



Award of Spirit of ICED to David Baume

June 2014

SEDA proposes Dr David Baume for the Spirit of ICED on the evidence that from ICED's inception he has passionately and persistently advocated and embodied its aims to:

- help partner organisations develop the capacity for educational development in higher education through the sharing of good practice, publications and solutions
- increase the number of partner organisations of ICED and help educational developers in countries where there is no national network exists to form such a network
- support educational development in higher education in developing countries
- link with other national and international organisations.

In the summer of 1993 David Baume was one of six leaders of national educational development networks at the meeting convened by Professor Graham Gibbs which led to the establishment of ICED. David has always believed in the power of international collaboration in educational development. And not just believed in it – worked passionately for it working tirelessly and effectively to advance the aims of ICED.

As ICED was being established, David argued that one measure of the scholarliness of any field of academic practice was a respected scholarly refereed journal. He recognised the importance of disseminating educational development practice internationally so theory and practice can be shared, evaluated subjected to scrutiny and critique and thus advanced. He persuaded ICED of the need for a Journal, and proceeded to found, and co-edit the International Journal for Academic Development (IJAD) for seven years until it was securely established. Today IJAD flourishes in promoting the 'goal of improving the quality of higher education internationally'.

David co-edited three books on staff and educational development which have provided the foundation for much educational development work in the UK and internationally - Staff and Educational Development, with Helen Edwards and Graham Webb, 2003; and A Guide to Staff and Educational Development (2003) and Enhancing Staff and Educational Development (2004), both with Peter Kahn. Another such book is in preparation, Advancing Practice in Academic Development. He has published extensively on many aspects of academic development especially in International Innovations in Education and Teaching International, and Educational Developments. In 2004 he gained a PhD by Publication in the enhancement of teaching and learning in higher education.

David has contributed innovative workshops and sessions at ICED conferences which have advanced the boundaries of educational development through, for example, evaluation, use of new technology and making the economic case for educational

development units. He is so deeply committed to ICED that he has presented papers and workshops at every ICED Conference. This year he is presenting with an early career academic developer from Germany, exemplifying and continuing his passion for supporting the development of developers.

David led the formation of SEDA bringing together several organisations which had been working in different parts of the sector. He served as SEDA's first chair and through his longstanding contribution has been instrumental in achieving two of SEDA's major initiatives - these were the Teacher Accreditation Scheme for courses supporting professional pedagogical development, and SEDA's Fellowships Scheme to develop, raise and recognise the standards and practices of educational development. David's outstanding contribution to SEDA was recognised last year through a SEDA Legacy Award.

David's commitment to building the capacity of educational development internationally is evidenced by the wide range of his international collaborations in the creation and building of new educational development networks. We know of examples in Croatia (during the formation of Universitas), in Sri Lanka (during the development of SLAIHEE), in Spain (during the establishment of RED-U). He also advised on the establishment of Ako Aotearoa in New Zealand.

Although David would be the first to say that staff and educational development are essentially collaborative activities, as an individual he has served as an inspirational and towering role model to educational developers in the UK and around the world.