50th ANNIVERSARY EDITION
50 years of imagining the future

PLUS...
Big data, big plans
First impressions - the changing student experience
Driving force - National Automotive Innovation Centre
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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 onto “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.”


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 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 at the seventh highest university in the 2014 rankings, repeating its successful ranking in the last such exercise in 2008. 16 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 46 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 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.

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 Bayly, 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 order is not unassailable and visionary young universities can break through.”

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.”

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.
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 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.

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 us 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.

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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 alumni to get together to celebrate Warwick’s anniversary. What these celebrations entailed was up to alumni in each country but we hoped that local organisations 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.
In February 2015 we announced that Warwick had been picked with Oxford, Cambridge, Edinburgh and UCL to be one 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 a 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 algorhythmic 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-disciplinarity 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

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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 dioxide 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.

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 in state-of-the-art buildings, with tailored equipment and digital solutions to create and develop 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

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

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

12 Warwick Connect
13 Warwick Connect
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, task 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 collection.

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

“The 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
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 at 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.

It was a particularly exciting and daring time for Warwick students in the 1960s. 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 Giblet, named after Gibbet Hill. The paper stayed Giblet 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 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 Giblet began as a more light-hearted ‘what’s happening’, 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 intertwined 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 the The Boar, the University’s student newspaper. She has contributed to the Huffington Post and more. She is also a flight 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 Charton, 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. Sir George Cox explained: “The vision is, in time, 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.”

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 Louise Vismara, Executive Director, University Development Foundation “The University Development Foundation is Warwick’s partner in pursuit of 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.

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

Memories of student life are very much influenced by the campus around us. Alums from the 1960’s often cite memories of mud and building sites, from the 70’s 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.
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.

Many 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 Tool 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 Roots, 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.

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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 been viewed by a company’s HR team prior to an important interview with them! I am certain 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.”

CATHRYN NEWBURY (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.

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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.
Fundraising

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.

£73 million raised
Countless lives changed

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

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 £2m 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.

Over £16m 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 £2m 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.

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

Over £2m for education, training and talent.

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…

Warwick Connect

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Warwick Connect

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RODNEY M. UNFORD
(PhD Engineering Science/ Materials Science 1965-68)
Being part of the birth of Warwick was the first graduate students made for exciting times. We worked in construction halls 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-emience in the ranks of UK universities, as I now enjoy retirement in Florida.

JENNIFER LYNES
(BSc Computer Science 69-72)
Very rich, intellectually and socially, full of challenges and surprises. My activities included vast amounts of book study (PC laptops) – developing X-ray plates – choral singing – note taking in lecture theatres – completing assignments in the library – sociology with St. Gee – and writing AL GCL programs to give command prompts to ‘early’ computers (the giants in a way). I was delighted to be accepted although it was a dream of following a degree course. I was wanted me to go on into nuclear research in the 1960s and the Warwick Undergraduate Association, which I founded more than 10 years ago in Greece, still goes strong. I am happy to say that in the year of study was one the most special year of my life. today I have exceptionally the wonderful people I met from across the world. That was 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.

ARTHUR LYONS
(MSc Chemistry 1963-67)
After graduating from Cambridge University and completing a Post-graduate Diploma in library science, I became a librarian at a number of secondary schools. Warwick was a unique journey for all us, an unforgettable three years of academic and creative adventure, and I would never have swapped it for Oxford. 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 inextricable part of my rich, varied life. Warwick, You are part of my soul.

SHAWN ENRICH
(née Sharon Baxter, BEd 1975-77)
Every opportunity can change your life! My first teaching practice in a school I had volunteered for the SEN class and I was hooked! Following a 21 year role as a Special Needs Teacher in the SEN, I am 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 understood 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 22, 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 life 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 Warwick in my first year, I quickly realised my mistake. I took it as a decision of study to get a real proper career and it was only then that I realised I was brought my family here to the West Midlands and we have never moved away!

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

CLAUDIUS BLAKE
(née Paulman, BA and MA Studies 1987-93) As an arts student living in London, being able to study at Warwick was an amazing experience at warwick could change your life forever.

SHRIN SINGH
(BEng Computer Systems Engineering 1990-91)
After a long career in teaching and a Warwick MA in Career Planning, I started a PhD in Software Engineering where I was given the confidence to analyse situations and take better decisions in business and in my life.

ADHMA BHATTI
(DLMB 2009-12)
I have the most wonderful memories of times at night in the library. WBS, the gorgeous campus in bushfield and a well-rounded individual. I would like to thank all the lecturers and fellow students who helped me along the way to graduation and most of all, to Warwick.

SEBEN TUGS PALA
(MA in International Political Economy 2009-10)
My study at Warwick has helped me reframe my professional goals and

PAUL WHITEIDE
(BSc and MA Classics and Ancient History 1986-90)
Warwick was like finishing an amazing course. It took me to taste of academic life for the first time in my life. I knew I really was. I brought my family here to the West Midlands and we have never moved away!

MICHAEL J. O. GRAY
(BSc Applied Physics 1990-93)
I was a master student at Warwick for my PhD in Physics. I’ve always felt I’ve been very different my life would have been very different without my three years there. Thankyou!

EMILY GOOCHAND
(née Peakman, BA Social Studies 1987-93)
Furthering my education 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 life career in IT. I also met Chris during my first year and we married two weeks before I graduated in 1978.

MARTIN DAVIES
(BSc Management Science 1975-78) I had a bad start 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 of a tremendous amount about my subjects, but also about myself and became a more well-rounded individual. I would like to thank all the lecturers and fellow students who helped me along the way to graduation and most of all, to Warwick. I have the most wonderful memories of times at night in the library. WBS, the gorgeous campus in bushfield and a well-rounded individual. I would like to thank all the lecturers and fellow students who helped me along the way to graduation and most of all, to Warwick.

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#warwick50
@warwickalumni
warwick.ac.uk/warwick50

Share a photo of yourself on Twitter or Instagram and show the world how you’re celebrating Warwick’s 50th anniversary.