**Staff and Educational Development Association**

**Executive Committee Nominations 2023**

**Nomination Statements**

The following posts are available: Vice-Chair (1), members without portfolio (6).

The following nominations have been received:

Vice-Chair

One nomination received: Erika Corradini

Members without portfolio

One nomination received: Rebecca Turner

An election will not be necessary.

**Name of Nominee:** Dr Erika Corradini

**Institution:** University of Southampton

*I would like to stand for election to the Executive Committee as* ***incoming vice-chair***

**Nominee’s supporting statement:**

I would like to stand for election to the Executive Committee as **incoming vice-chair.**

I am Principal Teaching Fellow in HE in the Centre for Higher Education Practice (CHEP) at the University of Southampton where I have a leadership role for Educator Development and the Scholarship of Teaching and Learning. In this capacity, I provide an institutional strategic steer for these areas and generate impact through leading the PGCert in Academic Practice for academics, educator development programmes (non-credit bearing) for PGRs and ECRs and scholarly initiatives whose aim is to fund projects around evaluation, enhancement and innovation in education. To support my activity in these areas, I obtained funding to set up an evaluation team whose activity is centred on providing evidence- and data-based underpinning to all activities of CHEP.

The reason why I would like to stand for election to the SEDA Executive Committee as incoming vice-chair is that about a year ago I became institutional representative for SEDA. I was offered this role for my continuous engagement with the activities and publications of SEDA, particularly in the areas of development of early career academics, impact and evaluation, and SOTL. In 2022/23, I have ensured that all the education developers have membership of SEDA through our institutional membership and that they have access to the activities and initiatives of the association. In my SOTL lead role, I support colleagues across the university who wish to share best teaching practice through the SEDA channels. Serving in the role of SEDA institutional representative has enabled me to hold a favourable position for channelling and championing the SEDA values, however my impact in disseminating the values of the association and in developing education and educators could be amplified. For example, having an insider view into the executive operations of SEDA would allow me to establish connections with groups and communities within the association and be an active part of the decision making processes. In turn, I would be in a stronger position to sustain support for the activity of these groups within my institution as well as in my extra-institutional, international activities and thus be a champion for the association’s values and products.

For SEDA, I would bring the perspectives and experiences I have accrued in 15 years developing educators and education at university level. My strategic insight into the education initiatives of the university puts me in a good position for bringing new perspectives on the challenges HE faces. For example, my contribution to the strategic education initiatives of the university has been the adoption of an approach based on evaluation of practice which I have been developing through building capacity and expertise around evaluation approaches including theory of change, triangulation and mixed-methods. Furthermore, my commitment to a scholarly approach to education has supported me in championing SOTL in a research-intensive university and in successfully engaging colleagues with these practices and form a community. These are but a few examples of areas where my practice has demonstrated impact.

In addition, I would bring to SEDA my experience of sitting on executive committees as I am the Secretary and Trustee of the Southampton City Scouts District. In this capacity, I support the executive operations of the district particularly in the areas of reporting and impact and in leading the yearly census. This role has enabled me to give back time and expertise to the community and to consolidate the values of participatory practice, inclusivity and belonging. Values that I uphold in all the activities I am involved in and that are also the very essence of education and staff development.

**Signature of nominee:** Dr Erika Corradini



**Proposed by:** Professor Helen King

**Institution:** Bath Spa University

**Signature:**

**Seconded by:** Dr Clare Kell

**Institution:** Independent Consultant

**Signature: A black text on a white background

Description automatically generated with low confidence**

**Name of Nominee: Dr Rebecca Turner**

Individual member

**Institution: University of Plymouth**

*I would like to stand for election to the Executive Committee as* ***member without portfolio***

**Nominee’s supporting statement:**

I have worked in ED since 2006; my first role as an Educational Developer was linked to a Centre for Excellence in Teaching and Learning (the HELP CETL) and was centred on supporting HE in FE lecturers to engage in research and scholarly practice in support of their HE teaching. Through this role I gained considerable experience in the realities of educational development; exploring how moments of development can take place in a range of settings and situations, and the importance of developing a network and a community to inspire and support on-going development. At this time, I also took my first steps into pedagogic research, undertaking work to represent the voices of those staff who I was working with, who were often on the fringes of higher education, as well as providing an evidence base on which to inform my future practice. These initial experiences in educational development were hugely influential; they highlighted the importance of developing an understanding of how people learn, practicing in ways that are scholarly, professional and ethical as well as the importance of continually reflecting on practice to develop myself and others. These are core SEDA Values, and from these early days my practice has resonated closely the Values held by SEDA.

Throughout my career SEDA has played a huge role in my professional practice; it has provided me with a community that is diverse, enriching and engaging, as well as professional network that I hugely value. Hence why I have sought to engage with SEDA through its small grants, conferences and publications. I firmly believe that to be an effective educational developer I need to engage in critical discussions, reflecting on practice and sharing ideas – SEDA provides a valuable forum through which I can do this.

I have served on SEDA Papers Committee since 2013, and since 2017 I have chaired this committee, with the support of James Wisdom, and I am in the process of transferring leadership to the incoming Chair, Stephen Powell. During my time as Chair, the committee has moved from an in-house SEDA Special publication format to a collaboration with Routledge using the Focus format through which to publish future monographs. The committee relaunched the SEDA Blog in autumn 2021; initially this was to raise the profile of SEDA Specials, but this has now become a way each week SEDA can engage with its community. I became the unofficial ‘editor’ of the SEDA blog; I have reviewed and edited over 100 posts, securing articles that place a spotlight on a diverse range of topics of educational development practice. I have recently recruited an editorial team to take over running the SEDA Blog and the blog has moved to a new home with the Educational Developments committees. I have also introduced 2-hour online webinars that connect to themes explored within SEDA Specials; this has become a valuable platform to promote new Specials as well as revisit themes featured in ones published in the last few years. These are income generating; participants receive a free copy of the relevant SEDA Special as part of the registration fee, and actively engage in discussions / themes explored in the publication presented by contributing authors. So far the Committee has hosted 10 online workshops, and has more planned in the coming year. Extending the work of the committee into online spaces has proved valuable, it has allowed SEDA to reach a greater range of professionals and an international audience.

Though I have stepped down from my current roles in SEDA, I am keen to continue to serve on the SEDA Executive Committee. I have expertise is a range of areas relevant to SEDA, e.g. evaluation, inclusive practice, student voice, as well as a track record of exploring new ways to engage members and refreshing SEDA’s offer. I am keen to take on a role within SEDA Executive to support the on-going development of SEDA, to ensure it continue to support educational development practice long into the future.

**Signature of nominee:**

**Proposed by:** Dr Clare Saunders PFHEA

**Institution:** St Mary’s University Twickenham

**Signature: **

**Seconded by:** James Wisdom

**Institution:** N/A

**Signature:A picture containing handwriting, font, text, calligraphy

Description automatically generated**