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POD Network News, Winter 2004

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President’s Column

Greetings and Happy New Year to all POD members, friends, and colleagues! In my first newsletter column as president, I introduced my goals: strategic planning, diversity, the preparation of future faculty and administrators, collaboration within the POD Network and in regional, national, and international organizations, and the development of publications in which POD members can publish. I am happy to report twelve months later that the organization has moved significantly forward on all five points.

Strategic planning. The Core Committee voted to hold an extended meeting in April in Chicago in order to focus on strategic planning. Strategic planning began under Kay Herr Gillespie’s presidency. The current Strategic Plan was completed under Christine Stanley’s presidency. Mary Deane Sorcinelli and Roger Sell set in motion an extraordinary effort to interview leaders in POD and in higher education and developed “The POD Futures” document. This document will be the basis for in-depth discussion by the committees prior to the spring Core meeting. Between now and then, all committees will be involved in a strategic planning exercise that will progress from the members in each committee up through the Core Committee and the Executive Committee. If you have ideas or would like to be involved, please join a committee and contribute your thoughts. If you are a committee or subcommittee chair or member, please look forward to an active discussion of strategic planning in your committee. POD’s work is carried out by various committees under the leadership of the Executive and Core Committees, thus committees need to be deeply involved in the strategic planning process. I, along with Dee Fink, President Elect, and Mary Deane Sorcinelli, Past President, will lead the strategic planning discussion at the spring Core meeting.

Diversity. During 2003, we established closer connections with faculty developers in the HBCUs. POD co-sponsored the Clark Atlanta University symposium where Yolanda Moses was the keynote speaker. Thanks to Phyllis Worthy Dawkins for her efforts in this important collaboration.

The preparation of graduate students. The Core Committee, in spring 2003, voted to give the TA Development Committee full committee status. Sixty-five TA developers, PFF project managers, and other professional developers joined us at the TA Development Breakfast this year. Most of us are also integrating professional development for both academic and non-academic positions in business, government, and the non-profit sector into our programs.

Collaboration. This year, I attended STHLE, AIPU, and invited Alan Wright and Donna Ellis, both Canadian members of POD, to co-chair the 2004 conference. We look forward to creative, cultural exchanges throughout the next year and hope to see many of our Francophone colleagues in Montreal at the conference.

Publications. POD has collaborations in place with the NTLF and the NEA. At the fall Core meeting, the Core approved a new POD liaison with the IDEA Center, which President Elect Dee Fink facilitated. Karron Lewis and I are also working on an expanded publication for graduate student preparation. I would also like to recap POD’s five major services to its members.

1. The annual conference. The annual POD conference is essential to the networking spirit and exchange of ideas on which our organization thrives. I want to publicly thank Sally Kuhlenschmidt, Conference Chair, and Judy Miller, Program Chair, for hosting such an incredibly successful conference on “Images, Metaphors and Vision,” in Denver, Colorado, in October 2003. We had 510 participants. The 2004 POD Conference will be held in Montréal, Quebec, Canada, November 4-7. The theme “Culture, Communication, and Créativité: Shaping Change in Higher Education/Innovation et adaptation en enseignement supérieur” was chosen because of its potential impact on the teaching and learning enterprise in higher education. If you are interested in helping out on one of the many conference teams, please contact Alan Wright and Donna Ellis, Conference Co-Chairs.

2. The POD Network web site. Visit our POD Network web site (podnetwork.org) to read the new POD Mission Statement (which was accepted by the Core Committee in 2003), peruse the committee structure, and learn about the organization.
3. The POD listserv. If you want to share ideas or ask questions, please join our POD listserv. If you have a special interest in the preparation of graduate students as the faculty of tomorrow, we are sharing ideas via the Canadian TA listserv.

4. Publications. Mike Theall will serve as editor for the new series of articles that will be posted on the IDEA Center web site. Contact Mike if you are interested in helping. Also, the POD/NTLF web library initiative continues to grow. Contact James Rhem if you would like to become an e-editor!

5. Networking. We have new chairs for the Regional Organizations Subcommittee, Danielle Liggett, and the Professional Development Committee, Catherine Wehlburg. Also, please remember to refer to your POD Membership Directory & Networking Guide to identify colleagues for collaboration on conference proposals, send a question to the listserv if you need help on anything, and contact a new member who has similar interests to expand your personal network!

It has been a fulfilling experience to serve as POD's President. I have learned a lot, made many wonderful friends, and especially enjoyed connecting and reconnecting with former POD executive directors and past presidents for my presidential address at the conference. It is a delight working with each and every one of you. Thanks, again, for giving me the opportunity to serve as the 24th President of the organization.

Laura L. B. Border, President, POD, 2002-04
Director, Graduate Teacher Program and Colorado Preparing Future Faculty Network
University of Colorado at Boulder

President Elect

At the 2003 fall Core Committee meeting, Virleen Carlson, Cornell University, was selected as the POD President Elect of the POD Network. Congratulations to Virleen!

New Core Committee members and officers assume their positions at the conclusion of the 2004 spring Core Committee meeting, which will be held April 1-3 in the Chicago area. At that time Laura Border, University of Colorado, will become Past President; L. Dee Fink, University of Oklahoma, will become the President; and Virleen Carlson will assume the position of President Elect.

Menges Library

Several years ago, upon the death of long-time POD member and internationally respected scholar Robert Menges, POD instituted the Robert J. Menges Honored Presentation Award. The award is presented at the annual conference. This announcement reflects upon Bob Menges's important contributions to our field.

On November 25, 2003, the Searle Center for Teaching Excellence at Northwestern University in Evanston, Illinois, held an open house to celebrate the renaming of the Center's library as the Robert J. Menges Memorial Library. Bob Menges had chaired the University committee that recommended the formation of the Searle Center for Teaching Excellence in the mid-90s.

Bob’s widow, Gay Menges, donated his personal collection of books and journals to the Center. The Center’s staff decided to rename the library in recognition of Bob’s substantial contributions to the Searle Center, Northwestern University, and the broader academic community of scholars in the area of teaching and learning. The new Robert J. Menges Memorial Library will also house a plaque that honors the recipients of POD’s Robert J. Menges Honored Presentation Award. Prior to and during the open house and library dedication, several of Bob’s former graduate students, advisees, and colleagues spoke about the many ways that Bob touched their lives as a mentor, colleague, and friend.

Gay Menges, before cutting the ribbon, expressed her deep appreciation for the library and the tribute to her late husband. Greg Light, Director of the Searle Center for Teaching Excellence, said that recognizing Bob and sharing his contributions with others in a meaningful way was a fitting tribute to Bob, as Bob set a shining example of excellence in the area of professional development.

Diversity Commission Update

The Diversity Commission continues to play a significant role in creating an awareness of the importance of diversity in higher education and within POD. Consider the following comments.

I have only just joined the Diversity Commission and POD this past year, but being a part of this commis-
sion has made me acutely more aware of diversity issues and what I can learn and do to promote and advocate for diverse students, faculty and staff at Texas Lutheran University.

Maria Avalos, Texas Lutheran University
Being a member of the Diversity Commission has helped to visualize and promote the significance of more fully appreciating and understanding “differences” for me and my colleagues. The credibility of a national commission that addresses issues of diversity is a measuring stick that allows us to mark our progress in yards rather than inches.

Gerald Lee Ratliff, SUNY Potsdam

The Diversity Commission, originally responding to a glaring absence in POD (mirroring, but even worse than an absence in higher education, generally), has brought greater consonance between POD and the current multicultural face of North American colleges and universities, and thereby has served to restore POD to its rightful place on the cutting edge of higher education.

Peter Frederick, Wabash College

We would like to recognize a number of people who have made significant contributions to the success and development of the diversity commission. First, Peter Frederick, for encouraging the commission and the POD community to think creatively about addressing issues of diversity in higher education and within POD. Second, Stephanie Nickerson, for her commitment to the diversity travel grant program and for her continuing efforts of reaching out to new POD members who have taken advantage of the travel grants. Third, Suzy Prenger, for serving as chair of the Internship Grant for over three years. Last, we would like to thank all the members of the POD Core Committee and the Diversity Commission advisors for their invaluable support throughout the years: Virleen Carlson, Mathew Ouellet, Christine Stanley, Lesley Cafarelli and Diane Williams.

The Diversity Commission recently completed the process of awarding the travel and internship grants. The travel grant recipients were Norma Chang (Carnegie Mellon University), Patricia Covarrubias (University of Montana), Hope Williams (Rochester Institute of Technology), and Lois Reddick (New York University). The recipient of the internship grant was the Collaboration for the Advancement of College Teaching and Learning.

We would like to extend a warm welcome to all the new members of the Diversity Commission. For general information about the diversity commission, please contact Pedro Luna (pluna@syr.edu). Information about the travel grants can be obtained from Michelle Dipietro (dipietro@andrew.cmu.edu) and information about the internship grants from Tuesday Cooper (CooperT@easternct.edu) or Lois Reddick (lar8@nyu.edu).

2004 POD Conference

Save the date! The 2004 POD Conference will be held November 4-7 in Montreal, Quebec, Canada. The theme, “Culture, Communication, Créativité: Shaping Change in Higher Education/Innovation et adaptation en enseignement supérieur,” will provide for meaningful conversations about higher education and our role in shaping change. The 2004 POD Conference will unfold in the heart of French-speaking Montréal, the vibrant multi-cultural metropolis of Québec society. What better setting to explore the relationship of culture, communication, and créativité to our common commitment to and quest for excellence in higher education! You won’t want to miss this exciting and energizing time with your colleagues. More information will be coming soon, but mark your calendar today!

Bright Idea Award Recipients

The 2003 Bright Idea Awards drew many outstanding submissions, culminating in the awarding of seven special recognition candles and one Grand Lamp award at the POD annual conference in Denver. Below is a brief summary of the award-winning Bright Ideas. For further explanations, please contact the Bright Idea creators. Also note that descriptions of Bright Ideas from past conferences can be found on the Bright Idea Award web site at http://atech2.wku.edu/skuhlens/bidea/index.html.

Thanks to everyone who participated. It is never too soon to begin thinking about your Bright Idea submission for next year’s conference in Montreal.

Bright Idea Grand Award

Todd Zakrjasek, Director
Faculty Center for Academic Excellence
Central Michigan University
Zakra1t@cmich.edu
The 5-Minute Workshop

One pervasive difficulty we face in faculty development is to make meaningful contact with individuals who do not attend our workshops and seminars. The 5-minute workshop is a method to remedy that problem by going to department meetings and giving a 5-minute workshop, monitored by the timer, leaving them wanting more. Thought of as a “teaser,” this bright idea was inspired by the Barnum and Bailey Circus’s practice of giving a brief, free show before selling tickets to the main show. The 5-minute workshops range in topics from “Write-Pair-Share” to “Civility in Large Classrooms.” Todd receives follow-up phone calls from faculty who have never worked with him. Department chairs report that the discussions continue long after Todd’s departure.

Bright Idea Recognition Awards

Kathleen A. Harper
Faculty & TA Development
The Ohio State University
Harper.217@osu.edu

E-mail Focus Groups

As an alternative to traditional focus groups, Kathleen and her colleagues implemented e-mail focus groups. This practice sought to eliminate the problem of finding enough students willing to participate and available at the same time for a traditional face-to-face focus group. They reasoned that the asynchronous and non-location-specific nature of e-mail focus groups would allow for greater student participation. To maintain the discussion aspect of a traditional focus group, the e-mail moderator sent anonymous statements from one student to another asking for a response. The benefits of these e-mail focus groups were even greater than anticipated. Not only did they bring in greater numbers of students, they also increased the depth of data (students didn’t have to yield to others who wanted to talk), lowered costs (no room rental, food, or name badges), reduced time invested (no transcription required), and increased convenience (participants’ choice of time and location).

Barbara J. Millis, Director of Faculty Development
U.S. Air Force Academy
barbara.millis@usafa.af.mil

Special Three-Part Symposium—“Greater Expectations: A New Vision for Learning”

In spring 2003, the United States Air Force Academy conducted a three-part symposium featuring focused small-group discussions on institutionally relevant sections of the Association of American Colleges and Universities’ Greater Expectations: A New Vision for Learning as a Nation Goes to College. These congenial and productive discussions, involving all levels of administrators and faculty from all departments, lead to: (a) a realization that diverse administrators and faculty members share deeply held convictions and common views on critical issues, and (b) a long list of proactive discussion suggestions for future in-depth explorations in a day-long retreat (held September 2003), involving teams from each department—the chair, two senior faculty members, and one junior faculty member.

Bonnie B. Mullinx and Cary Harr
Faculty Resource Center, Instructional Technology Services
Monmouth University
bmullini@monmouth.edu
charr@monmouth.edu

Faculty-Centered Program Development

If you build it, will they come? Bonnie and Cary decided that faculty would be more likely to come if the Center used faculty interest, needs, and availability data to directly design events and sessions for faculty, prioritize offerings, and determine appropriate schedules. Not only did these strategies increase participation levels among faculty, they also increased faculty sense of ownership in the programs. This responsive, multi-level, web-based system includes a faculty interest/needs assessment survey with a dynamic analysis interface and a registration system with automated communication that aids monitoring of faculty participation, as well as soliciting feedback and session evaluation.

Karen E. Santos, Coordinator of New Faculty Orientation/Faculty Workshops
James Madison University
santoske@jmu.edu

Alignment of New Faculty Orientation with the Year-long Workshop Series

Karen creates a direct link between the one-day New Faculty Orientation held in August and the year-long professional development opportunities available to faculty. One of the main goals of the Orientation is to stimulate interest in subsequent workshops by showcasing different instructional formats, facilitated by the faculty who will be conducting the future sessions. For instance, an Orientation component on student services using a case is facilitated by the Director of the Office of Disability Services and a fac-
ulty expert in case-based teaching. This Orientation component is designed to spark interest in attending two workshops scheduled during the year, one on “Case Method Teaching” and one on “My Perspective: Learning Needs of Students with Disabilities.”

Dieter J. Schönwetter and K. Lynn Taylor
University Teaching Services
University of Manitoba
schonwet@ms.umanitoba.ca
taylorl@ms.umanitoba.ca

Transforming Teaching Through Teaching Resource Portfolios
One of the most effective teaching tools that empower future professors in academic teaching positions is an annotated list of resources dedicated to teaching in a specific discipline. Teaching resource portfolios not only prepare graduate students for teaching, they also provide opportunities for future professors to develop academic teaching credibility in their departments and bring recognition to the faculty development unit for a useful teaching resource. For example, the contents of a Mathematics Teaching Resource Portfolio include texts, publishing companies, journals, videos, Internet sites, mathematical societies, and conferences.

Patricia H. Valley, Director
Center for Teaching and Learning Effectiveness
Embry-Riddle Aeronautical University
valleyp@erau.edu

Interactive, Individualized Online Orientation for New Faculty
The university met the challenge of annually orienting more than 500 new adjunct faculty who teach at one of their 130 teaching sites by instituting an interactive, individualized online orientation designed as a set of modules. With the broad goal of developing effective instructors who will positively impact students’ learning, these modules were assigned to new faculty as appropriate to their level of experience and credentials. The orientation includes asynchronous discussions about teaching and learning facilitated by an experienced senior faculty member. Although all faculty members have access to the online materials, only new faculty members are required to participate. The four modules are entitled: (1) Welcome to Embry-Riddle Aeronautical University, (2) Prepare to Teach, (3) How to Teach, and (4) Introduction to Aviation.

Michele M. Welkener, Coordinator of Living-Learning Community Programs
The Ohio State University
welkenm1@muohio.edu

Advancing a New Vision: Designing a Professional Development Program for Teaching/Graduate Assistants from Academic and Student Affairs
Michele received a recognition award for a program established at Indiana State University, where she was employed until June, 2003. This program brings together Teaching Assistants (TAs) from academic departments and Graduate Assistants (GAs) from Student Affairs. Participants are offered an unusual professional development opportunity with the potential to inform and transform graduate students’ understanding of how to design effective educational environments. Through conversations, they share experiences, perspectives, and strategies regarding curricular and co-curricular issues. As a result, these TAs (with departmental teaching responsibilities) and GAs (with responsibilities in residential and student life) refine their educational and professional skills.

Southern Regional Faculty and Instructional Development Consortium
Greetings to our POD Network colleagues on behalf of the Executive Committee of the Southern Regional Faculty and Instructional Development Consortium (often referred to as the SRFIDC or Southern Consortium, either acceptable). We hope some of you are making plans to participate in our 25th “Silver Anniversary” Sharing Conference in Orlando, Florida, March 14 (Sunday) to 16 (Tuesday), 2004. The University of Central Florida will be our host campus for this special occasion. Our conference theme is “Faculty Development: The Silver Lining in Academe.” The focus for this special meeting is to provide the participants with best practices and approaches to faculty development, including how-to strategies and assessment methods that may be adapted to differing educational settings. For more information on the SRFIDC and the conference, consult http://www.utc.edu/~trc/SRFIDC/.

Our history as the “first of its kind” regional faculty development organization dates from the SREB “Undergraduate Education Reform Project” begun in July, 1973, with financial support from the Carnegie Corporation of New York. Faculty development was truly a unique movement throughout the 1970s. The
pioneers at the first eleven Southern campuses who were represented in this undergraduate reform project were men and women with a vision of faculty development as an integrated system that focuses on faculty members' growth and development as persons, as professionals, and as members of the academic community. In 1980, under the leadership of the now deceased Dr. William C. Hubbard, Director, Center for Instructional Development at Appalachian State University, the Southern Consortium was officially incorporated and held its first annual sharing conference at the University of Southern Mississippi, Gulfport Campus, with 19 institutions represented.

Building on its past, but looking to the future, the SRFIDC recently approved a new membership category to reflect trends in higher education. We created a new individual membership category, so that professional faculty and instructional developers can join our network with full membership privileges within a separate membership fee structure. With this change, we will nominate and select individuals to hold office on the Executive Committee regardless of institutional center status. This will promote organizational stability and continuity of leadership if and when elected committee members move or change positions within their respective institutions or move to positions elsewhere.

Note from the POD Office

Our annual Membership Directory and Networking Guide is prepared for distribution in February and your member information can only be as accurate as what you provide us. If there is a change in your personal information at any time, please let us know so that we can make changes in your membership information. Members, current as of January 31, 2004, receive the directory as a membership benefit.

New Faces and Places

The Brigham Young University Faculty Center is pleased to welcome Bryan Bradley as faculty development coordinator for the assessment of student learning. He comes to BYU after more than a decade as a psychometrician in industry where he specialized in personnel training and employee performance improvement. In addition, Bradley authored numerous professional certification tests.

Michael Theall's address has changed to the following: Tod A 139, Youngstown State University, 1 University Plaza, Youngstown, OH 44555, 330-941-1320, mtheall@ysu.edu.

Books by POD Members


Conference Announcements

The 2nd Annual Conference on The Administrative Portfolio, April 15 and 16, 2004, Cleveland, Ohio. Hosted by Baldwin-Wallace College. For further information, e-mail leaders@bw.edu or phone 440-826-2253 or visit www.bw.edu/cpd.


Logo Poster

Look around your office. Does its décor make you a prime candidate for a spot on Trading Spaces? If so, consider brightening your surroundings by purchasing a vibrant and colorful poster featuring logos from teaching and learning centers around the country. The poster, designed by POD conference team member Elizabeth Chandler, reflects the 2003 POD conference theme, “Vision, Metaphor, and Images.” It will not only brighten your office, it will also provoke discussion about your own sense of vision and mission.

The poster can be ordered from the POD office at a cost of $23.50 U.S., inclusive of shipping and handling. Thanks to Sally Kuhlenschmidt, Conference Co-ordinator, for guiding this effort.
POD Conference Corner

Food is an all-important conference ingredient for everyone! How are the menus determined for the POD conference?

Serving as food co-ordinator for the conference is a delightful, yet difficult, task. There is truth to the old adage: "You can please some of the people some of the time but not all of the people all of the time." The prime consideration is, of course, well- and carefully-prepared nutritious food. We seek variety and pleasing presentation and also give careful attention to special dietary needs. There is a place on the conference registration form to indicate that request. However, special dietary needs must be registered in advance. Once the hotel has been selected, there is a site visit that involves, among other things, tasting the food.

It is also a conference tradition that the food at the celebratory Saturday night event be selected to reflect the culinary culture and traditions of the region in which the conference occurs. For example, attendees were treated to a western buffet in Denver, a southern feast in Atlanta, and a lobster festival in New England. What delights await us in Montreal? Bring your appetite to the conference and find out!

Change in Membership Structure

A change in the structure of the institutional membership has been instituted by the POD Core Committee. Institutional membership continues to be available for a minimum of three persons from the same institution at an annual cost of $180 U.S. However, now additional persons can be added to this same membership at a cost of $60 per person. International institutional membership costs $215 for a minimum of three persons, and additional persons can be added at a cost of $72 per person. There is no change in individual membership.

A Reminder to HTML Subscribers

If you are a subscriber to the HTML version of the POD Essays on Teaching Excellence or you have purchased the topical POD Reading Packets, this is a reminder that you are to have signed an EULA (End-User License Agreement) certifying that this material will be posted only on a firewalled site (i.e., access is limited to persons from within the subscribing institution.) We are aware of some violations in observance of this agreement. Violations tend to occur when different persons work on the web site and not everyone has been informed of the requirement. We do check compliance with this agreement.

Newsletter Deadlines

The deadlines for contributions for the Spring/Summer and Fall newsletters are given below. Please e-mail your items to Mary Everley at everl001@umn.edu.

Spring newsletter—deadline April 2, 2004
Fall newsletter—deadline August 6, 2004

Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at http://listserv.nd.edu/archives/pod.html. This electronic discussion list is hosted by the University of Notre Dame’s John A. Kaneb Center for Teaching and Learning.

Attend the 29th Annual POD Conference, to be held November 4-7th, 2004, in Montreal, Quebec, Canada. The most current information about the annual conference can be found on the POD web site at http://podnetwork.org under Conferences and 2004.

Bookmark POD’s Web site at http://podnetwork.org

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e-mail - podnetwork@podweb.org
It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.

Frank and Kay Gillespie, Executive Directors

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*To Improve the Academy*

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Our POD annual publication, *To Improve the Academy*, has proven to be an important resource for the theory and practice of faculty, instructional, and organizational development. **This is an opportunity to fill in the gaps in your collection or your library’s collection!**

Copies are available of volumes 1-15 and volume 17. There are no copies available of volume 16. From volume 18 on, copies can be ordered from Anker Publishing.

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