The POD Network in Higher Education is devoted to improving teaching and learning in US higher education. Founded in 1976, POD provides its members with personal and academic relationships that are essential for professional growth, and advances the research and practice of educational development.

The Three Purposes of POD are to:
- Provide support and services for its members through publications, conferences, consulting, and networking.
- Offer services and resources to others interested in educational development.
- Fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of educational development in institutions of higher education.

Governance and Committee Structure: The board of directors, or Core Committee, consists of 14 elected members from the POD Network and the 5-person Executive Committee, which consists of the three presidents (Current, Past and Elect), the Finance Committee Chair, and the Executive Director as an *ex officio* member.

- Administrative support is provided by a full-time Executive Director and part-time Administrative Assistant (new since 2015).

The POD Network has three types of standing **committees** or special interest groups, all of which are involved in work throughout the year, including the following:
- **Administrative Committees:** Executive, Core, Finance, and Governance
- **Operational Committees:** Awards, Conference, Diversity and Inclusion, Electronic Communications, External Partnerships and Outreach, Grants, Membership, Professional Development, and Scholarship
- **Special Interest Groups:** Graduate and Professional Student Development, Small Colleges, STEM, Teaching with Technology, and Adjunct/Part-time faculty

Membership: Currently, the POD Network has 1291 members. Note that this number is less than estimates from years prior to 2014 when the total number included some past members not removed during manual data-entry. After a correction to our membership database in 2015, we now have an accurate count of POD Network members, which is again on the rise. Our individual membership fee increased to $115 US, with lower fees for graduate students and retired members. We are currently studying the institutional membership structure.

Conference: Our 2016 conference, themed "Transformative Relationships: Fostering Cultures of Deep Learning," was held November 10-13, 2016, in Louisville, Kentucky. We saw a record attendance of 954, which included over 75 attendees from 35 countries other than the US.

Publications, Grants and Awards (selected)

- Our journal, ***To Improve the Academy: A Journal of Educational Development***, is in its third year of an online only format. In 2016, TIA published Volume 35, Issues 1 and 2; the latter, issue 35:2, includes our first special feature section on "Creative Scholarship." Currently TIA's acceptance rate ranges from 35-38% over the past 3 years. Digitized versions of back issues of the journal (Vol 1-32) will be freely available by mid-year in 2017.
- **First edition of POD Speaks:** The *POD Speaks* papers are research-based, 1000-1500 word white papers which serve as resources for members advocating for teaching, faculty development, and organizational development excellence on their campuses.

- POD offers a number of grants and awards each year, including three Early Research Grants and POD Research Grants for collaborative research projects, and a number of smaller grants for graduate students and developers at under-resourced institutions to attend the conference.
- In addition to awards for educational development research and innovative practice, this year was the inaugural awarding of the Christine Stanley Award for Diversity and Inclusion Research in Educational Development.

Initiatives & Current Themes of Discussion in the Network (selected)
- **Increasing visibility of the organization and increased advocacy of effective higher education teaching and learning**
  - A new brand and logo was unveiled in July 2016 and again at the conference in November.
  - We continue to create resources for our website and pursue avenues to publication in US higher education journals, such as *The Chronicle of Higher Education* or *Educause*.
  - The Professional Development Committee oversees a number of collaborations with
  - Plans continue for ICED Conference 2018 in Atlanta.
  - Members and non-members participate actively on our POD Network Open Discussion Group, which moved from a listserv to an open google group this year.

- **Fostering partnerships with other national and international higher education organizations**
  - **Collaborating at the Centers: Report from a STEM Education Transformation Workshop**
    Involving Leaders of Centers for Teaching and Learning and STEM Education Centers
    A new report, released on July 27, 2016, details how Centers for Teaching and Learning (CTLs) and STEM (Science, Technology, Engineering, and Mathematics) Education Centers can effectively pair their work to improving teaching and student success in science, technology, engineering, and mathematics fields. The Collaborating at the Centers report, written by the POD Network in Higher Education and the Association of Public and Land-grant Universities (APLU), presents key recommendations on ways these two distinct types of campus-based centers can work more closely to further national STEM education improvement efforts. You can download Collaborating at the Centers here.

- **Pathways to the Educational Development Profession**
  - **Analysis of Educational Development Position Advertisements** posted to the POD Network listserv suggests an increase in Educational Development positions in the US, and a concurrent need for increased focus on pathways to the profession and professional development for academic developers.
    In brief, the study by Tracy Bartholomew, a post-doctoral student working with University of Michigan's Center for Research on Learning and Teaching (CRLT), found that 164 educational development positions were posted in 2015-16, compared to 63 positions in 2001-02, representing a 160% increase. Growth is also seen in the number of colleges and universities advertising for educational development personnel. In 2015-16, a total of 101 institutions placed announcements. This is a 77% increase in the number of institutions (N=57) that advertised positions in 2001-02. In 2015-16, newly created positions accounted for 26 of the ads (16%). Twenty positions (12%) were reposted once and sometimes twice during the year, suggesting a gap between the need for staff at teaching centers and the availability of qualified candidates.
  - **Biannual Institute for New Faculty Developers** in June 2017

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