



SEDA@20 Legacy

Awards

Nominations

## Individual Nominations

### **Graham Gibbs**

Graham Gibbs has been the single most influential individual on educational development, and teaching and learning policy and practice, in the UK over the last 30 years. The SEDA values are self-evident in his work. He is a National Teaching Fellow and has been internationally recognised with numerous awards including honorary doctorates from Sheffield Hallam and the University of Utrecht.

His list of achievements and influence include: co-writing the invaluable '53 Interesting Ways' books when there was nothing else; leading the biggest staff development initiative ever seen in UK HE, the Teaching More Students project; starting the annual Improving Student Learning Symposia (ISL); being the driving force behind the establishment of IJAD; being the driving force behind HEFCE policy which linked money to institutions devising Learning and Teaching strategies; recently writing 'Dimensions of Quality' & 'Implications of Dimensions of Quality'; and currently leading the TESTA project.

Almost everything Graham has started is still continuing today and still having an impact, including much of what he has written, OCSLD, IJAD, institutions having Learning & Teaching policies (and often Heads or PVCs Learning & Teaching), and ISL which ran for 20 years.

thriving, proactive community of practice with both depth and breadth of expertise that works for the benefit of its membership, the wider educational development community and practitioners. A high level of goodwill, trust, and effective partnership working has enabled SHED to undertake extensive development work and has provided a somewhat unique 'umbrella' to enable members to weather the change and challenges that inexorably arise within the HE context. SHED members act as change agents within their own institutions and, at a sector level, the community acts as a conduit for information sharing and knowledge exchange; undertakes research and professional consultancy; and advises on, and lobbies for, sector developments. SHED members actively disseminate enhancement strategies, policies, and related practices to the wider HE community, nationally and internationally, through publications, including SEDA Specials, Educational Developments, and presentations at conferences, including those of SEDA, ICED, HERDSA, IFYE, and EFYE.

Whilst highly diverse in its institutional membership, SHED is sufficiently small to achieve an active collegiality, shared purpose, and united approach to proposals, developments, and challenges posed across the sector. It clearly evidences the SEDA values through its collaborative, supportive, inclusive and sustained engagement with staff and educational development, achieved through a common vision built upon shared expertise and a passion for enhancement, and implemented through effective networks and activities.

### **Lawrie Phipps**

As a Learning Technologist at the University of Plymouth he supported geography, earth and environmental sciences, working in FDTL projects and LTSN Geography Earth and Environmental Sciences. With new disability legislation coming into force in education, JISC wanted to create a service that would support institutions and Lawrie was recruited to manage the TechDis service. In his five years at JISC TechDis, Lawrie developed materials across both HE and FE, and the service received two national awards.

In 2006 he took up the role of a JISC Programme Manager. His first programme was innovating around what would come to be known as social media. Lawrie supported the genesis of a community of practitioners in the UK and internationally which still exists today. Subsequent programmes led by Lawrie continued to break ground both in their subject matter but also in the way they engaged with the education community.

Lawrie's ability to facilitate individuals' paths through the formal aspects of the sector, combined with a genuine interest in the details of their work, has led to significant and sustained impact. This has been the experience of the many individuals Lawrie has supported: his ability to bring people together, to form communities and to inspire collaborative practice has greatly benefited the UK educational community.

### **David Jaques**

SEDA has a lot to thank David Jaques for as it was he who mounted virtually a crusade to move SEDA (SCED as it then was) from a voluntary organisation into a membership organisation with a paid secretariat. This development was by no means universally accepted at the time, and it was largely due to David's refusal to give up on the issue that the changes actually did come about and SEDA stopped being a 'cottage industry' and moved to being a very professional organisation. David was also the driving force behind the development of SEDA's first magazine 'The New Academic'. His desire for SEDA to be seen as a professional organisation also extended to his work on the development of SEDA publications in regard to the printing and publishing quality.

The lasting impact/legacy of David Jaques is that SEDA is a professional membership organisation. In his time, David gave hours of service to SCEDSIP, SCED & SEDA, serving on most of the various committees and chairing quite a few. He was one of the very first FSEDAs. He also wrote what is probably still one of the definitive texts on learning in groups, and was also active for many years promoting the use of games and simulations.

Although retired David's impact remains and, even in retirement, David has demonstrated both his and SEDA's values in continuing to work, often with little or no reward, to promote and support the development of educational development especially in Eastern Europe and Africa.

### **The Oxford Centre for Staff and Learning Development (Oxford Brookes University)**

Many academics first encounter the Oxford Brookes team in the guise of the publications of Gibbs, Rust, Jenkins, Habeshaw and others in a range of 'How to' publications. They are astonishingly direct, full of practical ideas and inspire confidence in academics new to teaching. For those in educational development roles, we appreciate where these works stemmed from: the links to established pedagogy; to their own on-going project work, research and scholarship; the ability for all to contribute and share practice through the Improving Student Learning Symposium; and finally the enterprise offerings from the centre that are available to the whole sector. For many, we can plot directly the significant and sustained impact of the centre on our own professional practice and development, on other academics, and broadly on educational development during the last 20 years or more.

It is fitting to recognise the importance of the continuity of this structure, and the investment in its broad goals of educational development, through the past 20 turbulent years in HE, contributing to the success of an outstanding team of people. This contrasts with many other HEIs in which 'institutional tinkering', restructuring and rethinking has disrupted the work.

### **The Scottish Higher Educational Development group (SHED)**

The SHED (Scottish Higher Educational Development) group has existed and collaborated formally since 1992. It is a

### **Birmingham City University, Centre for Enhancement for Learning and Teaching**

The educational development team from Birmingham City University was originally started with three key people who were also very active in SEDA as it evolved. Their sustained commitment to staff and educational development can be seen from the volume and diversity of their work. This work ranges from running workshops and establishing faculty resource centres, to running international conferences and participating in national projects. The support and encouragement staff from the centre have given to others is well recognised by their peers and led to key members of the team being invited to participate on national committees and panels such as the HEFCE Quality Learning and Teaching Committee and the National Teaching Fellowship selection panel.

The team has developed strong links with all staff across the university and works in partnership with the Student Union. This team of more than 20 people has a national reputation for its work but particularly for the work around student engagement which led to a THE 2010 award and the programme that led to the virtual town SHAREVILLE. This team's commitment to educational development deserves to be recognised with this nomination.

### **David Baume**

David Baume embodies the spirit of SEDA. In substantial ways he has helped to define the spirit of SEDA and to define SEDA itself. David is among the first to say that staff and educational development are mainly collaborative activities. He would also say that he has only achieved whatever he has through substantial co-operation with others. This is of course true yet many here will have seen the way this understanding underpins David's practice - leading where this is necessary and appropriate; being both critical and creative in his approach; and also collaborating very effectively throughout his career.

David joined SEDA's predecessor body the Standing Conference on Education Development (SCED), and its publications committee, in 1987. He was elected chair of SCED in 1990. He led the formation of SEDA, which merged SCED with the Society for Research into Higher Education Staff Development Group, in 1993. He was founding chair of SEDA from 1993 to 1995 and negotiated the merger between SEDA and the Association of Education and Training Technologies. David has continued to be a very active member of SEDA, playing an important role in teacher education, the fellowship scheme, publications and currently in his work around digital literacies. In 1996 with co-chair Liz Beaty he gave evidence to the Dearing Committee recommending that students have the right to be taught well. A recommendation that was accepted in full.

David with his wife Carole argued very early on for SEDA values. Values had not hitherto featured much in professional standards. David and Carole argued that values are an inherent part of professional practice. Such values had to be a core, indeed an assessed, feature of the SEDA Teacher Accreditation Scheme.

David then played a crucial role in drafting the first national standards for university teachers, which were adopted by the Institute for Learning and Teaching In Higher Education (ILTHE). These built closely on the SEDA Teacher Accreditation Scheme, including of course the professional values. The original SEDA values remain present and are also largely recognisable in the current UKPSF. This happened because, through SEDA's and then ILTHE's work, the argument about professional values in higher education teaching has been mostly won.

### **Liz Shrives**

Liz has been nominated for this award due to her sustained commitment to SEDA over the last 20 years. Liz has contributed to many of the SEDA committees as well as being a SEDA co-chair and has been a key individual in taking forward work around accreditation and professional development. This work has led to national as well as international recognition of SEDA's role. Liz has played a key role in developing both recognition by other organisations and the positive working relationships SEDA has with those such as HEA, HEFCE and QAA.

## **Team Nominations**

### **University of the Arts London, Centre for Learning and Teaching in Art and Design (CLTAD)**

The Centre for Learning and Teaching in Art and Design (CLTAD) was formed in 2000 and further developed when five London art schools came together to form the University of Arts. It has remained at the forefront of pedagogic practice in art and design, supporting the university's own staff but also others internationally and across the UK, making the most of SEDA-PDF and its own programmes. Over 13 years it has supported 97% of staff at the university and its work has been recognised by the QAA and the HE Academy. Many of these colleagues have described their engagement with the centre as 'transformational'- opening their eyes as artists to HE pedagogic practices and particularly in recent years to the importance of technology enhanced teaching. CLTAD has had a sustained impact at institutional, national and international level on teaching and learning through a range of educational development activities. Most of its professional development programmes include an action research project and the outcomes of these projects have often contributed to SEDA events, conferences and even publications. Open educational resources and an on-going web based community space ensures that course participants continue to share good practice and be supported.

the importance of discipline based educational development which he is well known for from his work within geography and beyond. His approach to sharing practice between disciplines has been the key to his international reputation which also sees his work around a range of other areas such as the teaching-research nexus, student inquiry and SoTL, recognised.

Mick's passion for educational development can be seen in the volume of project work he has undertaken as well as publications. He has worked with a range of organisations and individuals to advance and enhance both practice and scholarship and, the recognition and esteem his colleagues have for him can be seen by the number of teaching and learning awards he has received and visiting and honorary professorships he holds. He demonstrates the SEDA values in all he does and deserves to be nominated for an individual award.

Across the sector Liz is known for her help, support and guidance as staff explore accreditation around postgraduate certificates and other areas of professional development. She is known for championing a range of values which the SEDA community are committed to. She is well respected by her colleagues for providing expert advice and sometimes challenging all in how they lead educational development. Liz has clearly made an outstanding contribution to the higher education sector but to SEDA in particular and deserves to be nominated for an individual award.

### **John Doidge**

John served on the PDF Committee for many years and was responsible for encouraging colleagues to get involved with SEDA. As Director of the Staff Development Centre at the University of Leicester, he was a strong leader who was clearly held in high esteem by the staff he supported across the university. Even though he has been retired for a few years, colleagues still keep in touch with him. He is always eager to hear how they are all getting on, both personally and professionally and continues to offer his advice and support.

Even now, he still demonstrates the spirit and professionalism of the SEDA values. John embraced the value of developing learning communities and getting staff engaged in developing the courses they needed. As a PDF Committee member, John promoted the work of SEDA across the sector and often ran events to publicise its work. As a SEDA mentor and recogniser, he gave his advice and support freely to the

institutions wishing to gain SEDA recognition. During this process, he also took new recognisers under his wing and encouraged their development as SEDA representatives. Both as an educational developer and an active contributor to SEDA, John is an excellent role model to colleagues across the sector.

### **Gina Wisker**

Gina has long been an active member of SEDA. In particular, her major influence has been through the SEDA journal 'Innovations in Education & Teaching International (IETI)' which she has steered and managed through a range of developments over the years. She has led developments resulting in an increasingly successful publication which acts as a flagship contribution from SEDA to scholarship in educational development internationally. IETI is a major component of SEDA's drive to support capacity building for scholarship within staff and educational development. At a personal level, Gina actively encourages scholarship to flow from practice. She succeeds in modelling this with her own successful publication record and contribution to knowledge and she actively supports others to infuse scholarship as the base of their staff and educational development practices.

### **Sally Brown**

Sally Brown has had a sustained impact on educational development and is one of the foremost experts and prolific writers in the field of education. She has worked in education for 40 years in schools and colleges, prisons, playgroups and

for the Probation Service. Originally trained as a teacher of English and therapeutic drama, she began her career as a secondary school teacher, and has worked for the last 25 years in universities in a range of posts, including lecturer, educational developer, Head of Quality Enhancement and Pro-Vice-Chancellor for Assessment, Learning and Teaching. Sally was, for five years, Director of Membership Services for the Institute for Learning and Teaching (now merged into the Higher Education Academy). Today, Sally undertakes consultancy and advisory work for universities in the UK and internationally and continues to be a regular workshop facilitator and keynote speaker. Her popularity is due in the main to her extensive subject knowledge, her expertise at facilitation, but most of all to the person she is. She makes people feel good about themselves.

"Sally Brown makes you feel glad that you got out of bed that morning. She reminds you why you decided to go into teaching. She makes you feel like you can achieve great things, inspiring everyone around her. She makes time for everyone and encourages you to achieve your potential and beyond. She is funny and kind and the most helpful and supportive colleague anyone could wish for".

### **Mick Healey**

Mick has been nominated for an individual award due to his sustained influential and inspirational commitment to educational development which has had a significant impact on the lives of staff and students. Mick has been an advocate for