



## Summary of 2018 Spirit of POD Award Nomination Statements

### Peter Felten

#### Service to POD and its members

To Peter Felten's many nominators and countless others, he has been a constant and consistently warm, welcoming, generous, insightful, and connecting colleague, even recently, as his contributions to the field have rocketed him to superstar status nationally and internationally.

Aside from having held multiple, official leadership positions in POD, nominators described how Peter serves the organization and its members by leading quietly behind the scenes—by making space for, encouraging, and supporting young educational developers. His leadership style was described as generating the best possible outcome from a group and making the group feel as though each individual member had a critical part to play in that outcome.

#### Contributions to the profession

Nominators noted Peter's substantial contributions to educational development in tangible ways, including formal scholarship, talks and workshops, higher education research projects, and contributions as editor, organizer, and leader for conferences and journals. One wrote, Peter's "...written work has contributed to the field in several areas: the undergraduate experience, students as partners in teaching and learning, the scholarship of teaching and learning, and the scholarship of educational development. His writing, consultations, and presentations all strike an all-too-rare balance between reassurance and productive provocation. Because of his warm, unpretentious style, he can argue for radical—and necessary—re-thinking and transformation without causing people to feel threatened or defensive."

#### Exemplifying the philosophy, principles, and practices of POD

Nominators shared that they have only ever seen Peter enact generosity of spirit, kindness, compassion, sincerity, and civility, never their opposites. In every interaction

Peter has with leaders, colleagues, students—anyone—he conducts himself according to these principles, modeling as well as arguing for respect and inclusion. In all encounters, Peter remains self-deprecating, witty, and humble—making him an ideal educational development colleague. Indeed, “... he makes multiple small gestures on a daily basis, and they translate to large, meaningful connections for the rest of us. Since he has been doing so for decades, nominators concur that the impact of his generosity/kindness/compassion must be unquantifiable, immeasurable and above all, invaluable to not only nominators but to all POD members.”

## Allison Pingree

### Service to POD and its members

As a POD member, Allison is “continually cultivating the culture of POD...She is a humane and generous presence within the organization, always helping and advising behind the scenes to help each of us be more successful and balanced professionals—and people. Allison does not want the spotlight. Rather than being the sage on the stage (as it were), she exemplifies the guide on the side who has mentored many of POD’s leaders (and even more POD members) through our careers.”

### Contributions to the profession

As a scholar, “Allison has been a regular contributor to both POD conferences and to TIA, and her work has spanned a wide range of topics. Her TIA article on incorporating a SOTL perspective into educational development offers both a framework and examples designed to push the field forward to a more regular practice of inquiry into the impact of our own work.”

A colleague recalls Allison “came to work at Harvard’s Bok Center for Teaching and Learning as a graduate student some 30 years ago. She was a quick study in this work: her intelligence, sense of humor, kindness, empathy all made her a fine coach for beginning teachers. She moved on to head up the Teaching Center at Vanderbilt which covered all the Faculties, built a good team, did innovative and exemplary work there.”

### Exemplifying the philosophy, principles, and practices of POD

Many nominators shared stories of Allison’s mentorship. One describes Allison as, “talking with me, a near-stranger with no experience in this work, about her career path was my introduction to her generosity of spirit, kindness, and compassion, traits that

this award honors as the spiritual heart of our profession. She has continued to be my most trusted professional mentor ...”.

Additionally, Allison is “... committed to collaborative and responsive leadership and sees it as an opportunity to advance the potential of an organization and the people within it, to model and to encourage in others integrity, creativity, and commitment, and to create contexts that support colleagues in fulfilling their responsibilities and envisioning new paths forward.”

## Kathryn Plank

### Service to POD and its members

Kathryn’s service in POD includes over 11 formally appointed/elected roles, from institute faculty member to conference chair and she has also been very active on many committees, including: Diversity, Electronic Communications and Resources, and History. This demonstrates that from her earliest time in the organization, Kathryn has been involved in contributing to our collective success. “In all of those, Kathryn has been an effective leader, generous collaborator, and effective mentor.”

Another colleague adds that Kathryn, “...is synonymous with POD for me—smart, open, scholarly, collaborative, inclusive, challenging, equity-minded, and kind.... Both in her formal leadership roles and as an engaged citizen of the field, Kathryn consistently aims to build capacity and community. She values the strength that comes from diversity of identities, experiences, and expertise, so she listens carefully not only to what is said but also what is not said (and who is not speaking)—and continually works to make POD and higher education more welcoming, equitable, and just.”

### Contributions to the profession

Kathryn Plank has been deeply involved in the practice of educational development for more than 20 years. Her work has been both effective and innovative, and she has always shared her knowledge, experience, and ideas with colleagues, both locally and throughout the POD community. Her dozens of presentations at POD and other teaching conferences, as well as her many publications are one kind of evidence of this generosity.

As a frequent and popular conference presenter, a published author and prolific writer with numerous research-based articles, and a book chapter contributor, Kathryn’s focus ranges from creating and defining community in the educational development field, inclusiveness, assessment practices, course design, high impact teaching, team-teaching, and exploring the STEM fields and the list continues.

### Exemplifying the philosophy, principles, and practices of POD

Kathryn Plank's journey in higher education has traveled many different paths and the one that always leads toward home for her is the one of an educational developer because she has defined that role in so many impactful ways throughout her career with the answer to her question.

## Laurel Willingham-McLain

### Service to POD and its members

Laurel Willingham-McLain has a long history of serving POD and its membership. The individuals who nominated her wrote the following:

- Laurel has attended the POD Network Conference for more than 20 years;
- Her contributions to the conferences run the full gamut from volunteering to conference leadership roles;
- If she is not leading, or co-leading, a session (fifteen interactive and preconference sessions since 2001), she is informally collaborating with attendees, serving at the registration desk or as a walking captain;

Laurel's contributions produced several firsts for the conference: she organized the first poster session for the Bright Idea Awards and expanded the Poster Sessions while serving on the conference between 2002 and 2004. Her collaboration with the 2007–2008 Conference team resulted in a pathway for preparing conference committee members through varied levels of responsibility. The conference committee still uses this model today.

### Exemplifying the philosophy, principles, and practices of POD

Laurel has also shared her knowledge, experience, materials, and ideas freely with other POD members through mentorship, collaboration, and publication. One of her nominators writes: "I have gained so much from what she has shared with me! Without her involvement in my new career as a professional developer, I know I would not have made much progress professionally nor would my center have grown. But with her generous support, I have already made significant advances at my institution for developing our faculty."

### Contributions to the profession

Beyond POD, Laurel has made significant contributions to the field of faculty, instructional, and organizational development. Examples of Laurel's efforts to push past perceived boundaries of the field: "Our CTL was becoming involved in learning outcomes assessment (LOA) for accreditation and Laurel's center was one of the first to take this step. Some in POD felt that getting involved in LOA crossed an ethical line into an evaluative role. Laurel clearly knew that others held this perspective, but she risked criticism in order to share her expertise and experience. She demonstrated quite clearly that CTLs could help their institutions and faculty while staying true to POD ethics and values."