but
had ambition that ultimately
brought me to WBS. I have
no hesitation in saying that
WBS transformed me as a person and as a
professional. WBS challenged me but also
gave me the confidence to analyse situations
and take better decisions in business and in
my life. Thank you WBS for enabling me to
proudly carry the Warwick gene.

ALICE JOHNSON

(BA French and History 2001-05)
I had a ball whilst at Warwick. What comes
to mind when I think of my time there is all
the wonderful people I met from across
the globe. I learned a tremendous amount
about my subjects, but also about myself
and became a well-rounded individual. I
would like to thank all the lecturers and fellow
students who helped me along the way to
graduation and beyond!



SEBNEM TUGCE PALA
(MA in International Political
Economy 2009-10)
My study at Warwick has
helped me reshape my
professional goals and

has driven the direction of my career in
development. I have met great people
coming from very different parts of the world
and had the greatest joy of spending one full
year on the lovely campus. I strongly believe
that my unique experience at Warwick
has been the turning point both for my
professional and personal life.

DEEPTI SHRIRAM

(LLB 2005-08)
It was a place where I found a best friend
for life and learnt how to believe in myself
thanks to the numerous opportunities on
campus, both extra-curricular and co-
curricular activities. The course taught me
that the formative skills developed over the
period of study are more important than
the line of study itself, and these can be
used to even venture out and seek to be a
better professional, where passion and skills
converge to deliver best results.

2010s



ENRICA FIENGO
(Erasmus Student 2010-11)
It’s quite strange how an
experience at Warwick could
change your life forever.
I mean, every day there’s
something that reminds me of that awesome
experience and it seems like it was just a
dream. I miss everything and every single
person of that place, but my memories will
last, in my mind, forever. I hope one day I’ll be
back in my dream.



IFEOMA NOELIN OKOLIE
(MSc Process Business
Management 2010-11)
The exceptional character
building and preparatory
platform at Warwick was
the springboard to my career as a Process
Safety Engineer within a globally renowned
oil and gas company. The multicultural and
professional research and development
environment provided within the University’s
WMG was the much needed real life
simulation of the global workplace. The skills
learnt, the friends made and the memories
captured are all pieces that fit perfectly into
the jigsaw that is my Warwick experience.



NEHA RAJESH
(MSc Marketing and Strategy
2010-11)
My year at Warwick was the
most special year of my life.
I have the most wonderful
memories of times in my room at Heronbank,
parties at the SU, group meetings in the
library, WBS, the gorgeous campus in
sunshine and snow, and not to forget the
geese on campus. I have made amazing
friends for life, built a career in marketing
in London and also met my partner. Thank
you Warwick!

What are your memories of
University of Warwick?
Email alumni@warwick.ac.uk



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Warwick's 50th anniversary