Annual Report

of the

Staff and Educational Development Association 2012

SEDA Annual Report 2012

In 2012 SEDA continued to offer its members, and the post-compulsory education sector in general, relevant and valued activities, professional recognition opportunities and publications. Measured in terms of membership activity, impact across the sector and income, SEDA continues on a sound footing. Once again the Association made a slight financial surplus on activities and thus continues to make good progress in building an appropriate level of reserve. Executive members and new committee members, all working on a voluntary basis, have brought fresh vigour and expertise to SEDA as a force for educational development both nationally and internationally.

Given the challenges across the sector, an important feature of 2012 was to ensure our financial resilience. The new HE funding regimes are having a significant impact on universities and FE colleges offering HE. Members reported that while educational development activity was being cut in some institutions, in other places a renewed focus on the student experience and student engagement means that they were busier than ever. SEDA clearly plays an important role in encouraging and supporting members and others to find creative ways to provide educational development. Throughout 2012 the SEDA Executive continued to review our activities and administrative costs to ensure the best value for its members. An important task has been to work collaboratively with other sector organisations, offering our expertise and raising our profile. Perhaps the best test of an organisation's mettle is how it copes in adversity, and by that measure SEDA has reason to be confident of its position and influence in the sector.

SEDA Executive

During the year, meetings were held with the HE Academy, Association of University Administrators, UUK, HEFCE and the NUS, and SEDA continued to lead the sector-wide meeting of the Heads of Educational Development Community. SEDA is committed to working both independently and collegially to promote educational development nationally and internationally. SEDA was represented by the Co-Chair at the conference of the International Consortium for Educational Development in Bangkok in July 2012.

During 2012 the Executive spent time planning the events to celebrate SEDA's twentieth anniversary, SEDA@20.

SEDA has played an important role in the JISC Digital Literacies Programme and has worked with JISC, the Leadership Foundation and the HE Academy in this field in 2012/3.

Following discussion at the PDF Committee, in June the Executive confirmed the alignment of two SEDA-PDF awards to the UK Professional Standards Framework and HESA agreed to change its advice to institutions on how to record these SEDA awards when collecting data on teaching qualifications of staff. In addition, to confirm this alignment through external peer review on behalf of the sector, SEDA then asked Professor Sally Brown to chair a panel of educational developers not on SEDA committees to validate this alignment, which they did. The alignment documents are on the SEDA web site.

At the June Executive meeting Mike Laycock stepped down as interim Co-Chair and Stephen Bostock was co-opted as Co-Chair to join Julie Hall as Co-Chair. Pam Parker was elected as incoming Vice-Chair at the May Annual General Meeting.

SEDA Administration

SEDA was pleased to welcome back Roz Grimmitt in mid-2012, after nine-month's sabbatical leave in Argentina. We said goodbye and thank you to her temporary replacement Silvia Sovic.

SEDA Communication

The SEDA JISCmail list was busy all year, with an average of 45 topics per month. Many are advertising events or calling for conference contributions but the most popular topics included professional doctorates, words to express teaching and learning in one verb, the terms assessment and evaluation on both sides of the Atlantic, 77 things to think about, institutional targets for UKPSF-related qualifications, and whether to use twitter for a discussion on employability in the curriculum.

Julie Hall SFSEDA and Stephen Bostock SFSEDA, Co-Chairs of SEDA and Pam Parker SFSEDA, Vice-Chair of SEDA

Conference and Events Committee

The Conference and Events Committee is responsible for organising two conferences per year and a range of one day events on contemporary topics. The aims for 2012 focused on reflecting on educational developers' practice, providing professional development for individuals through this reflection and learning from others. We also aimed to share good practice and demonstrate the scholarly activity we undertake through our work, and work together as a community to develop our networks. This activity links well to the following SEDA values: scholarship, professionalism and ethical practice, working and developing learning communities, continuing reflection on professional practice, and developing people and processes.

The prominent activities in 2012 were the two conferences, with the Spring Teaching Learning and Assessment Conference in Chester focusing on the Student Journey, and the November Annual Conference in Birmingham focusing on Excellence in Teaching: recognising, enhancing, evaluating and achieving impact. As can be seen below, both of these conferences were well attended, rewarding the committee's commitment to maintaining a focus on the concerns of education developers. We also changed the evaluation form slightly so that we could collect information on the future topics attendees would like to see. From the Annual Conference evaluations, the whole area of students as partners, student engagement and student experience remains uppermost for many working in educational development.

In addition to the two conferences, we also facilitated five one-day events on topics such as an Orientation for New Academic and Learning Support staff; the UK Professional Standards Framework for Teaching and Supporting Learning - from Postgraduate Certificates to provision at all levels; and Working with Cultural Diversity in Higher Education.

The numbers at the conferences were 125 in May and 126 in November. The feedback from the conferences as always is generally very positive, with many saying how useful the conference has been and how they have enjoyed networking with colleagues. We changed the evaluation form for the November Conference to include asking attendees to identify one thing they will take back into their work, and it was rewarding to see how many things people felt they could take back to their institution. Below are just a few of these thoughts.

"A range of ideas about student led awards and I am going to review our scheme".
"Lots of contacts around work I'm interested to follow up for support, advice, sharing practice."
"Use of SEDA's framework for staff development"

Pam Parker SFSEDA and Claire Taylor FSEDA
Co-Chairs of the Conference and Events Committee

Educational Developments

Educational Developments is SEDA's quarterly magazine, with readers ranging from full-time educational developers in units, through people with educational development responsibilities as part of their

portfolio, to those who are interested in matters such as learning, teaching, assessment, course design and the wider process of educational reform. The Editorial Committee plans each issue by commissioning and receiving articles of topical interest, preparing them for publication, and handing them over for professional proof-reading, design and production.

The committee's aims in 2012 were to ensure the regular production of four issues full of interesting, topical and important articles. Each volume is posted as Acrobat PDF files on SEDA's website after its year of publication, so this archive is publicly available.

In 2012 we published 31 substantive articles in volume 13, written by 52 contributors, together with seven book reviews and regular SEDA News. Four articles were on institutional change and enhancement (especially the use of the UKPSF) and another four were on the enhancement of educational development practice. We are also trying to include articles which are about improving the practice of teaching, and four were in this category. Student engagement is growing into a significant discussion in the sector, and seven articles debated this, including two on student-led teaching awards and three on developing dialogues with students. A more prominent theme than in previous years was the use of new technology and eight articles featured this, but more significant, perhaps, was the variety of the main themes of the articles, such as an online PGCert, institutional enhancement, feedback to students or students as advisors to academics. Finally, five articles were about SEDA or the Scottish Higher Education Development (SHED), reporting topics such as new SEDA-PDF awards (see below), the Developing Digital Literacies project, and the forthcoming 20th anniversary celebrations. We were pleased that each issue included an article from colleagues at the National Union of Students, discussing students' perspectives on educational change.

James Wisdom has run workshops about publishing in educational journals, where we have promoted writing for all of SEDA's publications, including *Educational Developments*. The *Educational Developments* Editorial team has used the SEDA conference programme and their own attendance at conferences to commission various articles based on conference sessions. *Educational Developments* has approached the holders of SEDA Small Grants in order to publish their project reports.

These annual reports always end with the traditional request to members – please remember that *Educational Developments* is SEDA's magazine, and consider writing for it this year.

James Wisdom
Chair of the Educational Developments Editorial Committee

Papers Committee

The SEDA Papers Committee published two Specials in 2012. SEDA Special 31 *Putting the 'S' into ED - Education for Sustainable Development in Educational Development* was edited by Debby Cotton, Stephen Sterling, Vivian Neal and Jennie Winter. SEDA Special 32 *Developing Community Engagement* was edited by Kristine Mason O'Connor and Lindsey McEwen.

The Committee also organises workshops around each publication. In May 2012 Monika Foster led a workshop on Cultural Diversity relating to SEDA Special 28 "Working with Cultural Diversity in Higher Education". In October Debby Cotton led a workshop on "Sustainable Development" drawing on her newly-published SEDA Special 31.

To support the SEDA@20 celebrations, we commissioned two SEDA Specials – one edited by Roni Bamber on evaluation and the impact of educational development, the other by Ranald Macdonald on the processes of change in higher education. A substantial proposal from Colin Bryson on

Student Engagement was transferred to the SEDA Series published by Routledge.

A session was run at SEDA's annual conference on "Getting Published with SEDA" and a successful special offer sales campaign was run at the end of the academic year.

The committee's way of working has changed, and it now relies more extensively on Skype-based meetings, though once a year it still meets face to face. The committee welcomed a new member, Sue Beckingham, who joined particularly to strengthen the digital literacy initiative.

Jac Potter FSEDA and James Wisdom Chair and Member of the Papers Committee

Services and Enterprise Committee

The SEDA Services and Enterprise Committee (SEC) exists to ensure the relevance and viability of SEDA's membership offer, leading SEDA's work in identifying changing needs and initiatives in the sector, ensuring the services SEDA provides address the needs of members and the wider sector, co-ordinating a range of services to SEDA members and contributing to a financially viable membership offer.

In 2012 the committee agreed new terms of reference which are now published on the SEDA website. Members elected Shân Wareing as the new Chair, and Jaki Lilly and Elaine Fisher as the Vice Chairs. In consultation with the Executive, SEC invited Yaz El Hakim from the SEDA Executive Committee and Nick Bowskill, course leader for Online Introduction to Educational Change, to join the committee, to ensure the experience of using learning technologies on the committee was as wide as possible.

In 2012 SEC began work to clarify the course offer, the membership offer and the Fellowships portfolio offer in relation to one another, for the purposes of transparency and marketing.

Two new Associate Fellowships were awarded (bringing the total number to eighteen); nineteen new Fellowships were awarded (the current total number of Fellowship holders was forty-three); seven new Senior Fellowships were awarded (the total was 40); and four people registered for Senior Fellowships. Following the recent reorganisation of fellowships into these three levels, this represents healthy progress in the development of our internationally unique professional qualification in educational development.

A very positive final report was received from Lorraine Stefani, the external examiner for the old SEDA Fellowships scheme. The committee expresses its warm thanks to her for her support of SEDA Fellowships. Sally Brown was welcomed as the new external examiner.

New arrangements for the reporting for good standing of continuing professional development of the Fellows and Senior Fellows were confirmed and implemented. There was positive feedback on how well the process worked, which was shared on the Fellowships JISCmail list. Full details can be found on the SEDA website. The work on improving the Fellowships portfolio option (clarification of the three different routes, their benefits, processes for registration, completion, CPD and ongoing support and activities) will be completed. It was agreed to reintroduce the SEDA Fellowships annual CPD event. The new SEDA Fellowships leaflet was produced as an outcome of a very stimulating online exchange on the Fellowships JISCmail list.

The Supporting and Leading Educational Change (SLEC) course ran from October 2011 to February 2012 with eighteen participants; all bar one completed and passed the course. Very positive feedback has been received for the course, designed and led by Celia Popovic, with Celia and Elaine Fisher also as tutors. 'The best feedback for an online course I have ever seen' was one SEC member's response. The course recruited well in 2011/12 and 2012/3.

A very successful SEDA Summer School was held in 2012, attended by 22 people (half of which received funding from JISC). It also received excellent participant feedback. The four-week Online Workshop, led by Nick Bowskill, ran twice, once in January/February 2012 with ten participants and once in November with four participants. The course received good feedback.

It was agreed to use a consistent evaluation tool for all SEDA courses, and a Survey Monkey questionnaire has been created for this purpose. SEC commissioned an institutional membership review by Mike Laycock, which resulted in a very useful report and recommendations.

Shân Wareing SFSEDA, Chair of the Services and Enterprise Committee

Professional Development Framework Committee

The SEDA-PDF Committee is responsible for the administration of the mentoring and recognition process for institutions interested in gaining accreditation for their professional development programmes against the awards of the SEDA Professional Development Framework (PDF).

In 2012 our list of recognisers and mentors for the SEDA institution and programme recognition process was updated and, to continue to reflect on our practice, two professional development events for recognisers were held, in Birmingham and London. These events enabled the PDF community to revise the list of award co-ordinators, who offer advice to potential programme leaders for each of the awards, to reflect on the accreditation process and to discuss how we might improve this. It was agreed that a much more 'user friendly' resource on the SEDA website, outlining the process for potential programme leaders, was desirable. This work will continue in 2013 and will be especially pertinent since SEDA is attracting more interest from overseas.

At the time of writing, we have welcomed the Universities of Guelph and York, in Canada, to our community. This raises the number of SEDA recognised institutions to 30, collectively offering 86 recognised programmes. To support these newly-recognised institutions, a follow-up process has been introduced whereby programme leaders are asked to submit a programme evaluation after the first year. It is anticipated that these evaluations will encourage more dialogue within the community.

Work has also been undertaken to encourage more SEDA engagement across the sector through the mapping of SEDA awards to national frameworks. The committee would like to thank Stephen Bostock for all his work on revising the Supporting Learning, and the Learning, Teaching and Assessing SEDA awards, to meet Descriptors 1 and 2 of the UK Professional Standards Framework (UKPSF), and getting this mapping validated by an independent panel of academic developers. These particular SEDA awards are now acknowledged by the Higher Education Statistics Agency (HESA) as evidence of a teaching qualification. This work will be taken forward by the PDF committee by mapping SEDA awards to Descriptors 3 and 4 of the UKPSF. Lynnette Matthews has also mapped SEDA's Enhancing Research Practice award to Vitae's Researcher Development Framework, and she will be working with Vitae to strengthen our relationship.

We would like to thank Professor Sally Brown and the independent panel of academic developers involved in the validation of the SEDA awards against the UKPSF and Roz Grimmitt for keeping us on track.

Lynnette Matthews FSEDA and Jenny Eland Co-Chairs of the PDF Committee

Scholarship and Research Committee (SRC)

2012 has been a year of development for the SRC (formerly the Scholarship, Research and Evaluation Committee or SchREC). A key aspect of the committee's work in 2012 was to review its remit and key activities. The committee has been renamed and developed new terms of reference. The members have established the aim of the committee as leading and supporting research and scholarship for SEDA through: 1) Providing opportunities for research and scholarship activities in educational development; 2) Developing SEDA and its members in their research and scholarship capabilities; and 3) Raising the standard of research and scholarship in educational development.

Towards these objectives, the SRC provided seven small grants for projects selected from applications. Five of these involved two or more higher education institutions. One of the projects has been completed and all the others are progressing as expected. Projects are reported at conferences and the web site, and through SEDA publications.

In July 2012, the Higher Education Academy (HEA) commissioned SEDA to conduct an evaluation of the impact of the UK Professional Standard Framework (UKPSF), reporting in March 2013. The project has evaluated awareness, understanding and use of the UKPSF at the institutional and individual level. The project aimed to establish: current levels of awareness and understanding of the UKPSF in the sector; attitudes, obstacles, challenges and opportunities in using the UKPSF; and the uptake and variations in practice in use of the UKPSF. The results of the project were also intended to form a baseline that can be used to assess changes in impact of the UKPSF in future research. At time of writing, the project team was finalising the report, case studies and vodcasts for submission. The final HEA publication is expected to be out in May 2013. The project team and the HEA will also present the outcomes at the July HEA conference.

I'd like to take this opportunity to thank the committee members for their on-going time and commitment in leading and contributing to the work of the committee.

Nancy Turner
Chair of the Scholarship and Research Committee

Innovations in Education and Teaching International

SEDA's journal (IETI) is in good shape for a C21st academic journal after some marathon efforts. It continues to need more peer support and one of our challenges is finding the right co-editors to take it forward. IETI continues to receive many essays from around the world and to publish a good spread of those that are successfully revised after peer review.

Because 2013 it is the year of the Research Excellence Framework (REF) for the UK, and because so many universities worldwide now expect PhD students to publish up to four articles before submitting, the volume of material coming being submitted is staggering. Much of it is neither suitable for our readership nor very well written, and so is culled before it gets to referees. We are stretching the referees at the moment. Some of our trusty referees are overstretched and can't help, and some people decline immediately. Refereeing and peer review are onerous but journals can't be published, to the benefit of the sector worldwide, if we don't put the time in to support them, so we really need to encourage colleagues, new colleagues and retired colleagues to join the pool. There is now a list on *scholarone* (the web-based reviewing system) of those who do referee and their specialisms- but we need to expand it.

The move to *scholarone* was largely completed and successful. A few colleagues still find it troublesome to use the process, and I myself struggled to engage with some aspects of its more esoteric functions, but I can report that spending some of Christmas on this proved productive. Very few who use the system recommend reviewers,

though this is a function available, and those who are recommended are rarely willing. I am sure this is a stage in the learning process for *scholarone*, for IETI and the sector internationally.

One marathon effort has been getting a huge number of articles ready for *ifirst* so that they are now published online ahead of the hard copy version of IETI. This is very useful for the REF, and it has taken a lot of the administrator's time to get the number of articles on *ifirst*. We should thank her for that effort.

More articles are being returned going back for second revision, in line with the practice of other journals, and this usually results in a much better article.

Following the decision to attract two co-editors, one for professionalisation one for e-learning and blended learning, and the shadowing of the editing process by Frances Deepwell and Celia Popovic, the posts were advertised and at the closing date we had half a dozen applications, including some from international colleagues.

Gina Wisker SFSEDA
Editor, IETI