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I feel deeply fortunate that my introduction to educational development resulted from an academic department's understanding that excellent educators are made not born. As a first-generation student in a doctoral program in comparative literature, my uninformed assumption was that a teaching assistantship was simply a means of funding my education, a necessary but potentially fun distraction from the real business of becoming an expert. The yearlong coursework on pedagogy, adult learning theory, educational technology, and composition instruction disabused me of that naïve perspective and revealed how rich (and cool!) the opportunity to teach was going to be. Among other lessons, it became clear that instructional practices such as group facilitation were portable to various class sizes and academic disciplines. Moreover, becoming knowledgeable about the conditions and practices that enhance learning positioned me to discover significant ways of being of service.

This awareness that effective teaching and learning strategies apply to a variety of contexts enabled me to shift my focus (and identity) from seeking only a tenure track position to exploring the role of teacher-practitioner, one who helps others learn effective teaching practices while enhancing my own. I entered this dual role in the context of peer education by coordinating training for undergraduate writing tutors and Supplemental Instruction leaders. Soon, I was developing orientation and instructional training for graduate teaching assistants. In short order, I found myself squarely in the role of faculty developer. In that process, I became fascinated by the inner workings of the academic and student-oriented administrative functions of the university. I was curious and eager to understand how much local context affects the expectations and priorities—that is, the practical, lived realities—of the people involved in shaping student experience; how much cultural memory influences the timing and organization of new projects; and how much relationship-building accounts for the heady mosaic of the few but sparkling successes, well-intended failures, false starts, interrupted transformations, and slow-and-steady daily victories that comprise the work of educational development.

The POD Network has been vital to deepening my capacity in these areas. Just as my introduction to teaching in higher education was facilitated by the expectation I would actively engage in learning about teaching, my introduction to educational development as an interdisciplinary set of values, skills, and activities—that is, to POD—was included in the very offer of hire when I became CTL Assistant Director. I availed myself of POD offerings to new educational developers that year and discovered, to my delight, that there would be ample opportunity to hone my organizational development skills in the POD governance structure itself. Since 2010, I have served as Assistant Grants Coordinator for the Diversity Committee as well as Chair of the Electronic Communications and Resources Committee (ECRC), a role I am pleased to resume this year. My current role at Oregon State connects directly to my ECRC experience. I consider not only how technology can be leveraged for great learning and effective administration but also how an organization's operations and funding can enhance its capacity to maintain a flourishing teaching and learning environment.

As I look to where the POD Network might go in the next three years, I imagine four aims of special interest (not in order of priority).

1) Inspired by Sue Hines's anchor session in Montreal, Core and POD should continue exploring ways of applying program evaluation and assessment best practices to our work. In particular, in what ways could we infuse models of pedagogical development into those practices to help us understand and respond to the ebb and flow of our collective knowledge and skill as an organization?
2) Evaluate the need for new models of fulfilling the administrative work that is vital to accomplishing our internally- and externally-oriented service and communication goals. Put simply: where would it make sense to deepen our own skill capacity in the running of POD? What functions benefit most from volunteer work? Which are most advantageous for preserving organizational memory? Of equal importance, where should we be planning to "outsource" or formally assign work in a professional capacity?
3) Continue exploring ways of increasing the centrality of diversity to our work. With the important contributions of the Diversity Committee in mind, how else might we diffuse our commitment to social justice and the maintenance of a welcoming community into POD's internal and external efforts?
4) Advance our development and communication of evidence-based practices that address the expanding boundaries of educational development, such as online learning, technology in education, and learning analytics.