

## **Curriculum Vitae Section 1: Educational Experience**

**Dr Pete Nevin:** BA (Hons) 1<sup>st</sup> Class, MARCA, DFA, SFHEA

**Date of Birth:** 16.4.52

### **Education**

2008-14 University of East London. Professional Practice Doctorate Fine Art

1982-85 Royal College of Art M.A. Fine Art Printmaking

1979-82 Leeds Polytechnic B.A. Graphic Design

1978-79 Mid-Cheshire College of Art Foundation

### **November 2011 – October 2013**

**Universitas Siswa Bangsa Internasional (Now Sampoerna University) Jakarta Indonesia**

**Professor of Professional Practice: Dean Faculty of Art, Design and Media/Acting Vice Rector Academic**

**University USBI was granted its license by DIKTI (Indonesian Ministry of Education) on March 15th 2013**

In November 2011 I was recruited to work on a start up university project in Jakarta, Indonesia. Conceptualising the university, the learning environments, student experience, new curriculum, putting these concepts into practice.

### **Roles and Deliverables:**

#### **Concept Development:**

1. Member of the Conceptual Development Project team for the University, innovating new approaches to University (as a Praxis Organisation) education structures and the Academic Policies and procedures needed for the Quality Assurance document. Embedding new models of learning and anticipating cross faculty Transdisciplinarity. Outlining terminologies that position the USBI difference and uniqueness in the market place. Developing a curriculum framework for the university.

2. Concept development of the all aspects FADM curriculum and philosophy, innovating a portfolio of programmes that bring new and future anticipating courses. Writing programmes that are unavailable in Indonesia (Convergence Journalism, Social and Environmental Design) and are at the cutting edge of educational development in the global arena. At the beginning of the project as a faculty of one person, I wrote and delivered for license a cohesive and constructed series of new paradigms that comply with the national standard requirements and the vision of the Sampoerna DNA. Infrastructure Development, Facilities and Resources to comply and facilitate delivery of the programmes, short courses and profile

### **New Faculty Development Outline**

*"The only important thing about design is how it relates to people." Victor Papanek*

*The Faculty of Art, Design and Media acknowledges that new models of learning are emerging.*

*As a contemporary Art, Design and Media Faculty it acknowledges that the user experience is fundamental to all practice. Conceptual drivers underpin these people facing studies, all programmes are student centered and 'work based action learning' focused. Each programme has at its core, social responsibility, sustainability and community engagement that become the vehicle for transformation. There is a global paradigm shift in design thinking and convergence journalism that is about consumer content. A recognition that production is driven by the consumer and the need to facilitate this emergent market. All programmes are blended modes of delivery utilizing online media for much curriculum courseware, continuous classroom access at any time, anywhere, it is edgeless. Every student will be part of a node in a network where all points are equal in the framework for a meta-university. Not only enhancing cognitive development, but also the social and emotive aspects of the student experience. The school also recognizes the need for life long learning and accessibility of education for a broad demographic.*

*Here, at USBI, the school utilizes cutting edge approaches to technology enabling practitioners to inhabit both virtual and physical domains seamlessly.*

*The Faculty will define the role of future engagement in the creative economy through a greater flexibility in the learning experience and anticipating rapid transformations in the workplace.*

### **Concept Development: Cont**

3. Concept development of the learning environment. Innovating new approaches to the learning landscape that acknowledge the wider developments in learning, teaching and curriculum globally. Experiential learning environments as social learning spaces. A member of the campus redevelopment concept team to support these new innovative spaces, consulting on infrastructure. As Chair of Learning, Teaching and Curriculum wrote and socialized these new approaches cross faculty and with a small team achieved a structured system for new models of learning. Profiling USBI LTC approaches through conference on the world circuit.
4. Led a small team in the curriculum alignment with Lonestar Community College, Texas that secured equally and respect from our new partner. The curriculum development and the concept of multiple alignments to support Texas accreditation was a key element in achieving completion of MOU and MOA. Negotiated with other US partners for student mobility beyond year 2 with Missouri University and Indiana University Purdue University Indianapolis.
5. Conceived the concept for the successful USAID STEM bid with New York Hall of Science and worked closely with others to write and articulate the concept of STEM Labs. Liaising with other US partners to outline ideas, infrastructure and the budget to deliver this initiative. 1.5 Million Dollars over 3 years.
6. Consultant and support for Bogor Sampoerna High School Academies
7. Conceptualise and write Programmes/Concentrations (student choice pathways) and new courses for Education Faculty; (Learning Design) & Business Faculty; (Creative Economy).

## **University Project**

- Management Duties, liaise between The Putera Sampoerna Foundation & USBI
- Leadership of Teams (Curriculum Dev)
- Mentoring Staff
- Infrastructure Development, Facilities and Resources
- Budget Development –USBI & FADM
- Staffing
- Learning and Teaching
- Quality Assurance Development
- Conceptual Development of Project
- Change Management
- L&T Dev for Experiential Learning
- Sampoerna High School Academies links Bogor (Curriculum Consultation)
- All aspects of curriculum writing
- Cross Course Development Consultation of Science & Technology programmes and Education Faculty (SSE) New concentrations (student choice pathways)
- Philosophical (New Approaches to Subject)
- Distinctive programmes (New Subjects as programmes)
- Develop programmes in terms of new Learning Models.

## **Agency Model**

The agency was developed to offer real world experience in an academic environment that introduces the students to external bodies, whether that be dealing with industry partners, client facing engagement, with an ethos that is community and user based.

## **Lonestar Community College Texas Partnership**

- Successfully Lead the Curriculum Cross Walking Team
- Academic Handbooks
- Presentations for partner visit
- Managing dialogue at distance
- Facilitating all aspects of alignment across LSC faculty and USBI

## **Other US Partners**

- Missouri University (Convergence Journalism in collaboration with Newsy)
- IUPUI (Indianapolis and Purdue) (Interactive Design & Environments)
- Adept Management of partnership negotiations
- MOU's with US Partners
- Partnership dialogue (In US and Indonesia)

## **UK Partners**

- Teesside University to Develop MA Models at Distance Accredited as TU credit for Income Stream
- Member of team dealing with Partnerships and visitors from International Institutions

## **Networking Local Stakeholders**

Building partnerships with local business

## **Example outlines for constructing the learning environment at USBI presented to DIKTI**

- *Student centred*
- *Socialisation of learning space,*
- *Inter and trans disciplinary curricula models*
- *Community Engagement*
- *Social responsibility*
- *Personal learning environments-continuous classrooms*
- *Synchronous management via Internet*
- *Use of on-line services and social networks*
- *Efficient communication between-staff-student, student-staff, staff-staff student-student*
- *Enabling- engagement*
- *Ensuring-Parity, Supporting-Partnership*
- *Bench-marking: Controlling equivalence of academic standards*
- *Monitoring Quality*
- *Managing Risk*
- *Managing Change*
- *Widening participation*
- *Work based Learning-Action Learning • Group base dynamics*
- *Value Innovation: What adds value to the University experience*
- *Learning Challenges not objectives*
- *Academic apprenticeships and entrepreneurial grounding*
- *Shared learning [learning through others, hidden learning]*
- *Ecological and sustainable concerns*
- *Enhancing employability*
- *Instigate entrepreneurship as a value proposition for society*
- *Promote student engagement in Knowledge Exchange*
- *Vehicles for expediting external assignments*
- *Collaborate with creative industries and other Institutions*

### **The basic aims for the digital domain then focused on:**

- *Experiencing digital media through tangible tasks*
- *Increase ability to manage and/or work with digital courses online*
- *Increase insight in the present and future trends within interaction in design and media*
- *Gaining greater understanding of the impact digital media and technology has on society*
- *Challenge existing ways of thinking and working*
- *Prepare our students for constant change*

### **Staff Feedback**

*'I reported directly to Prof Pete on multiple projects in academic programme development, curriculum design, and international partnerships. I appreciated his objective-driven work philosophy and 'studio' style of project management, in which all assignments were completed in an open-source style of collaboration. Through his own example Prof Pete guided our team to be critical, be open, ask questions, collaborate, work hard, and have fun.'*

***Hameto Benkreira: Special Projects Sampoerna University***

***Employed Jul 2012 – Jun 2013. Employment Duration 1 yr***

### **Conferences and Papers relevant to post**

**2012 “Socialisation of Learning Spaces”** DIKTI SEMINAR: Designing Quality Learning Landscape in Indonesia September 25 - 27, 2012 Hotel Menara Peninsula, Jakarta: Ministry of Education and Culture. General Directorate of Higher Education, Directorate of Educators and Educational Staff.

**Socialization of Space for Learning - Learning to Live & Living to Learn:**

*‘Full cognitive development requires social interaction.’ Vygotsky*

*The next generation of learners will inhabit a future that is continually in flux. They will need conceptual dexterity, social artistry, creativity, collaboration & applied skills to lead tomorrow’s enterprise economy.*

*The approach is one of action learning and problem solving in ‘real’ world application. The skills that arise are the higher ‘soft’ skills necessary for contemporary world moving from feudal, commodity driven economies, through mass manufacturing economies to a new creative & design led economy where mental production adds value, lifestyle choice & personalisation.*

*The creative economy recognizes that the user interaction is key and that paradigm shifts in learning are essential to accommodate the experiential, affective & cognitive dimensions of consumer engagement.*

*Learners’ capacity for continuous innovation emerges from the socialization process, through social learning spaces, learning citizenship and mutualised governance of learning. Leadership and entrepreneurship emerges from these ‘social’ approaches to learning and shared creativity.*

**2012 "Transformational Design, Art & Media Education in the Asian Century"** Geographics: Design, Education and the Transnational Terrain Authors: Pete Nevin & Mikel Horl East-West Center Hawaii USA.

**Previous Educational Profile**

**2003-2011 University of East London School of Architecture and The Visual Arts**

**Principal Lecturer- Full-Time Post**

2006 – 2011 Programme Leader Graphic Design

Member of Senior Management Group

School Quality Assurance & Academic Standards Committee

2011 Innovation Development for 21st Century Education University Committees/ Working Groups

2011 Sandbox University Research Development Group

2006-10 Member Assessment Working Group

2006-10 Member of Professional Standards working Group

2006-10 QA External Examiners Committee

2006-10 QA Campus Tutor

### **Previous School Roles**

2005-10 Leader in Learning & Teaching

2006-08 Combined Honours Leader

2003-06 Field Leader Digital Arts & Visual Communication

2004 QAA Institutional Subject Review Internal Panel

### **Programme Leader Graphic Design 2006-2011**

In 2006 I took on the role of Programme Leader [in conjunction with becoming Leader in Learning & Teaching and Combined Honours Leader] for Graphic Design. Rapid growth within this area of the school was due to the growth in numbers of combined honours students and also the popularity of the new Graphic Design programme. It was necessary to re-evaluate the module construction and to reflect on the changes taking place in Higher Education at the time. On taking the role I instigated the use of online media and social networking as vehicles for communication and as a direct teaching tool. Each student was required to establish a Blog presence as a learning log, and engage in the use of Facebook to communicate and share research -this was to allow students a better learning environment when studio presence was reduced due to the larger numbers on the programme.

### **Conferences and papers relevant to this post**

**2009 Student Mobility and ICT: Can E-Learning overcome Barriers of**

**Life Long Learning? University of Maastricht, Netherlands. Authors: Anette**

**Odell, Pete Nevin**

**2008 8th European Conference on e-Learning Cyprus, Greece**

'Education In Your Face(book)!' Authors: Annette Odell, Pete Nevin and Hedley Roberts

Published as Implementing e-learning and Web 2.0 innovation: Didactical scenarios and practical implications Authors: Durkee, Brant, Nevin, Odell, Williams, Melomey, Roberts, Imafidon, Perryman, Lopes,

Source: Industry and Higher Education, Volume 23, Number 4, August 2009, pp. 293-300(8) Publisher: IP Publishing Ltd

I was employed by the University of East London in 2003 to build a new Field Digital Arts & Visual Communication [DAVC] within the new School of Architecture and the Visual Arts. My remit was to embed new media into the school. The main change that required management was the bringing together of two programmes Graphic Fine Art [the Graphic Arts] and Graphic Design. I constructed a matrix of programmes that had discreet modules and generic modules. This made the workload of management and assessment easier to maintain. I wrote eight new BA programmes, a deconstruction of what had been available previously. The reason for this was to make a better platform for students to build their own pathways through their degree via Combined Honours. Each programme consisted of 2x40 credit modules and 2x20 credit module for each of the three levels. 48 programme specific modules and six generic modules. The school was also involved in a move to a new building that required planning to facilitate these programmes and others within the school. I designed a Media-Plex area called the Log-in Gateway, a Smart Media lab, an Interactive Environment space, Darkrooms, Print facilities digital and analogue. At the same time I was engaged in developing four MA Programmes with an innovative International MA. The field also had to develop overseas collaborations and we franchised the new programmes, this was successful particularly the links with Malaysia.

- Write 50 modules for programme specification
- Develop BA & MA programmes
- Manage and negotiate change
- Work with architects to facilitate programmes within a new building
- Embed new media into programmes
- Manage field Budget
- Member of Senior Management Committee
- Management of personnel
- Extend the profile of the programmes nationally and internationally

#### **Leader in Learning & Teaching 2005-10 [Fellow of the Higher Education Council, UK]**

- University Learning & Teaching Committee

- AVA School Learning & Teaching Committee [Chair]
- AVA School Quality Assurance & Academic Standards Committee
- Part of the strategic planning for the university strategic plans 2005 & 09
- Learning & Teaching advisor for school strategic plan
- Responsibility for Learning & Teaching within the School of Architecture & the Visual Arts
- Mapping Learning & Teaching onto school programme/module curricula
- Ensuring constructive alignment and relevant level objectives for Quality purposes in module and programme development
- Responsible for developing strategies for a changing learning environment
- Benchmarking Learning & Teaching nationally
- Member University Assessment Working Group
- Pedagogic research: Setting up research groups for Learning and Teaching
- Securing funding for pedagogic research
- Campus tutor for University 2005-08
- Teaching PG-Cert to university staff
- Mentoring new university staff
- Member of working groups; Learning Environments Group
- Initiated student forums; consulting/facilitating participation of students in curriculum development
- Development of the Professional Standards Framework in UEL, the first in the UK (in consultation with HEA)
- Innovations in Web 2.0 via social networks
- International consultancy on L&T, Quality Assurance
- Consultant for Estonian Art Academy, Tallinn, Estonia on programme development and quality assurance
- Ensuring quality with collaborative partners overseas, Limkokwing University

of Creative Technology, Kuala Lumpur, Malaysia

### **2006-08 Combined Honours Leader**

Combined Honours is a key strategic initiative within UEL. In the new School of Architecture and the Visual Arts that was established 2003 my role was to develop a new field [Digital Arts & Visual Communications/DAVC] with a suite of programmes that brought together Graphic Fine Art [an innovation that I had established originally at Canterbury and consulted with UEL before I joined], and Graphic Design. I realised that this was an opportunity to structure a combined honours matrix that would allow students to construct their own personalised pathway through degree. In 2005 I took up new management roles, one was to focus on enhancing Com Hons in the school particularly in the field of DAVC. When I took up the role we had 23 Com Hons students in the school and by 2008 we had 500. In 2011 Com Hons cohorts make up the majority of students in the school.

### **2011 Example Student Project (University of East London) Valance France**



<https://bigdharma.com/2015/12/11/student-work-1-valence-2011/>

### **Interactive Media Book: Project Title, Year 10,000**

This project was part of the Exhibition Design Module and was a dialogue based on the relationship of the tactile aspect of the book and the virtual possibilities of 'book' in the future. The starting point was a short story written in 1898 by William Harben.

Students worked in teams to produce this work. They selected the teams based on skills and characters they thought were appropriate to the project. Working on all aspects of the interactive project from the printed book, video and coded interaction between these media. Students then set up in France and worked with others online in UK to correct any code issues, producing a successful interactive environment in exhibition.

## **Red Studio Design**

### **Example of a Student Project for an Agency Model Module**

**January 2011 – October 2011**

**Red Studio Design was an initiative in education and enterprise within the curriculum in the**

#### **Example for prototype module**

- Students formed encounter groups initially a team building exercise. This required reflection and evaluation of how groups work. Student's work together with both who they work well with and those they find difficult to work with.
- Action Learning: Learning by doing, real world possibilities onus is for students to be responsible for their own education.
- Specific techniques, software via online tutorials and staff workshops. Each student responsible for learning different software's. As they progress different skill sets they are required to negotiate between them, their roles and responsibilities for the project.
- The focus was not on specific techniques for themselves but in relationship to the bigger issues of the project to achieve effective outcomes.
- The module consisted of a number of roles, taking on one of four aspects
  1. Design
  2. Project management/business
  3. Strategy
  4. Technology

Students set the agenda and negotiate as groups, setting their projects, outlining progress working toward achievable outcomes. Students were encouraged to seek external guides and mentors.

Each student responsible for his or her own online presence, working within a network they have identified as appropriate means of communication for a particular project.

## **Previous Educational Experience**

### **Kent Institute of Art and Design Canterbury School of Fine Art**

2001-2003 Principal Lecturer Creative Technology Director of Mediatek Research Centre

2000-2 Deputy and acting Course Leader BA Fine Art 1999-2001

Principal Lecturer Graphic Fine Arts Academic & Resource Development Fine Art

1997-98 Subject Leader MA & BA Graphic Fine Arts

1996-7 Acting Course Leader M.A. Graphic Fine Arts

1993-5 Deputy Course leader M.A. Graphic Fine Arts 1993-7

Subject Leader B.A. Hons Graphic Fine Arts

### **Research Responsibilities Kent Institute of Art and Design School of Fine Art Canterbury**

2001 Research Fellow in Creative Technology

2001 Key Researcher for RAE submission

2000- Developed Mediatek Centre for Fine Art Research in Creative Technology

1997- Fine Art Research Committee member

1998 Chair of Publishing working Party & Head of Publishing Fine Art

1996 Key researcher for RAE submission

### **Visiting Lectures**

1996 Royal College of Art, London

1995 University of Belfast, MFA

### **Lecturing Sessional**

1992 Kent Institute of Art & Design, Canterbury, M.A Graphic Fine Art Personal Supervisor

1985-93 Kent Institute of Art and Design, Canterbury, B.A. Graphic Fine Art

1987-93 West Surrey College of Art and Design B.A. Painting & Printmaking

1986-7 Middlesex Polytechnic B.A. Graphic Design [Illustration & Film]

## **Educational Adviser & Other Advisory Roles**

2017 Marbella Academy of Design; Validation External Panel Graphic Design for University of Bedfordshire, UK

2009-11 External Examiner University of The Arts, Camberwell, London.

Graphic Design BA

2008-10 External Examiner Thames Valley University, Reading Campus.

Graphic Design BA

2007-11 External Examiner University of Bedford, Luton. Graphic Design, Digital Photography & Video, Painting BA

2000-3 External Examiner London College Printing Graphic Design and Media BA

2001 Personal Supervisor MFA

2001 Validation Master Fine Arts [Distance learning MA] Re-Validation Team BA Fine Art

1999 Member of the Institute Subject Review exercise team Member of the 1999 Royal College of Art Subject Review MA Printmaking [External Representative.]

1999 Educational Consultant to Art Academy of Estonia

1998 Member of Teaching & Learning Sub Committee for QAA. Advisor to Art Academy of Estonia on curricular development Advisory Role for 11th

1998 International Print Triennial Tallinn & Jury panel member for judging prize-winners of 11th International print triennial

1998-2001 External Examiner University Of East London, Graphic Fine Art BA [Hons]

1997 Validation Team [Full Validation] for Kent Institute of Art and Design, Master of Fine Art.

1996-8 External Examiner Illustration and Three Dimensional Design.

Visual Arts and Communication Media BA [Hons] Portsmouth University

1995 External Validation Panel Book and Printmaking B.A. [Hons] Croydon College of Art

1993 Document development and re-validation panel member [Full Validation] Kent Institute of Art and Design, Fine Art B.A., Canterbury.

1992 Document development and validation panel member (5-Year Validation) M.A. Graphic Fine Art,

Kent Institute of Art and Design, Canterbury 1991 Course Adviser to Printmaking Dept.

Leeds Polytechnic, Graphic Design B.A.

1989 Panel seeking re-validation C.N.N.A. (5 Year Validation)

West Surrey College of Art and Design B.A.

**Pete Nevin 2020**