



**Award of Spirit of ICED to Dr Peter Felten
May 2022**

Nominated by:

*Dr Donna Ellis, Past President, POD Network, and incoming President-Elect, ICED
Dr Deandra Little, former Vice-President, ICED, and former POD Network president
Drs Klara Bolander Laksov, Johan Geertsema, & Julie Timmermans, IJAD Co-editors
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Peter Felten is an internationally recognized leader in educational development who has worked steadily to challenge and expand the boundaries of our field through his ongoing service to the profession and his extensive scholarship, putting into action ICED's commitment to helping others develop capacity and creating connections amongst colleagues globally.

Peter has held numerous leadership roles within organizations focused on or related to educational development. He served as president of the International Society for the Scholarship of Teaching and Learning (2016-17) and also of the POD Network (2010-2011), the U.S. professional association for educational developers, where he is currently a Scholarship committee member. In these roles, Peter advocated for the importance of taking a scholarly approach to educational development work and valuing collaborations – key messages that have significantly influenced our field over the last decade and helped colleagues build their own capacity as educational developers, teachers, and learners.

His own scholarship has pushed the boundaries of what constitutes educational development work. With a keen commitment to the undergraduate learning experience and the power of partnerships, Peter has published six books about undergraduate education. Known for his commitment to effective collaborations, Peter's writing partners include a wide range of academic staff colleagues, librarians, and graduate and undergraduate students from around the world. Between 2019-2022 alone, Peter coauthored more than 15 journal articles and book chapters. Please review his bio for more details.

Peter integrated his commitments to scholarship, collaborations, and capacity-building by serving two consecutive 4-year terms as a co-editor for ICED's journal IJAD (2014-2021). The current editorial team shared these words about Peter's impact while in this leadership role:

Through his emphasis on undergraduate research and the idea of exploring and enacting partnership, Peter Felten has made ground-breaking efforts to rethink academic development by making it more inclusive and connected to students. The several special issues that he edited and his excellent articles and editorials are appreciated, cited, and have contributed significantly to the body of academic development scholarship on which others can draw. Peter has actively disseminated both practice and theory across boundaries through a continuous contribution of time and expert knowledge, and the journal's impact factor has increased significantly since 2014. His mentorship of both new and current editors has been simply outstanding. Despite his hard work and continuous commitment to maintaining the high standards of the journal, his warmth and generosity towards editorial colleagues always made him a joy to work with.

Peter's commitment to capacity-building in others is also evidenced by his leading role in conceptualizing and organizing the IJAD writing retreat. He was the driving force behind this initiative, which was first held to great acclaim at the 2018 ICED conference in Atlanta, and then successfully repeated online after the 2020 Zurich conference was canceled. In addition, Peter provides outstanding guidance and mentorship through his numerous conference keynotes, visits, and collaborations with colleagues around the world. He is a gracious, giving role model to anyone aspiring to learn more about educational development, teaching, and learning.