



Evaluation of 2013-2018 Strategic Plan Progress as of October 2017 – with Core Committee Discussion Summaries Added (November 2017)

At the March 2017 Core Committee meeting, a “Strategic Planning Phase 1” ad-hoc committee was charged with examining data and evidence in order to review progress on the [POD Network 2013-2018 Strategic Plan](#), which covers fiscal years 2013-14 through 2017-18. Over the spring and summer, the ad-hoc studied existing documents such as committee and other reports, survey data, and financial information, and then summarized POD Network actions since 2013 related to the four strategic plan areas: I. Internal Service to Members, II. External Visibility and Exposure, III. Diversity, and IV. Evidence-based Practice. When possible, the ad-hoc obtained feedback from committee chairs prior to drafting this report. The following overview includes summaries of work that has contributed to the goals of the 2013-2018 Strategic Plan, interpretation by the ad-hoc, and suggested questions for the Core Committee to discuss at the Fall 2017 meeting. During and just after the 2017 POD Network Conference, we will obtain additional input via the Membership Meeting and on online input form. As the Phase 1 Ad-hoc work sunsets with this report, we recommend that an ad-hoc committee be charged with following up and moving toward drafting a new strategic plan to launch in 2018, responsive to the discussion at the Fall 2017 Core meeting.

I. Internal: Service to Members

Since 2013, a great deal of progress has been made on providing resources and services to POD Network members. Overall, the POD Network is now better staffed, more clearly organized, and offers greater transparency and opportunities to new and long-time members alike. Key accomplishments fall into two key areas: a. Infrastructure and Governance, and b. Member Services and Opportunities.

a. Infrastructure and Governance:

Thoughtful organizational work over the entire 2013-2017 period has resulted in restructuring governance groups and clarifying their roles into three broad areas: Administrative Committees, which set and determine policy, budgeting, strategic planning, and scheduling of organization-wide events; Operational Committees, which implement and recommend changes to policy, plan and conduct organization-wide events, select/maintain/enhance organizational infra-structure, and provide services intended to benefit the entire membership; and Special Interest Groups, which provide forums for individuals drawn together by common interests and bring expertise on specific topics to the attention of the broader membership and field. While these categories have clarified functional roles, and are intended to make the governance structure clearer to members (including those interested in contributing), all committees and SIGs have the same capabilities to make budget requests and propose sponsored sessions at the conference, as well as access communication and organizational resources. Several committees have been combined and

Committees and SIGs
Since 2013: New¹; Renamed²; Reorganized³

Administrative Committees:

- Executive
- Core (Board of Directors)
- Finance
- Governance

Operational Committees:

- Awards
- Conference
- Diversity
- Electronic Communications and Resources (ECRC)
- External Partnerships and Outreach (EPOC)³
- Grants
- History
- Membership
- Scholarship³
- Professional Development (PDC)

Special Interest Groups (SIGs):

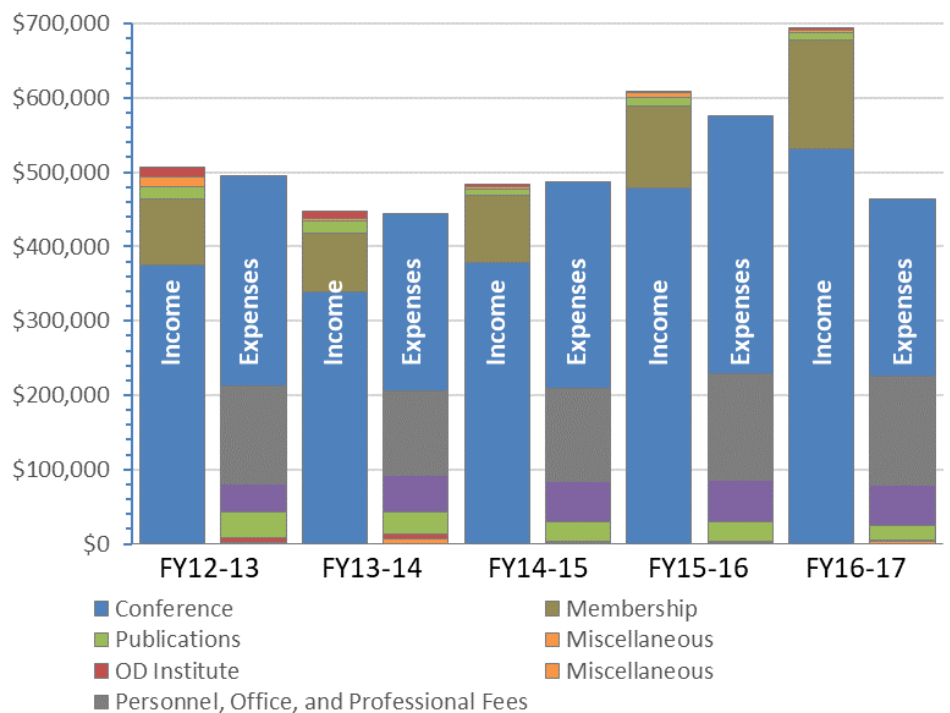
- Adjunct/Part-Time Faculty¹
- Graduate, Professional, and Postdoctoral Development (GPPD)²
- Mindfulness and Contemplative Pedagogy¹
- Small Colleges²
- Science, Technology, Engineering, Mathematics

streamlined for greater functionality and effectiveness. The clarification of the SIG formation process, roles, and place within the POD Network governance structure has opened a pathway for members to conduct meaningful collaborative work around shared interests.

Various ad-hoc committees have attended to organizational and procedural questions about “POD-sponsored” and regular peer-reviewed conference sessions, POD Network branding, and other issues, resulting in clearer processes and available information for members. Internal committee structures have also been made more robust, with succession/leadership plans and consistent [Governance Manual](#) elements in place or under development. Recently, committee and SIG chairs began convening twice per year to discuss shared issues, exchange information, generate collaborations, and orient new chairs to processes and resources, including a [Committee Chairs Handbook](#) and Google Drive folder with materials. A Core Committee liaison, who is a participating member committee or SIG, and a presidential liaison, available for consultation and to assist with bringing forward to the Executive Committee issues of policy or questions with larger implications for the POD Network, are assigned and published for all [committees](#) and [SIGs](#).

Additional infrastructure changes have also served to improve internal services: e.g., moving the full-time Executive Director to regular employee status, hiring a remote administrative assistant, building processes for charitable giving and bequests to the POD Network, conducting a comprehensive audit, improving financial investment strategies, and implementing other key policies such as those for conflicts of interest. The method of accounting for current member numbers was updated to be more accurate in 2015, providing a better basis for information and analysis. Fees and benefits were examined and continue to be an active area of strategic discussion; changes are intimately tied to functions within the member database and incremental updates in both have yielded consistent and modestly growing membership rates and revenue. The POD Network’s financial standing continues to be strong, with surpluses observed the last two completed fiscal years, which have supported special projects, website and technology improvements, new initiatives brought forward by committees, and special projects in support of strategic goals.

POD Network Annual Revenue & Expenses



b. Member Services and Opportunities

According to the [2016 Membership Survey](#), members find the Annual Conference, [To Improve the Academy: A Journal of Educational Development](#), and the [POD Network Open Discussion Group](#) to be the most important resources; the majority found each to be very important or important. The [POD Network website](#), [WikiPODia](#), and [POD Network News](#) (which will move to a new format, integrated with the POD Network website, in 2017-18), were all ranked lower: mostly somewhat important or unimportant. 40% of respondents wanted to be more involved with the POD Network, especially with reviewing conference proposals, reading *To Improve the*

Academy, contacting colleagues, participating in and reading the listerv/open discussion group, using WikiPODia and the website, and presenting at or attending the annual conference. Members reported that they would like the POD Network to help them develop ways of measuring and evaluating their work, provide career development and job search support, and more networking opportunities, such as in smaller groups at the conference or in other ways throughout the year.

The annual conference serves as a primary service and opportunity for members, as well as a major source of revenue for the organization. Over the past five years, the conference has grown and modernized through improved budget planning processes, an improved online proposal submission and review system, an electronic program, and sponsorship revenue. The Conference Committee has continually responded to ideas and feedback received through annual assessment and input from colleagues. Virtually every committee has contributed to new conference features since 2013: the Membership Committee has restructure the welcome session for first-time attendees and instituted a popular “conference buddies” program, matching new and experienced POD members; ECRC has shepherded new applications and technologies to make it more straightforward for conference attendees to engage and share materials; the Diversity Committee and GPPD SIG bring travel grant awardees and host receptions and mixers; the Awards Committee celebrates member accomplishments, including new recognitions such as the Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development; and nearly all offer sponsored sessions of value to members, including the annual Getting Started Workshop for New Educational Developers. The Diversity and Conference Committees have worked to increase inclusivity and accessibility through annually updated recommendations, as well as advocating for new services such as microphones in all presentation rooms and space for pronouns on nametags.

Beyond the conference, the Professional Development Committee facilitates multiple institutes, in collaboration with partner organizations and campuses: The Organizational Development Institute, AAC&U POD Network Workshop, Leadership Development Institute, and International Institute for New Faculty Developers (IINFD). SIGs and Committees are also now routinely offering sessions and webinars throughout the year via Zoom; some also host topical electronic discussion forums for ongoing communication between conference gatherings. Overall, attendance and participation in these opportunities have grown since 2013.

Members continue to have access to mentorship, grants, and high-quality publications through which they may disseminate their work. *To Improve the Academy: A Journal of Educational Development* moved online, to a twice-per-year publication schedule, in 2013—the most used POD publication according to the 2016 Membership Survey. The Grants Committee has added a dedicated early-career researcher grant and has made general changes to better manage the submission and review process, including publishing criteria and rubrics. Members may also request use of POD membership data via an online form and new endeavors such as SEED PODS (research seeds that serve as foundations for collaborative research projects) and new publication venues such as POD Speaks offer additional member opportunities.

Questions about Goal 1, Internal Service to Members:

Within this ad-hoc period, we were not able to synthesize data from disparate sources as much as we would have liked (e.g., align financial information with membership data, conference attendance, membership survey results, conference surveys, etc.). Are there remaining questions regarding quantitative data that we need to answer to inform the next Strategic Plan?

- Some of the very specific SP 2013-18 sub-goals within “internal service to members” (e.g., sharing committee reports, sharing via social media, and communication protocols) were not clearly addressed, and may in fact be too granular for a 5-year strategic plan, as the methods/actions for accomplishing broad goals can shift over time.
- Can/should the strategic plan address how to handle services or resources that need to be rethought, transformed, or updated? Services to members seem largely to be additive and new initiatives may or may not have a clear timeline for delivery. How are new efforts assessed and actions taken to ameliorate or clearly demarcate a change in direction? E.g., WikiPODia, job postings, membership directory, space for SIGs on the POD website.
- Given the depth and degree of internal reorganization of governance structures, since 2013, we recommend a clear statement of intent for some relative stability over the next Strategic Plan period. While it may be tempting

to continue tweaking and adjusting committee and SIG structures, it will be difficult to evaluate their effectiveness with continual change; establishing a period of relative consistency (barring emergency issues in dire need of attention) may help members get to know and use the new structures, and allow time to see how they work in practice.

- Are there quantitative targets or goals to consider in the next Strategic Plan? E.g., what levels of membership and conference attendance would sustainably support additional infrastructure in key areas that are consistently challenging for volunteer committee members to maintain? What targets would support other strategic goals for external visibility, diversity, and evidence-based practice?

II. External: Visibility/Exposure

The 2013-18 Strategic Plan articulated several concrete actions to help enhance the visibility and exposure of the POD Network as the premier national professional society for our members, most of which were definitively accomplished:

- A new website was launched in 2013, with updating current messages and expanded functionality. The 2016 Membership Survey indicated that the website is the second-most used POD publication among members.
- After much debate, the decision was made in 2013 not to change the POD Network's name, but to add and circulate widely a clarifying tag line, "Advancing the Research and Practice of Educational Development in Higher Education Since 1976."
- *To Improve the Academy: A Journal of Educational Development* became a more visible and high-impact publication through twice per year publication and online distribution, as well as establishing an editorial board, employing an assistant editor, integrating into the new POD Network website, becoming more selective (from >50% to 30-35% "accept" decisions) and reaching hundreds of readers, sometimes over one thousand, per month.
- Creation of the External Partnerships and Outreach Committee, which has clarified the process for partnership development and implementation, distinguished organizational outreach from membership outreach, and begun to develop advocacy guidelines and an outreach toolkit.

We are seeing the fruits of these efforts: the POD Network has, over the past several years, received and acted upon more requests for partnership and collaboration from external organizations than ever before. Examples include the American Council of Academic Deans (ACAD), National Postdoc Association (NPA), the Collaborative on Academic Careers in Higher Education (COACHE), the Association for the Assessment of Learning in Higher Education (AALHE), the Network of STEM Education Centers (NSEC), and the Learning Spaces Collaboration. The partnership with NSEC yielded the POD Network's first NSF grant, which funded a 2015 post-conference convening about collaborations between interdisciplinary centers for teaching and learning, and STEM Centers,

Core Committee Discussion, Fall 2017

- No specific questions about additional data were raised.
- In terms of addressing services/resources: Core members advocated for setting the bar high when considering both existing and new services and resources, and making sure there are clear and compelling (evidence-based) reasons for dedicating time and attention to member services and resources. Member services and resources should include those that help foster and make easier or more productive members' service back to the POD Network.
- There was general agreement that it would be good to commit to leaving the overall, internal committee structure stable for a while.
- In terms of quantitative targets or goals, the discussion focused on determining patterns of membership and potentially addressing gaps or missing segments, whether related
- to diversity among members, institutional categories/sectors, campus roles, or other factors. Core members wondered about whether conference size is reaching an inflection point in terms of types of hotels, as well as overall structure of the conference.
- Also discussed: an ongoing strategic planning monitoring function, such as a checklist, process for tracking progress via Core meetings, and/or periodic external review (every 10 years?).
- Remember that 1/3 of conference attendees each year are new: ongoing services are needed.

and the development of a joint 2016 [report](#). These connections are indicative of the POD Network's status as a well-known and trusted resource among institutions and organizations in higher education.

Other initiatives that enhance external visibility include:

- Creation of a POD Network print brochure, new branding/style guidelines, and a more modern logo reflective of the POD Network's history and incorporating the approved tagline.
- Launch of [POD Speaks](#), a new official publication of the POD Network, offering short evidence-based papers written for a wide audience of higher education professionals. POD Speaks highlights the work educational developers and underscores the ways in which the POD Network's expertise can contribute to discussion of important issues. POD Speaks published one paper in 2016, entitled "Tenure and Promotion Start with Centers for Teaching and Learning."
- Launch of [POD Talks](#), another new endeavor, offering digital video content on "smart ideas in educational development. POD Talks published one video in 2016, entitled "Engaging Students as Partners."
- Ongoing publication of [Thriving in Academe](#), a series of five manuscripts per year published by the National Education Association (NEA), provided by and credited to the POD Network, reaching 150,000 teaching faculty, and generating \$8,000-10,000 in revenue each year.
- Ongoing support for and distribution of the book, [A Guide to Faculty Development](#), which, according to the 2016 Membership Survey, is the third most-used POD publication among members and reaches beyond the membership through sales.

One goal in this category was not enacted: to recruit a POD Network liaison to represent the organization in the *Chronicle of Higher Education* and *Inside Higher Ed* (e.g., bloggers). However, the POD Network has started to make "press passes" available at the conference, waiving registration fees for established reports attending the annual meeting. As a new endeavor in 2017, it remains to be determined what impacts this may have.

Questions about Goal 2, External Visibility/Exposure:

There is an opportunity for strategic thinking about the positioning, format, availability, reach, and impact of this *To Improve the Academy*.

Close attention will also be needed in the process of working with publisher(s), including digitization of back issues and ensuring ongoing access to issues already published.

- What are the mechanisms for ensuring that new publications undertaken with external visibility in mind can be sustained? With new partnerships as well as new publications such as POD Speaks and POD Talks (each with one publication each since their launch in 2016), this question may have implications for infrastructure, governance, and/or funding.
- What are the POD Network's concrete goals in terms of reach and influence? The upcoming work of EPOC on advocacy guidelines and an outreach toolkit may help facilitate actions, but clear goals may be needed to shape the use of such resources.

Core Committee Discussion, Fall 2017

- Core members wondered how we will know if work focused on external visibility is effective—what will our goals and indicators be for the next strategic plan period?
- It would be helpful to clarify how the POD Network differentiates itself from other organizations. We can recognize that there will be overlap, but articulate and communicate (externally and internally) what it is that the POD Network does and how it can be helpful to other organizations.
- How could we work with members to communicate with key players at institutions about educational development (e.g., senior campus leaders; other campus sectors).
- Core members wondered if we need to develop a more organized, coordinated marketing and branding approach, including how we reach academic organizations, units, and convey the value of what the POD Network provides.
- The POD Network may wish to consider the potential continuum of impact:
... Institution ... State/Region ... National ...

III. Diversity

It is evident that the work of acting on our commitment to inclusion and diversity is shared across the POD Network, not only through the work of the Diversity Committee, but through sustained effort and attention across other committees and structures. The [2016 Membership Survey](#) itself was a collaboration between the Scholarship, Membership, Diversity Committees. It also enacted several of the 2013-18 strategic plan items regarding surveying members and providing current data to inform diversity-related actions across the organization. The survey captured the diversity of POD Network membership across ages (including a growing cohort under the age of 40), disciplines, and institutional types and sizes, yet the large majority of responding members identified as white (86%) and female (75%). The Strategic Planning Phase 1 ad-hoc was not able to conduct a comparison between the demographics of POD Network members and general advanced degree holders or higher education staff and faculty, so we cannot say whether these figures indicate that POD Network membership is over- or under-representative of our expected population of participants. Regardless, the POD Network's commitments to the values of inclusion and diverse perspectives inform and motivate the organization's work to increase diversity within our membership and within higher education more broadly.

On a tangible level, annual allocation of POD Network funds for awards and grants related to diversity have increased since 2013 by nearly \$10,000, bringing total allocated toward these efforts to over \$27,000, which is over 5% of the annual expenditures budget. This does not include funds allocated for inclusion and accessibility efforts at the conference, on the website, or in other areas, such as transcription services for webinars. Specifically, funded efforts within the 5% mentioned support more diverse membership and educational development careers through the travel grant programs run by the Diversity and GPPD Committees and the Adjunct Faculty SIG, the diversity-focused Educational Development Internship Grant, a dedicated Early Career Research Grant, and the Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development. So far, all of the funds related to diversity efforts have come from the internal POD Network budget, rather than any external sources, as was identified in the 2013-2018 Strategic Plan as a possible avenue to explore.

The Diversity Committee is one of the largest, most active committees within the POD Network, with a substantial and increased budget (\$15,000 in 2012-2013; \$18,300 in 2016-2017) and a comprehensive strategic plan guiding its initiatives. In addition to sponsoring the grant, internship, and award opportunities mentioned above—and advocating successfully for their visibility and expansion—the Diversity Committee works intensively with other committees to establish strong leadership pipelines. Committee members advise and consult on aspects of programs, services, and data collection, such as the Membership Survey and conference inclusion and accessibility recommendations and resources; this includes the annual appointment of an inclusion and accessibility coordinator—an action named in the 2013-18 Strategic Plan. In 2016, the Diversity Committee published its first [white paper](#) summarizing key take-aways from the conference, along with an analysis of the impact of the Donald H. Wulff Diversity Travel Fellowships. With a Diversity Toolkit in the works (in collaboration with ECRC to determine how best to make it available electronically), the Diversity Committee continues to advance the POD Network's actions in this area in important ways.

Examples of the enactment of the POD Network's commitment to inclusion and diversity come from across the organization, such as:

- *To Improve the Academy* conducted its own analysis of author demographics in 2016 and is working with the Membership Committee to better understand author demographics in the context of POD Network members in general, and with the Scholarship Committee to improve demographic data gathered about authors and reviewers.
- The Membership Committee, in collaboration with the Diversity Committee, successfully advocated for improving and updating the demographic categories within the POD Network membership initiation and renewal forms, which required modification of the website and underlying database. This information should help the organization better understand the diversity of members on an ongoing basis, not only when a major membership survey is undertaken.

- The Professional Development Committee instituted a geographic rotation for the International Institute for New Faculty Developers, so that institutions in different regions might more easily access this resource, and has also made an effort to ensure that facilitators of the Getting Started Workshop for New Faculty Developers represent diverse institution types.
- EPOC's outreach and partnership processes and efforts represent a vehicle for diversifying the POD Network's linkages to other organizations and fostering regional, national, and international collaborations. This work may in the future support one of the 2013-2018 Strategic Plan goals, to develop strategies for the POD Network to reach out to underrepresented professional development constituents and organizations.
- The Executive and Core Committees have consistently prioritized funding and implementing diversity-related efforts, and have worked to increase organizational transparency and access. Diversity and inclusion have been the subject of major discussions at bi-annual Core Committee meetings.
- The ability of SIGs to form, gain visibility, and have access to POD Network resources is a way for members to locate and associate with those with similar affinities or interests, in some cases representing non-dominant or marginalized roles within higher education or the POD Network.

Questions about Goal 3, Diversity:

- Are there ways to build better structures or processes to keep attention on enacting the work of inclusion and diversity across the POD Network? Along with other strategic goals, should we be asking committees more specifically to reflect on how their efforts relate to this priority?
- One of the goals of the 2013-18 plan was to "act on the result of the Diversity/ [Membership] Survey to inform the direction of POD Core and POD committees' policies, activities, and decisions" and to "communicate actions to POD constituents." Are the implications of the 2016 Membership Survey clear enough to inform actions? Did they adequately inform decisions and direction, and were actions communicated to constituents?
- Are there quantitative targets or goals regarding diversity to consider in the next strategic plan, e.g., in terms of fractional expenditures or changes in organizational metrics, annually or from one membership survey to the next?
- Should the POD Network report its demographics alongside comparable numbers in the broader higher education context, to better understand and plan accordingly, e.g. by identifying populations that are especially underrepresented in our organization?

Core Committee Discussion, Fall 2017

- Consider all of these levels in forming goals:
 - a. POD Network membership & leadership: establish clear benchmarks, measures, and accountability mechanisms. Are we holding ourselves accountable in terms of leadership: e.g., effective mentoring pathways, barriers to volunteering/stepping up?
 - b. Supporting member campuses' work on inclusive pedagogy: e.g., capacity building, faculty development, organizational development (how institutions approach inclusion and social justice).
 - c. Higher education more broadly: what role might the POD Network play in moving higher education more diverse and just? Visibility in this area may also support the POD Network's internal diversity goals.
- Core members called for bringing justice into the framing, along with diversity and inclusion.
- What other organizations would be good partners? (NCFDD was discussed, but naming specific organizations is too fine-grained to put in the strategic plan). What organizations have achieved goals we might aspire to in terms of diversity (they may serve as better benchmarks than higher education as a whole).
- How we convey our commitment externally also matters: there is a relationship to external visibility/marketing.
- Continue to recognize: this area of work is bigger than the diversity committee, and must be woven in to work across the organization.

- Are there ways to better enact and use ideas generated in fruitful Core Committee discussions, such as the hundreds of ideas from the Spring 2017 sticky-note activity on Inclusion and Social Justice?

IV. Evidence-based Practice

Advancing evidence-based practice among POD Network members cuts across many different initiatives and segments of the organization; indeed, many committees have demonstrated a commitment to modeling and incorporating more evidence-based practices throughout their work and expansion of member opportunities to pursue the development and publication of evidence-based practices. Examples include:

- New avenues for POD members to develop and produce research and scholarship, such as the Scholarship Committee's "SEED PODs" and "Writing Circles," efforts to support new researchers and authors within established and incubator subcommittees, and streamlining member access to Membership Survey data for research purposes.
- Enhanced grant opportunities, particularly for early-career researchers conducting educational development studies (as discussed above).
- Use of formative POD Network assessment data to shape programs, such as ongoing improvements to various long-running committee-sponsored conference sessions, institutes, workshops, and the Conference overall.
- Assessment and publication of program impact by committees, such as the Diversity Committee's 2016 [white paper](#).
- Ongoing support and greater transparency of evaluation criteria for the Robert J. Menges Award for Outstanding Research in Educational Development.
- Implementation of the new Christine A. Stanley Award for Diversity and Inclusion Research in Educational Development.
- *To Improve the Academy* thematic special features focusing on emerging topics in the field.

In some cases, the reorganization of committees discussed under Goal 1 was motivated by unifying and integrating evidence-based practice into the structure of the organization. For example, merging the former Research Committee and Publications Committee into the new Scholarship Committee enabled one group to take ownership of the development, implementation, mentorship, support, and publication of evidence-based practice: to shepherd the entire lifecycle in a unified manner.

Some of the specific sub-goals in the 2013-2018 Strategic Plan are more difficult to pinpoint, or have been reframed significantly since it was written. For example, the goal to "produce and share resources for endangered centers with our members" has been addressed less from a deficit, danger-focused mindset, and more through efforts to establish educational development as a key campus function and resource (see Goal 2, External Visibility), through Presidents' Addresses and Membership updates, and through publications focused on fostering the career development and advancement of educational developers such as the [Getting Started in an Educational Development Center](#) series of online articles.

Several sub-goals also focused on developing and disseminating resources and recommendations on assessment and demonstrating the impact of educational development. These themes thread throughout various *To Improve the Academy* articles and conference sessions, and they are included prominently in the curricula of the IINFD and Getting Started Workshop. In 2016, an article in *Educause Review* addressed the subject of [Evidence-Based Principles for Online Faculty Development](#); it is linked from the POD Network [website](#). However, the 2016 Membership Survey continued to identify this topic as one for which members seek guidance and additional support from the POD Network. With reduced WikiPODia usage, where there were some earlier attempts at compilations and lists of resources and practices on assessment and demonstration of impact, it may be that members are not finding up-to-date information in a central, easy-to-locate place, though we are lacking evidence related to this hypothesis.

Questions about Goal 4, Evidence-based Practice:

Should rubrics and criteria used for all POD Network grants and awards be collected and maintained centrally, or otherwise made available to the Core Committee?

- How should the POD Network address the apparent continuing membership request for additional support on assessment and demonstration of the impact of educational development work?
- In reading through the annual conference evaluation reports, we noted that a great deal of work goes into these documents. Given the time and effort expended, are the results being adequately used to plan subsequent conferences? Are other sources of evidence (e.g. Membership Survey) used to their full potential?
- What should be the role, if any, of an environmental scan of other organizations, as evidence to support the development of the next strategic plan?

Conclusion and Overarching Questions

Overall, we found extensive evidence of a consistent focus on strategic plan goals across POD Network activities since 2013, indicating that it has remained “on the radar” and enabled achievement of many of the more measurable goals. While this overview necessarily leaves out the vast amount of credit due to the individual committee members, chairs, and others, our reading across committee reports and documents engendered our deep gratitude and appreciation for the brilliant and dedicated work of so many people.

While it gave us a lot of insight into the POD Network and was a wonderful opportunity to synthesize the results of many initiatives, it was also somewhat arduous for this ad-hoc to gather and review information across a long timespan and many disparate organizational structures. It may be helpful to implement a system for documenting strategic plan progress going forward. For example, a Core Committee member could be charged with noting actions and evidence related to strategic goals during each meeting, and documenting those in a central place. Overall POD Network statistics (e.g., relationships between annual figures and budgets, changes in key indicators) could be assembled additively over the strategic plan years. This would reduce the lift needed in the final phase of evaluating the next strategic plan, while also enacting our commitment to evidence-based practice. We also wondered whether the POD Network would benefit from the services of an external evaluator during the next strategic plan period—someone who could lend a neutral perspective, offer new ideas about ways

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- Big question: how do we “practice what we preach”? E.g., Theory (macro); Practice (mezza); and Individual (micro) levels.
- Making criteria transparent, educative, and developmental across the organization would be helpful, though in some cases is a lot to manage (e.g., session-specific feedback). This includes conference proposals, elections, grants, awards, etc.
- Support for assessment is an ongoing need among members. How can POD help?
- Overall sense that the POD Network does respond to feedback, in different ways (checklists, rubrics, etc.). Are there strengths to build on and make more visible?
- This area raised profound questions: what should the POD Network’s new metrics be? What does success mean, for the POD Network, for centers, for members? Metrics need not be traditional.
- Discussion of a potential organization-wide framework for thinking about/acting in terms of evidence-based practice:
 - a. Pathways through the profession (what are metrics/milestones – evidence-based ways of thinking about pathways?)
 - b. Practice: how do we use the information we collect. E.g., if there’s a survey, do we map it forward, through to how the information will be used?
 - c. Process, not just outcomes: e.g., midway checks, strategic plan tracking, etc.
 - d. Standards for evaluation (vs. research) in educational development?

to assess our progress, and help develop metrics and indicators to support the organization's ability to achieve its goals.

In terms of the structure of the 2013-2018 Strategic Plan, we found the four areas to be comprehensive, easy to remember, and helpful; our review did not suggest an alternative high-level organizational scheme. However, some goals indicating very specific actions, rather than outcomes, were not carried out; others were executed, but left us wondering if the action achieved the bigger picture objective. This suggests that future strategic goals may best be framed in terms of the intended results, not the exact actions or methods of pursuit. This approach would reinforce the ethos of grassroots governance and support the Core and Executive Committee principle of refraining from "doing the work of the committees," instead allowing the creativity and expertise of the membership to devise strategies and methods that evolve and improve over time. It may also be helpful for the strategic plan, or an accompanying document, to suggest possible indicators that could be examined for the goals outlined; this would help the organization pay attention to measures throughout the strategic plan period.

This ad-hoc did not consider questions related to the stated vision and mission of the POD Network; reviewing and either affirming or updating those statements should also occur with the creation of the next strategic plan.

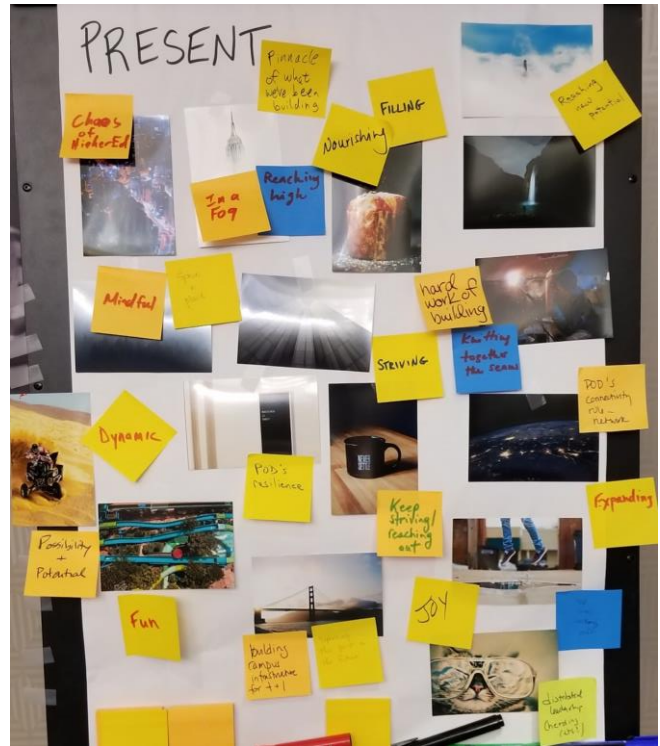
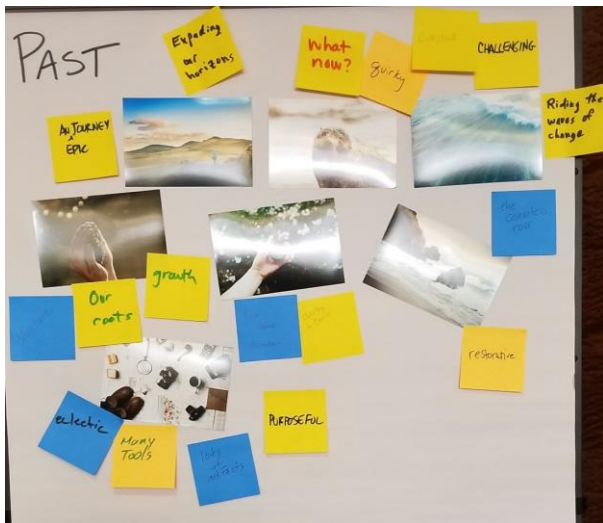
Respectfully submitted by:

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- Core members affirmed the idea of implementing a system for documenting strategic plan progress more systematically over the next plan period. This could include a strategic plan-specific area on committee reports, drawing on Core Representatives of committees to summarize SP-related activities, and/or the idea of a Core member summarizing SP-related progress after each Core meeting.
- There was agreement about the principle of setting relevant, aspirational goals and clear, observable outcomes at a consistent level of detail across the next strategic plan.
- Mapping the work of the next strategic plan was discussed as a possibility, to help with communication, reporting, and closing the loop with committee chairs during onboarding and throughout service. The familiar analogy is a curriculum map (and avoiding "curricular drift").
- Core members also expressed a need for defining internal structures that *support strategic plan goals*—i.e., a way to define levels of staffing, conference purpose and function, revenue (e.g., diversification of revenue so that it's not so tightly coupled to conference alone?), overall finances—not in a vacuum, but in order to achieve strategic objectives. The idea is not to have what the POD Network does be dictated by the current structure, but to build the structure to achieve the POD Network's goals. This will most likely be iterative.
- Otherwise, the four areas seem appropriate, though it could be possible to build a strategic plan that emphasizes certain areas more than others (they don't all have to be equal).
- A theme across SP areas seems to be moving toward year-round impact, rather than focused during the conference. What sort of infrastructure, resources, and steps might that require?

Photos: Fall 2017 Core Committee Strategic Planning Visual Thinking Warm-up: Past, Present, and Future of the POD Network.



Appendix: Grid version of 2013-2018 Strategic Plan Goals and Level of Achievement

SP Goal	Action/Target	Achieved?	Committee/ Structure(s)
I. Providing resources, services, and governance to our members.			
	1. Continue to offer outstanding services to members (e.g. conferences, institutes, SIGs)	Yes	Many
	2. Define Standing Committees and Topical Interest Groups (SIGs) and clarify how they are created and how they differ.	Yes	Core, SIG ad hoc, Org Structure ad hoc
	3. Improve committee communication	Yes	Core, Exec Dir
	a. Document and make accessible committee procedures and important dates.	Yes	Core, Exec; Core Representations on Committees/SIGs and Presidential Liaisons
	b. Document and make accessible a process for committee chairs to address difficult situations through collaboration with the Board of Directors and Executive Committee.	No	Exec Dir, ECRC
	d. Develop processes to enhance communication among leaders and our institutional memory. (Exec, ECRC)	Yes	Exec, ECRC: increased communication with chairs, f2f and online meetings; the chairs' handbook
	4. Increase transparency of Conference Committee work		
	a. Create a document that describes ongoing conference policies and processes that can be shared with members.	Partial	Conf, Finance: Finance Committee gives budgetary guidelines to conf cmtee in advance to improve planning; not shared with members
	b. Create an annual conference evaluation report for members.	Partial	Conf. Annual report to Core (not shared with members)
	c. Initiate post-conference follow-up (highlights, anchor issues, thank you notes, invitations to continue conversations or join committees; inquiries on how our members followed up or used the material they learned)	No	Conf, Membership
	5. Establish communication protocols to and from members.	No?	Membership

II. Enhancing the visibility and exposure of POD as the premier national professional society for our members.			
	1. Launch new website with current, relevant message about POD	Yes	Electronic Communications and Resources Committee (ECRC), Executive Cmtee
	2. Decide on whether or not to change POD's name.	Yes	Core (name was not changed; tagline added)
	3. Continue to transition TIA into a more visible and high-impact publication	Partial	Scholarship; Partial: moved online and to 2x/yr
	4. Collaborations		
	a. Clarify and document the process for POD partnering or collaborating with another organization or entity on an event.	Yes	External Partnerships and Outreach Committee (EPOC)
	b. Coordinate a liaison to disciplinary organizations.	Partial	Exec, EPOC
	5. Develop an outreach process to introduce non-member institutions to POD.	Partial	EPOC, Membership
	6. Identify goals of international outreach (members/organizations).	Partial	EPOC
	7. Recruit a POD Liaison to represent POD in Chronicle of Higher Ed and Inside Higher Ed (e.g. bloggers)	No	POD Speaks/Talks seems to be another route to this same objective
III. Acting on our commitment to inclusion and diversity.			
	1. Maintain travel grants, internships, conference fee relief, to sustain and increase access to POD events.	Yes	Core, Diversity, Graduate student, Professional student, & Postdoctoral scholar Development (GPPD) SIG
	2. Appoint an Accessibility Coordinator to ensure that POD events are accessible to all constituents regardless of physical and/or cognitive abilities.	Yes	Conference committee
	3. Every five years, conduct a Diversity Survey of membership or listserv members to gather information about POD member experiences around diversity and inclusion.	Yes	Membership (Membership survey)
	4. Explore and use multiple venues to publicize the results of the Diversity Survey to the membership.	Yes	Div, ECRC (Membership survey)
	5. Act on the results of the Diversity Survey to inform the direction of POD Core and POD committees' policies, activities, and decisions. Communicate actions to POD constituents.	Partial	Core, Div, All
	6. Facilitate and explore expansion of financial opportunities from multiple sources (internal and external) to support underrepresented constituents' participation at POD events.	Partial	Conf, Div, Finance: internal support increased
	7. Develop strategies for POD to reach out to underrepresented professional development constituents and organizations.	Partial	Div, EPOC, Memb (EPOC process/structure sorted out toward end of SP13-18 period; has not yet developed targeted strategies in this area)

IV. Advancing evidence-based practice among our members.			
	1. Produce and share resources for endangered centers with our members. (Core)	Shifted	Core: changed focus away from deficit focus to proactive publications and information (getttings tarted series, presidents' addresses, membership updates)
	2. Provide resources to help members to regularly assess programs, services, resources. (All)	Partial	
	a. Develop a position paper on professional activities and assessment tools/link between the things we do and how we know they are effective	Partial	Grants, Scholarship: forthcoming POD Speaks
	b. Develop a repository of guidelines and/or templates for members to assess the effectiveness of what they offer (e.g. Individual Consultations, Workshops, Course Transformation)	Partial	ECRC, Grants, Scholarship: Online Faculty Development Programs paper
	c. Publicize the assessment page developed by Research Committee	No	ECRC, Scholarship (in WikiPODia; now outdated)
	d. Provide answers to key questions asked about how educational development can and cannot be assessed.	Partial	Scholarship (very recently, through Exec). Also Conf sessions (Anchor, 2017) and TIA
	3. Provide avenues for POD members to produce research and scholarship	Partial	Scholarship
	a. Develop guidelines, templates, best practices for research and scholarship in the field of educational development.	No	Scholarship
	b. Create International collaborative writing groups, such as those sponsored by ISSOTL.	Partial	Assigned to PD; writing circles/"seed PODs" implemented by Scholarship (not widely publicized)
	4. Provide a compilation of evidence of the link between faculty/educational development and enhanced teaching practices.	Partial	Scholarship (very recently, through Exec)