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POD Network Conference Materials

Professional and Organizational Development  
Network in Higher Education

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1999

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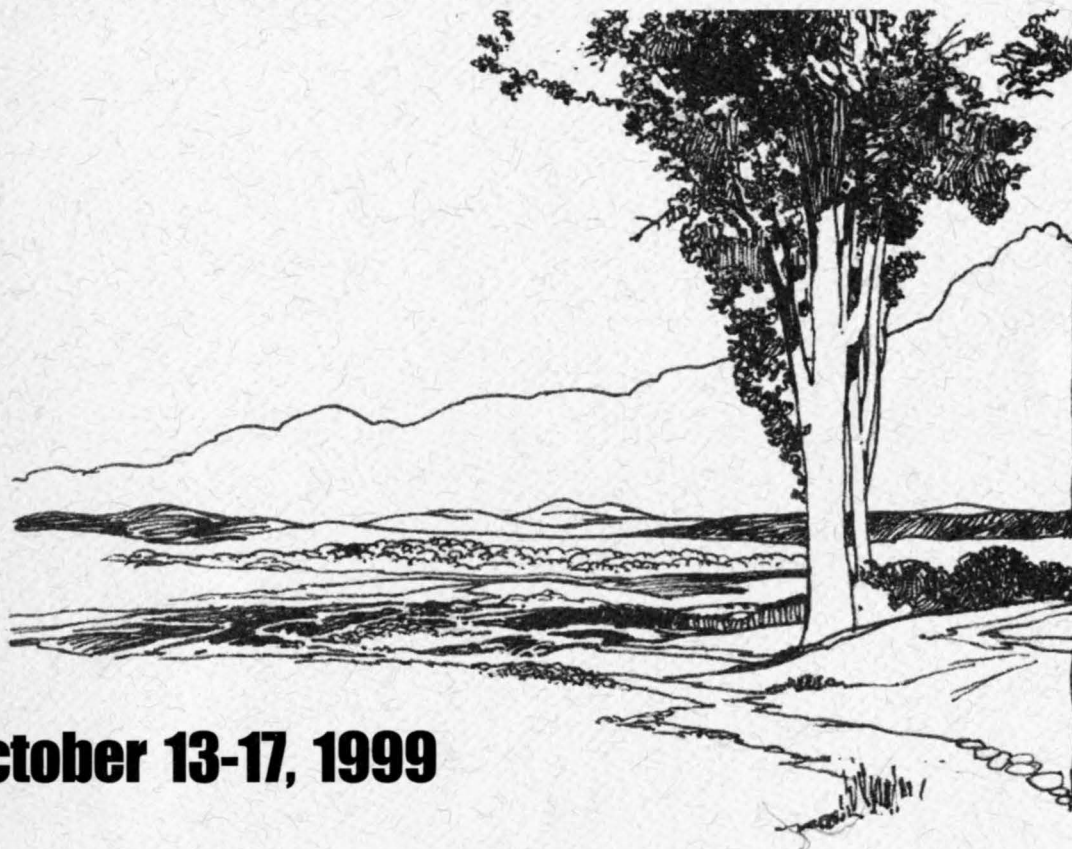
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**24th Annual Job Conference**

**Registration  
Information**

## **Pathways Through the Field**



**October 13-17, 1999**

**The Resort at Split Rock  
Lake Harmony, Pennsylvania**



**NETWORK**

Professional & Organizational Development Network in Higher Education

# The Professional and Organizational Development (POD) Network in Higher Education

## Mission Statement

The Professional and Organizational Development (POD) Network in Higher Education fosters human development in higher education through faculty, instructional, and organizational development.

In its Mission Statement, approved by the Core Committee on March 24, 1991, POD described these three kinds of development as follows.

As envisioned by POD, **faculty development** encompasses activities that focus on individual faculty members first as teachers—as professionals engaged in fostering student development. A second theme in faculty development focuses on faculty members as scholars and professionals, and involves such tasks as career planning and development of various scholarly skills. A third area of faculty development addresses faculty members as persons, and involves activities that enhance a person's well-being such as wellness management, interpersonal skills, stress and time management, and assertiveness training.

**Instructional development** strives to enhance individual faculty members' and their institutions' effectiveness by focusing on courses, the curriculum, and student learning. Instructors serve as members of a design or redesign team, working with instructional design and evaluation specialists, to identify course or curriculum strategies or processes appropriate to achieving stated outcome goals.

**Organizational development** focuses on the organizational structure and processes of an institution and its subunits. Organizational development seeks to help the organization function in an effective and efficient way to support the work of teachers and students. Leadership training for department chairpersons; effective use of group processes; review, revision, and active use of the mission statement; implementing organizational change processes; and institutional governance are representative topics that fall within the purview of organizational development.

Drawing on these three kinds of development, the main purposes of POD are:

- To provide support and services for members through publications, conferences, consulting, and networking.
- To offer services and resources to others interested in faculty development.
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

Dear Colleagues,

We cordially and enthusiastically invite you to the 24th annual conference of the POD Network, an organization that supports a network of over 1100 members in North American and nations beyond. Many people are at work planning this exciting event that will bring together colleagues with a diversity of backgrounds, disciplines, and experiences. Participants will include faculty and instructional developers, organizational developers, teaching assistant developers, faculty members, administrators, consultants, and others who have responsibilities relating to the POD mission.

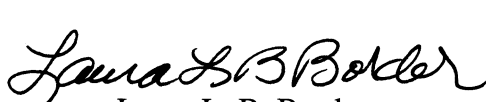
While our activities during this conference will invite us to think about the overall mission of our organization, our focus for this year is on the theme "Pathways Through the Field." As you look at the topics of plenary sessions and the list of possible concurrent sessions, you will note a wide variety of thoughts on this theme. We will consider pathways through the fields of teaching and faculty development, traditional and nontraditional pathways, obstacles around us and before us, and changes in the pathways from which we might choose. Sometimes we follow pathways that others have forged, but often we plunge off the beaten track and forge new pathways of leadership and inspiration for our campus colleagues, students, and others. Five ways of approaching this theme are: 1) tending the path, 2) clearing the path, 3) taking different pathways, 4) stirring up the field, and 5) building electronic pathways.

In addition to a fine selection of pre-conference workshops, participants in the 1999 POD Conference are provided with a rich variety of plenary and concurrent sessions. We will have presentation and discussion sessions, consultation sessions, advance paper/book sessions, demonstrations sessions, roundtable sessions, poster sessions, and our well received materials information fair. We also offer educational expeditions to explore the region and continue to build networks through another kind of experience. This variety of formats will enrich your experience and provide many opportunities and choices for your active participation in the conference.

Our 1999 conference will be held at The Resort at Split Rock in the beautiful Pocono Mountains in Lake Harmony, Pennsylvania. Opening activities begin on Wednesday evening, October 13, and pre-conference workshops are offered on Thursday morning and afternoon, October 14. The conference proper begins on Thursday evening, and concludes on Sunday, October 17.

We look forward to seeing you in October!

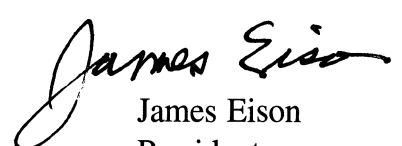
Sincerely,



Laura L. B. Border  
Conference Coordinator



Virleen Carlson  
Program Chair



James Eison  
President

*Collaborations, Connections, and Community:  
Preliminary Conference Schedule for the 1998 POD Conference*

Wednesday, October 13

9:00 a.m. - 5:00 p.m.	Core Committee Meeting
3:00 p.m. - 5:00 p.m.	Registration
6:00 p.m. - 7:00 p.m.	Reception
7:00 p.m. - 9:00 p.m.	Dinner & Welcome Activities, President's Address
9:00 p.m. - ???	Music & Dancing

Thursday, October 14

7:30 a.m. - 9:00 a.m.	Continental Breakfast
8:00 a.m. - 5:00 p.m.	Conference Registration
8:30 a.m. - 12:00 p.m.	Core Committee Meeting
9:00 a.m. - 12:00 p.m.	Pre-conference Workshops
12:00 p.m. - 1:15 p.m.	Lunch
1:30 p.m. - 4:30 p.m.	Pre-Conference Workshops
1:30 p.m. - 5:00 p.m.	Educational Expeditions
5:00 p.m. - 6:00 p.m.	Newcomer's Orientation
5:30 p.m. - 6:30 p.m.	Reception (hosted by the Diversity Commission)
6:30 p.m. - 8:00 p.m.	Opening Dinner & Official Welcome Activities
8:00 p.m. - 9:00 p.m.	Plenary session -- Speakers: Ted Marchese and James Rhem
9:00 p.m. - ???	Music & Dancing

Friday, October 15

7:00 a.m. - 8:00 a.m.	Continental Breakfast
7:15 a.m. - 8:15 a.m.	Round Table Sessions
8:00 a.m. - 11:00 a.m.	Conference Registration
8:15 a.m. - 9:15 a.m.	Concurrent Sessions A
9:30 a.m. - 10:30 a.m.	Concurrent Sessions B
11:00 a.m. - 12:00 p.m.	Plenary Session -- Keynote Address: Patricia Raybon
12:15 p.m. - 1:15 p.m.	Lunch & Business Meeting
1:30 p.m. - 5:30 p.m.	Conference Registration
1:30 p.m. - 3:00 p.m.	Concurrent Sessions C
3:30 p.m. - 4:30 p.m.	Concurrent Sessions D
4:30 p.m. - 5:30 p.m.	Concurrent Sessions E
5:30 p.m. - 6:15 p.m.	Set up for Materials & Resource Fair
6:15 p.m. - 7:30 p.m.	Materials & Resource Fair
7:30 p.m. - 8:30 p.m.	Dinner
8:30 p.m. - 9:30 p.m.	Plenary session -- Speakers: Kaylynn TwoTrees & Naomi Okumura Story
9:00 p.m. - ???	Music & Dancing

Saturday, October 16

7:00 a.m. - 8:15 a.m.	Continental Breakfast and POD Committee Meetings
8:00 a.m. - noon	Conference Registration
8:30 a.m. - 10:00 a.m.	Concurrent Sessions F
11:00 a.m. - 12:00 p.m.	SELECT A SESSION G: Carnegie Program OR Speak Out
11:30 a.m. - 6:00 p.m.	Educational Expedition Hawk Mountain
12:00 p.m. - 1:15 p.m.	Lunch
1:30 p.m. - 5:30 p.m.	Educational Expeditions
1:30 p.m. - 3:00 p.m.	Concurrent Sessions H
3:30 p.m. - 4:30 p.m.	Concurrent Sessions I
4:45 p.m. - 5:45 p.m.	Roundtable Sessions 2
6:00 p.m. - 7:00 p.m.	Reception
7:00 p.m. - 9:00 p.m.	Dinner & Celebratory events
9:00 p.m. - midnight	POD Music & Entertainment

Sunday, October 17

7:00 a.m. - 8:00 a.m.	Continental Breakfast
8:00 a.m. - 9:00 a.m.	Concurrent Sessions J
9:15 a.m. - 10:45 a.m.	Concurrent Sessions K
11:00 a.m. - 12:00 p.m.	Conference Summary Activities & Closing
1:00 p.m. - 5:00 p.m.	CORE meeting

## Keynote Address: Patricia Raybon

Forgiveness & Race: Creating Racial Health and Personal Power

Friday, 11:00a.m. - noon

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Patricia Raybon is an award-winning journalist whose personal essays on race, family and culture have been published in *The New York Times Magazine*, *Newsweek*, *USA Weekend*, *USA Today*, *Guideposts*, *The Chicago Tribune*, *The Denver Post*, *Rocky Mountain News*, many other newspapers around the country, and in college writing texts and other publications. She is a contributor to National Public Radio's *Weekend Edition*. She is also the author of an award-winning book, *My First White Friend*, a collection of her reflections on racial forgiveness, published in 1996 by Viking/Penguin.

In 1991, she joined the faculty at the University of Colorado at Boulder as an associate professor in the School of Journalism and Mass Communication. She teaches magazine and feature writing, public affairs reporting, in-depth reporting, advanced reporting and news editing. Her two workshops - "Race, The Media and Public Perceptions" and "Forgiveness & Race" - have been presented around the country to corporate, nonprofit, religious, educational, and media audiences.

Patricia Raybon will be available after her address to do a book signing.

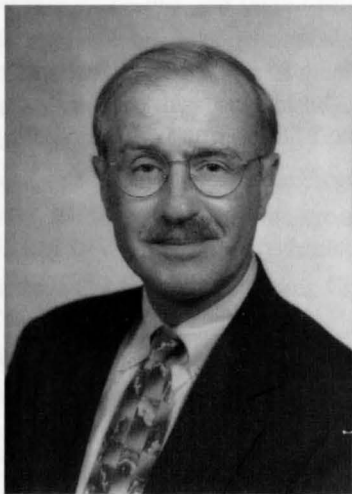


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## Plenary Session 1: Ted Marchese and James Rhem

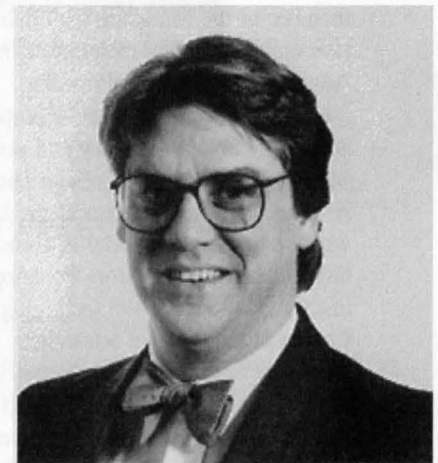
Print and Electronic Pathways to Faculty Development: A Discussion

Thursday evening, 8:00 p.m. - 9:00 p.m.



Ted Marchese began his teaching career at Barat College in Lake Forest, Illinois, where he taught for fourteen years. He currently serves as the Vice President of the American Association of Higher Education, having joined the AAHE staff in 1982. Since that time Marchese's responsibilities have been in the area of publications and project management. He edits the *AAHE Bulletin* and is executive editor of *Change*, higher education's most widely read magazine. In 1987 he wrote AAHE's bestselling "The Search Committee Handbook", and he has written several widely read articles. In 1994-95, Marchese was a Senior Lecturer at Harvard Graduate School of Education, offering a course on "Teaching, Learning, and Assessment." These scholarly interests led to participation in five transnational conferences organized by the 21st Century Learning Initiative, then to Marchese's 1997 interpretive paper, "The New Conversations About Learning."

James Rhem has been involved with publishing about teaching and learning in higher education since 1983. An award-winning writer, Rhem has created numerous publications, including having a major role in creating the *Teaching Professor*. In 1989, he created *The National Teaching and Learning Forum* and in 1998 became the first publisher in the field to offer such a publication to entire campuses via site licensing and the World Wide Web. He has given numerous workshops on "Thinking, Writing, and Publishing about Teaching." In 1996 he delivered the opening keynote at the POD Conference at Snowbird, Utah on "The Teacher in the Movies."



As editors and writers of influential publications, Ted Marchese (*CHANGE Magazine*) and James Rhem (*The National Teaching and Learning Forum*) spend much of their time observing the discourse on teaching and learning in higher education. Does that discourse define "a field"? What pathways has it cut? What paths might it cut? What's been left out? Marchese and Rhem will engage in a dialogue about the problems and possibilities they've seen from where they sit . . . and explore with the audience ways in which a freshened discourse can make positive contributions.

## Plenary session 2: Kaylynn TwoTrees and Naomi Okumura Story

Seeing with the Heart: Sustaining a Meaningful Faculty Learning Environment

Friday evening, 8:30-9:30 p.m.

We search for the poetry of education as faculty developers in many ways and with different voices. How can we use the intuitive and unseen ways people learn to guide our efforts and discourse communities? This session is about shaping an implicit, social and communal dimension and space for faculty learning and valuing so that we can engage diverse and inclusive faculty and students. Presenters will share stories and assumptions to evoke the dialogues that renew the spirit and social habits of teaching and learning we must remember.



Kaylynn Sullivan TwoTrees is a Scholar in Residence and an Associate in Academic Affairs for Faculty Development at the Cleveland Institute of Art. Kaylynn is also the founding director of Earthtime Ranch, a facility offering independent study and intern opportunities for students in the arts, environmental studies, and education as well as faculty development retreats. Her "Seven Directions" method for human interaction promotes effective communication and is based on indigenous models of social interaction. She has done training for colleges, universities, businesses, prisons, and mental institutions and has used her Seven Directions training as a method of mediation in highly charged cultural and social disputes.

Her teaching at Miami University has included such undergraduate courses as "Social Responsibility and the Artist: Redefining Fine Arts in a Multicultural World," and graduate courses such as "Working Outside the Paradigm: Non Dominant Perspective Philosophies and Academe." She is an award-winning film maker, performer, and international negotiator.

Naomi Story is a member of the executive committee of the American Association of Higher Education (AAHE) APA Caucus. She is a founding member of the Maricopa Community Colleges Asian and Pacific Islander Association and is a member of the Arizona State University Asian American Advisory Board to the President.

Naomi Okumura Story has spent over 25 years in education as a teacher and administrator in secondary and post-secondary settings. Currently, Naomi is the Maricopa Community College District Director of Learning, Instruction, and Assessment. She also directs the Maricopa Center for Learning and Instruction, which is a national model in community college instructional innovation and faculty learning. Dr. Story is nationally recognized and published in her field of instructional design and technology and has made numerous presentations and written in the areas of leadership, systemic change, teaching and learning, faculty development, and diversity.

Born and reared on the island of Maui in Hawaii, Naomi currently lives in Arizona with her husband and two daughters. She is a "san-sei" Japanese-American. She has aspirations of being a full-time writer in the next stage of her career.



## A Sample of Concurrent Sessions Planned for the 1999 POD Conference

The titles of some of the concurrent sessions under review for the conference are listed below.

- A Faculty Developer Profile: What We Know, What We Value, What We Do
- A New "Taxonomy of Significant Learning": A Successor to Bloom?
- An Interdisciplinary Management Model to Promote Cultural Competence Among a Diverse Student Population
- Clearing the Boulders from the Pathway: Consultation in Conflict Management
- Clearing the Path to the 21st Century: Preparing Graduate Students as Prospective Teaching Scholars
- Collaborative Learning Groups: Taking a Different Path to the Scholarship of Teaching
- Confessions of a "Guerilla Technologist"
- Constructing Departmental TA Training Programs: Ideas and Practices from a Campus in the Initial Stages of Development
- Consulting For New and Future Faculty As They Transform Teaching and Learning Through Technology
- Copyright, the Digital Millennium Copyright Act, and Faculty: Impacts on Faculty Teaching, Research, and Writing
- Dancing with the Devil: The Teaching/Learning Center and Institutional Assessment
- Designing a Course of Faculty Development: Content, Pedagogy and Bibliography
- Designing a Teaching Certificate Program for Graduate Students
- Distance Education into the Mainstream: A Holistic Approach to Faculty Development and Technology Training for the 21st Century
- Electronic Collaboration: Building Collegial Pathways to Better Teaching
- Evaluating Online Instructional Pathways
- Evaluating Web-Based Course Management (WBCM) Systems
- Facilitating Faculty Leadership to Promote Improvement in Teaching and Learning
- Faculty Development at the Center of Campus-Wide Learning Initiatives: A Case Study of Learning Communities
- Faculty Development From an Adult Learning Perspective
- Forces in Faculty Development
- Getting Administrative Support for Your Project—Why? Who? How?
- Getting Departments Engaged in Discussion about Teaching, Learning, and Teaching Portfolios
- Guidelines for Creating and Evaluating Scholarly Instruction in Internet-based Courses
- Harmony Amongst Diversity: Maximizing Cultural Perspective
- Helping Faculty Become "Y2K Compliant"
- Identifying Faculty and Units that Are Ripe for Innovation in Teaching
- Improving Large Class Sections
- Incivility and Other Challenges of Electronic Communication
- Inter-institutional Pathways to Future Faculty Development
- Leading Change on Campus: Roles for Faculty Developers
- Learning to Teach at a Distance: Applying the Research for Faculty Development
- Managing Creative Destruction: Providing Support for Faculty Engaged in the Transformation of Teaching and Learning
- Meeting the Professional Development Needs of Non-Tenure Track Faculty
- Nurturing the Spirit: The faculty Developer as Regenerative Agent On the Path Toward Effective Faculty Development Workshops
- Order Out of Chaos: Pathway Portfolios for Instructional Developers
- Organizing for Impact: Structuring and Administering a Center for Support of Teaching and Learning
- Pathways to Student Collaboration in Faculty Development: Promises, Pitfalls, and Principles
- Pathways Toward Effective Faculty Development: Identifying Success Factors
- Professional Development for Adjunct/Temporary Full-Time Faculty
- Professional and Ethical Baselines: What Informs Our Practice?
- Promoting Deep Learning: Ways Faculty Developers Can Assist Faculty
- Putting Real Value in Student Evaluations
- Recruiting and Hiring New Faculty: Lessons and Strategies Based upon National Study
- Renovating and Designing Classrooms for New Learning Paradigms: Lessons from the Field
- Sharing Effective Faculty Development Practices at Small, Independent Colleges and Universities
- Stress Management for Stressed (or even Semi-Stressed) Faculty Developers and College Teachers
- Support Programs for Tenure-Track Junior Faculty: What Works and What Doesn't
- Teacher Know Thyself: A Path to Empowerment
- Teaching Partnership: A Shared Journey Toward Long-Term Faculty Growth
- Teaching Trust: Building a Faculty Development Program that Promotes and Rewards Risk-Taking and Innovation
- The Course Syllabus as a Tool for Organizational Development
- The Evolution of Faculty-Driven Faculty Development at a Community College
- The Road Less Traveled: Effecting Organizational Change and Development Through Strategic Partnerships
- The Roles of Professional Development in Stimulating, Supporting, and Evaluating Organizational Change: What's Still Missing in the Big Picture?
- Twelve-step Recovery Program for Professors Addicted to Lecturing
- Visionary Learning: Reinventing Undergraduate Education
- What Happens When the Generation X Professor Meets the Millennial Student and the Antediluvian Administrator: Paths that Clash or Converge?



## Information on Advance Book Sessions at Conference

For the second time, two sessions are offered for which participants have read a particular book as a basis for discussion during the session. In offering this format, the 1999 Call for Proposals described an advance book session:

This format is especially useful for topics that are leading edge, controversial, or associated with policy development and implementation. The session is designed as an in-depth discussion of a key topic, with active engagement of colleagues who have reviewed a paper or book prior to the conference. The prior reading of the paper or book is considered to be a ticket of admission to the session. The author(s) of the reading may wish to make a brief opening statement, followed (or preceded) by brief remarks from one or more discussants. The large majority of session time should be allocated to discussion and the exchange of idea and questions around the advance reading. A session chair, not an author or discussant, could engage all participants in the discussion. A recorder might be designated for the session to identify and summarize the main points emerging from the discussion. A potential product of this session could be a reflective paper on the session topic and its related discussion.

The two advance book sessions offered at the 1999 POD Conference are as follows:

### ***In Over Our Heads: The Mental Demands of Modern Life***

In his book, *In Over Our Heads: The Mental Demands of Modern Life* (1994), Robert Kegan argues that we are just beginning to understand that adulthood is “not an end state but a vast evolutionary expanse encompassing a variety of capacities of mind.” Those capacities of mind are developed as we experience the “curriculum” of adult life – including partnering, parenting, paid employment, and self-sponsored education. Through a series of conversations and exchanges, we will reflect on the implications of Kegan’s work for ourselves as well as for the people with whom we work. This session will be facilitated by Emily Decker of Evergreen State College who has taught using this as a text. 90 minute session.

To order this book direct from Harvard University Press call 1-800-448-2242.

### ***Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms***

This session explores *Discussion as a Way of Teaching* (1999) by Stephen Brookfield and Stephen Preskill with the authors in attendance. Despite the popularity of the discussion method, this is one of the few book-length treatments of why and how the method should be used, and of the pitfalls as well as the promises it contains. It does not claim that discussion should replace all other teaching approaches; rather it tries to understand the particular uses for which discussion is most appropriate and the ways it can complement and be integrated with other teaching approaches. The session will use critical incidents and the circular response method described in the book. 90 minute session.

To order this book direct from Jossey-Bass call customer service 1-800-956-7739.

**This information is provided in the Advance Program and Registration Materials to prepare conference participants for the readings. If you plan to attend either of these sessions, please read the appropriate book(s) before the October conference.**

# Pre-Conference Workshops

You are invited to register for the following workshops offered on Thursday morning and afternoon, October 14, prior to the formal beginning of the conference.

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## Full-Day Workshops

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### W1: Getting Started in Faculty Development

*L. Dee Fink, University of Oklahoma, Mary Deane Sorcinelli, University of Massachusetts at Amherst, and POD Colleagues*

**6 hours: Thursday, October 14, 9:00 a.m. - Noon, 1:30-4:30 p.m.**

This workshop is for persons who are new to instructional, faculty, or organizational development. It is applicable for a variety of audiences: people who are starting (or considering starting) a new program at their institution, people who are joining existing programs as professional staff, and members of faculty advisory committees. This workshop will (a) provide an overview of the field of instructional and faculty development; (b) look at possible program activities; (c) address organizational, political, and financial issues in program operation; and, (d) identify resources for additional learning on this topic. Participants will receive a copy of the *POD Handbook for New Practitioners* and a new videotape about the field of faculty development. **Workshop Fee: \$70. Materials Fee: \$30. Total: \$100.**

### W2: Building Socially and Culturally Diverse Learning Communities: A Model that Promotes the Value of Diversity

*Judy A. Greene & Judith Gibson, University of Delaware*

**6 hours: Thursday, October 14, 9:00 a.m. - Noon, 1:30-4:30 p.m.**

Students, faculty, and staff often experience powerlessness in the face of increasing intergroup tensions. One strategy to increase positive dialogue and combat all forms of oppression is to empower people through practical, concrete, replicable skills. This interactive, experiential workshop will demonstrate an award-winning model for building strong intergroup relationships on campus. Based on the theory that all of our groups count and that we must work to heal painful experiences around various forms of discrimination, this model creates the listening, pride, and appreciation that welcome inclusiveness. Hopeful, upbeat, "blame-free" (and fun) diversity workshops are an effective organizational strategy and teaching method. Participants will receive the book, *Healing into Action: A Leadership Guide for Creating Diverse Communities*. **Workshop Fee: \$70. Materials Fee: \$16. Total: \$86.**

### W3: A Center Without Walls: Building Electronic Pathways for Faculty Development

*Anita Gandolfo and Eugene K. Ressler, United States Military Academy*

**6 hours: Thursday, October 14, 9:00 a.m. - Noon, 1:30-4:30 p.m.**

Do faculty developers who help teachers to use instructional technology also model its use in their programs and services? This workshop examines a faculty development unit that employs technology in a variety of ways to guide faculty learning. Through interactive discussion and small group activities, participants will analyze and critique technology use and reflect on ways to create a system that meets campus needs. They will (a) develop an appreciation for suitable uses of technology for faculty development; (b) identify technology they can adapt to their own situation; and (c) gain expertise in supporting faculty members' technology use for instruction. Technological expertise is not required. **Fee: \$70.**

### W4: Getting Started with Active Learning: Simple Strategies Any Instructor Can Use To Break Away From Straight Lecture

*Mel Silberman, Temple University*

**6 hours: Thursday, October 14, 9:00 a.m. - Noon, 1:30-4:30 p.m.**

Most college instructors know that learning must be active, but they are stymied by such barriers as coverage, class size, and student resistance. This workshop will show participants how to wean instructors away from straight lecture in a way that is non-threatening and immediately usable. Participants will experience and apply active learning strategies that instructors can use to conduct full class learning and small group learning, stimulate discussion and debate, practice skills, prompt questions, and get students to teach each other. This workshop will be useful for both instructors and the faculty developers who coach them. Participants will receive a copy of Silberman's book, *Active Learning*. **Workshop Fee: \$70. Materials Fee: \$20. Total: \$90.**

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## Half-Day Workshops

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### **W5: Using Student Ratings of Instruction: A Mini Course for Faculty Developers**

*Jennifer Franklin, University of Arizona*

**3 hours: Thursday, October 14, 9:00 a.m. - Noon**

In this hands-on-workshop participants will work in small groups to develop knowledge and skills needed for appropriate and effective use of student ratings of instruction. Key goals will be understanding the unique characteristics of ratings and acquiring quantitative methods for “reading” ratings that can be easily applied by non-statisticians. Emphasized will be issues of interest to faculty developers, including the value of ratings in the teaching consultation process, research findings that have implications for good practice, and the role of the faculty developer in fostering good practice in the use of ratings in faculty performance appraisal. **Workshop Fee: \$35.**

### **W6: Problem-based Learning: Developing Critical Thinking Skills**

*Sheella Mierson, Creative Learning Solutions, and Susan S. Evans, Western Wisconsin Technical College*

**3 hours: Thursday, October 14, 9:00 a.m. - Noon**

Problem-based learning (PBL) is an instructional method that helps students think critically, learn how to learn, and acquire team-building and communication skills. The students work cooperatively in groups to solve complex real-world problems. PBL can be integrated at both the course and curricular levels. Workshop participants, who can be faculty, faculty developers, or administrators, will experience PBL from the students’ perspective by working on a problem in small groups. The presenters, experienced PBL instructors at both undergraduate and graduate levels, will discuss applications to a variety of disciplines and teaching environments. **Workshop Fee: \$35.**

### **W7: Designing and Using Techno-Cats in your Teaching and Faculty Development Activities**

*Devorah Lieberman, Portland State University*

**3 hours: Thursday, October 14, 9:00 a.m. - Noon**

Classroom Assessment Techniques (CATs) are teaching and learning tools that have become part of the fabric of our classroom environment. With the advent of technological instruments for teaching and learning, the opportunity arises to use technology as a CAT (Techno-Cat) in two very specific venues: (a) in the classroom, and (b) on the Internet. This workshop is designed for faculty developers who are interested in bringing technologically based “classroom assessment techniques” to their campuses. Participants do not need to be fluent in web-based technologies to benefit from this workshop. **Workshop Fee: \$35.**

### **W8: Professional Portfolio Development for Faculty Developers**

*Clement Seldin, University of Massachusetts at Amherst, Peter Seldin, Pace University, and Deborah DeZure, Eastern Michigan University*

**3 hours: Thursday, October 14, 9:00 a.m. - Noon**

Intended for faculty developers and academic administrators, this interactive session will engage participants in how to personally develop an effective faculty developer’s portfolio and how to use it for purposes of improvement and/or personnel decisions. The presenters will: (a) discuss what faculty developers across the country value in portfolios; (b) review a model portfolio (both its content and the collaborative process by which it was developed); and (c) assist participants in actually getting started on developing their own portfolios. The program will include short presentations, reflective discussion, small-group interactive exercise, and will emphasize learning-by-doing. **Workshop Fee: \$35.**

### **W9: Building a Comprehensive Faculty Evaluation System: Tools and Procedures**

*Raoul A. Arreola, The University of Tennessee, Memphis*

**3 hours: Thursday, October 14, 1:30-4:30 p.m.**

College accrediting agencies are placing ever-increasing emphasis on faculty evaluation systems and their relation to faculty development. There is need for a proven method for constructing such faculty evaluation systems. This workshop, designed for administrators and faculty leaders involved in building or managing faculty evaluation and development programs, presents a proven 8-step process for building a comprehensive faculty evaluation system that is specifically coordinated with, and supports, faculty development. Workshop materials include transparency miniatures from the presentation, tools and worksheets which may be copied for institutional use, and a reference list on faculty evaluation and student rating research. Participants will receive a copy of Arreola’s book, *Developing a Comprehensive Faculty Evaluation System*. **Workshop Fee: \$35. Materials Fee: \$35. Total: \$70.**

## **W10: Problems with Learning Groups: An Ounce of Prevention**

*Larry Michaelsen, University of Oklahoma*

**3 hours: Thursday, October 14, 1:30-4:30 p.m.**

When you (or faculty who come to you for advice) use learning groups, do students complain about such things as: Having to do more than their fair share of the work? Not being able to keep their group working on the assigned task? One or two members dominating the group? If so, students are not the problem; it's the way in which the groups are being used. In this workshop, designed for anyone who uses group activities in their classes or workshops (or consults with those who do), participants learn what to do, and why, about such problems.

**Workshop Fee: \$35**

## **W11: Managing Conflict Confidently: Discovering New Pathways for Collaboration and Creativity**

*Roseanna G. Ross, St. Cloud State University*

**3 hours: Thursday, October 14, 1:30-4:30 p.m.**

Although conflict is a natural aspect of human interaction, people often feel disempowered and reactive. Using self-assessment tools, experiential and group activities, discussion and mini-lecture, this workshop will give participants and conflict mediators confidence in personal attitudes and behaviors that can transform the elements of conflict. This workshop will address: (a) attitude toward conflict; (b) behavior in conflict, (c) role of power and self-esteem; and (d) choices that can be made during conflict to diffuse defensiveness and move toward collaboration.

(Repeat of seminar offered at 1998 conference.)

**Workshop Fee: \$35.**

## **W12: Developing and Coordinating Faculty Learning Communities: Procedures and Materials for Practice**

*Milton D. Cox, Philip Cottell, and Martha Stevens, Miami University*

**3 hours: Thursday, October 14, 1:30-4:30 p.m.**

Learning communities, by focusing on similar curriculum or common themes, provide excellent environments for undergraduate teaching and learning. Developers applying the same principles can create faculty learning communities to positively affect faculty participants and campus culture. This workshop will address four types of faculty learning communities: (a) junior faculty; (b) senior faculty; (c) teaching portfolio development; and (d) using diversity to enhance teaching and learning. The practitioners will share successful procedures and materials to enable participants to envision, initiate, and lead faculty learning communities on their campuses. **Workshop Fee: \$35.**

**As shown above, the base fee for three hour workshops is \$35 per participant and \$70 for the six-hour workshops. All workshop materials are offered at a substantial publisher's discount; these Materials Fees are not refundable. Base fees for workshops are refundable only if workshop registration is canceled by October 4, 1999.**

# Educational Expeditions

Our educational expeditions provide yet another kind of networking opportunity while participants enjoy scenic and historic sites in the region. The 1999 excursions are scheduled for Thursday, October 14, and Saturday, October 16. These expeditions are scheduled at times when other conference events are also occurring – pre-conference workshops and concurrent sessions.

Registration is on a "first come, first served" basis and must be indicated on the registration form when you send it in.

*Because of transportation scheduling and contracts, refunds for expeditions will be honored ONLY if you cancel your entire conference registration before October 4, 1999. An additional fee is collected for on-site expedition registrations.*

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## Thursday, October 14

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### **E1: Hickory Run State Park**

*Thursday morning, 8:30 - 11:30 a.m.*

**Fee: \$10**                      **Minimum enrollment: 10**

Located near Split Rock Resort, Hickory Run has 37 miles of hiking trails that pass through many different natural communities. Known in pre-Civil War times as the Shades of Death because of its dense forests of white pine, eastern hemlock, oaks, and maples, other species of vegetation include blueberry, huckleberry, sheep laurel, rhododendron, American beech, and chestnut oak. On the trails we may see white-tailed deer, black bears, foxes, coyotes, snowshoe hares, porcupines, ruffed grouse, and owls. The remnants of early 1800s saw and brick mills, dams, and villages appear along the trails. The unusual Boulder Field, a National Natural Landmark, has been unchanged for more than 20,000 years, although nearby land has been glaciated.

### **E2: Monroe County Environmental Center and Cranberry Bog**

*Thursday morning, 8:30 a.m. - 1:00 p.m. (Box lunch will be provided.)*

**Fee: \$25**                      **Minimum enrollment: 15**

We will start at the Visitor Center, which has displays of native ecosystems, and then travel to a cranberry bog. A boardwalk will permit us to explore this 150-acre typical glacial relict sphagnum wetland. Species of plants characteristic of this boreal bog include black spruce, leather leaf, bog laurel, and bog rosemary. Trails through the surrounding forest will take us through various habitats and give us an opportunity to observe other types of vegetation and birds and mammals. Time permitting, we may also travel to an ecologically unique barren.

### **E3: Carbon County Environmental Education Center**

*Thursday afternoon, 1:30 - 5:30 p.m.*

**Fee: \$20**                      **Minimum enrollment: 15**

Situated on 2.5-mile long Mauch Chunk Lake in picturesque Bloomingdale Valley, the Center and nearby Mauch Chunk Lake Park have hiking trails and a lakeside blind that may provide views of water birds. A particular attraction is a wildlife rehabilitation center with easily observable live animals, including large raptors.

### **E4: Steamtown Historic Site**

*Thursday afternoon: 1:30 - 5:30 p.m.*

**Fee: \$25**                      **Minimum enrollment: 15**

Congress created Steamtown National Historic Site in 1986 to interpret the story of main line steam railroading between 1850 and 1950. The park occupies about forty acres of the former Scranton Yards of the Delaware, Lackawanna and Western Railroad, and includes the historic restored 1937 roundhouse, the 1902 roundhouse, visitor center, theater, history museum and technology museum, locomotive shop, and restoration shop. The tour also includes a short train ride in the railroad yard on a historic stem locomotive. (For more information about Steamtown, see <<http://www.nps.gov/stea/>>)

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## Saturday, October 16

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### E5: Hawk Mountain Sanctuary

*Saturday afternoon, 11:30 a.m. - 6:30 p.m. (Box lunch will be provided.)*

**Fee: \$25**                      **Minimum enrollment: 18**

Founded in 1934 as the world's first refuge for birds of prey, this private preserve annually draws thousands of visitors. Many are prominent international naturalists, giving the Sanctuary the name "Crossroads of Naturalists." Several hiking trails lead to the top of the Kittitiny Ridge, where numerous species of raptors and other animals migrate south. In 1998, 24,200 migrating raptors were counted. In October, the most common are Cooper's, Red-tailed, Sharp-shinned, and Red-shouldered Hawks, and Golden Eagles and Northern Harriers. Several lookouts along the Ridge provide spectacular panoramic views of the Appalachian Ridge-and-Valley Province. The Sanctuary also has a museum, art gallery, and bookstore. (For more information about Hawk Mountain, see <<http://www.hawkmountain.org/>>)

### E6: Jim Thorpe

*Saturday afternoon: 1:00-6:00 p.m.*

**Fee: \$25**                      **Minimum enrollment: 15**

First named Coalville, then Mauch Chunk, and then Jim Thorpe, this quaint historic town offers a piece of Pennsylvania history. The tour will begin with the Mauch Chunk Museum and Cultural Center, then continue to the historic St. Mark's Episcopal Church. After this tour, participants will be on their own for 1½ hours and may stroll around the town or choose from several attractions -- the Asa Packer Mansion build in the Italianate style in 1860 as the home of the railroad magnate; the Old Jail Museum famous for the 1878 and 1879 hanging of the Molly Maguires; a hike along the Switchback Gravity Railroad, the second railroad in the U.S. and now a recreational hiking trail; or shopping in the antique stores and other shops along Old Millionaires' Row. Note that it is a 15-20 minute walk to the Packer Mansion, and there is a \$5 entrance fee. There is also a \$4 entrance fee for the Old Jail Museum. (For more information, see <<http://www.jtasd.k12.pa.us/townhomepage.html>>)

### E7: Train Excursion on a Steam Locomotive

*Saturday afternoon: 1:30-6:00*

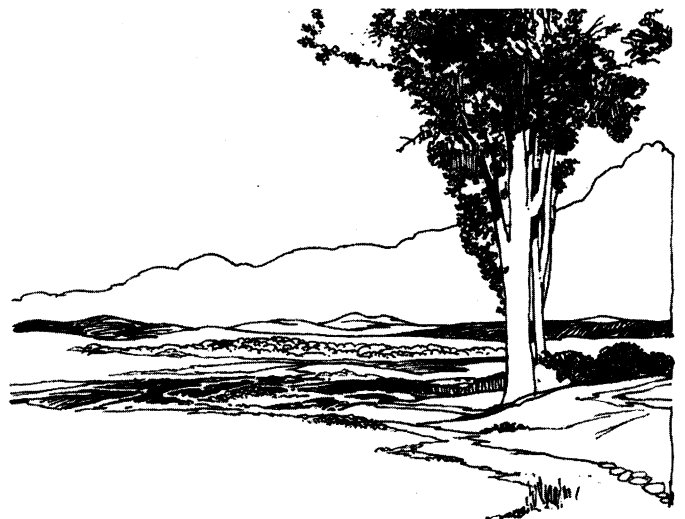
**Fee: \$30**                      **Minimum enrollment: 15**

Experience the heyday of steam passenger rail-roading on this two-hour, 26-mile excursion on the former mainline of the Delaware, Lackawanna & Western Railroad between Scranton and Moscow, Pennsylvania. It should be a particularly beautiful ride in October at the peak of fall foliage. This excursion is offered by Steamtown National Historic Site, a tour of which is available on Thursday (see E4, above). (For more information about the train excursion, see <<http://www.nps.gov/stea/exc.htm>>)

#### Important Information for Nature Trip Participants

Careful preparation will enhance the interest and comfort of our trips. The weather can turn quite cold in the Poconos in October. Bring strong lace-up shoes or hiking boots - trails can be muddy and rocky - enough extra layers of clothing to keep warm - a parka is not unreasonable—gloves, and a scarf. In case it rains, bring a raincoat or rain suit. Snow is unlikely, but be prepared.

Camera, binoculars, and field guides to the geology, birds, mammals, and plants of the area will be helpful. Your institution's library may have them, even if you are coming from the West.



# The Resort at Split Rock: Room Reservation Information

## Accommodations

As is our usual practice, The POD Network has contracted with the Resort at Split Rock for a special group package "daily rate" that includes lodging, taxes, gratuities, refreshment breaks, and all meals beginning with lunch on the day of arrival and ending with continental breakfast on the day of departure. Please note that spouses and significant others must register with the resort and will be charged the package rate. The following options and daily per person rates are available for the 1999 POD conference:

### **Slope Side Suite** (two queen beds; there are 69 of these rooms)

Single: \$174.66    Double: \$121.77    Triple: \$104.55    Quad: \$95.94

### **One Bedroom Suite** (one queen bed & one pullout; there are 57 of these)

Single: \$174.66    Double: \$121.77    Triple: \$104.55    Quad: \$95.94

### **Queen Bedroom** (one queen bed; there are 30 of these)

Single: \$158.67    Double: \$121.77

### **Split Rock Lodge** (two queen beds; there are 30 lake-view and 20 garden view rooms)

Single: \$158.67    Double: \$121.77    Triple: \$104.55    Quad: \$95.94

### **Villas** (two queen beds & one pullout; there are 70 villas)

Quad: \$109.47    Five: \$103.32    Six: \$95.94

**Note:**

Slope Side Suites, One Bedroom Suites,  
& Queen Bedroom Suites - Galleria Bldg  
Split Rock Lodge - 1/2 mile from Galleria Bldg;  
resort transportation available  
Villas - Across the street from Galleria Bldg

Rates are priced per # of occupants per room.

For more information about the Resort and room options, visit <http://www.splitrockresort.com>

The Resort at Split Rock requires a credit card number or mail deposit of \$100.00 per room within ten (10) days of booking. By agreement with the resort, this deposit will be refunded in its entirety if canceled prior to September 12, 1999. However, should cancellation be received after September 12, 1999, the deposit will be forfeited.

Name(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Will arrive on \_\_\_\_\_ Depart on \_\_\_\_\_

Bill my credit card:     MC     VISA     AMEX     Discover

Name as it appears on credit card: \_\_\_\_\_

Credit card number: \_\_\_\_\_ Expiration date: \_\_\_\_\_

**Send reservations and deposit to: Split Rock Resort, Attn: Reservations, PO Box 567, Lake Harmony, PA 18624  
or call (800) 255-7625 or fax form to (570) 722-8831.**

If any special needs are required, please advise the resort and they will try to accommodate your request:

**Check in: 4:00pm**

**Check out: 11:00am**

# Airline & Ground Transportation Options

To help make your travel arrangements, we have selected the GTA Travel Center in Allentown, PA to coordinate airline reservations into the Lehigh Valley Airport and ground transportation to the Resort at Split Rock. GTA has arranged special group fares on Continental, Delta, USAir, Northwest & United that will provide discounts starting at 5% off the lowest non-refundable fare. You are encouraged to book your flights early through GTA to ensure best availability.

To receive a fare quote and flight schedule from your local airport to the Lehigh Valley Airport, please call the GTA Travel Center at 1-800-523-9494 or complete the reservation form below and fax it to the GTA Travel Center at (610) 439-1149.

Name(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Arrival Date \_\_\_\_\_ Departure Date \_\_\_\_\_

Bill my credit card:      \_\_\_MC      \_\_\_VISA      \_\_\_AMEX      \_\_\_Discover

Name as it appears on credit card: \_\_\_\_\_

Credit card number: \_\_\_\_\_ Expiration date: \_\_\_\_\_

**Please note:      No tickets will be charged to your credit card until you have received a written/faxed confirmation outlining your flights and the actual cost of your tickets.**

## Ground Transportation (Lehigh Valley Airport)

Even if you do not purchase your airline tickets from GTA, if you supply your arrival and departure flights on this form they will arrange ground transportation to and from the Resort. Based on the number of people arriving or departing at any one time, the round trip costs would be as follows:

- Bus (*minimum 18*) \$25.00/person       Van (*minimum 9*) \$37.00/person       Limo (*minimum 3*) \$76.00/person

## Car Rental

If you wish, GTA Travel will provide rates for  compact,  intermediate, &  full size cars. Check the appropriate box and the information will be faxed to you.

By mail: The GTA Travel Center, 1409 N Cedar Crest Blvd, Allentown, PA 18104 (1-800-523-9494)

## Alternate Travel Options

The Wilkes-Barre/Scranton Airport is actually closer to the Resort at Split Rock. However, the flight schedules in and out of this airport are not as frequent as at Lehigh Valley. Your own travel agent will need to check arrangements into/out of this airport. Should you decide to fly into Wilkes-Barre/Scranton, you may make ground transportation arrangements through Airport Limousine and Taxi Service (570-457-8109 or 570-883-0845). The cost is \$50.00 one way, but this cost can be shared by up to 4 riders.

**You may also make arrangements to fly into other, larger airports (Newark, Philadelphia, JFK), but please be advised that the POD Network has made no ground transportation arrangements from these locations.**



## Roommate Assistance

We offer roommate assistance as a way of helping folks get in touch with each other by providing the names and addresses of other persons wishing to have a roommate for the conference. After that, the requesting parties will be responsible for the initial contact, the arrangement of schedules, and room arrangements with the Resort at Split Rock. If you wish assistance in locating a potential roommate, send the information requested below to:

Hoag Holmgren  
Graduate Teacher Program  
University of Colorado  
(303) 492-4902  
gtp@spot.colorado.edu

Please provide the following: name, phone/fax, email, mailing address; whether you prefer smoking, nonsmoking, or have no smoking preference; whether you snore and do/don't mind someone who snores; gender; and other noteworthy condition(s).

## Materials and Resource Fair

On Friday evening, October 15, from 6:15 - 7:30 p.m., we will again offer a Materials and Resource Fair, where participants can display and distribute information about their programs, projects, publications, and services. This is an excellent way to share materials and practices from your institution as well as to gather new ideas from colleagues at other colleges and universities.

PLEASE NOTE: Participants requesting a table to display/distribute materials must check the appropriate box on the conference registration form. Cloth covered tables will be provided. Easels, electrical connections, or audiovisual equipment must be ordered in advance at the presenter's expense. Specific information will be sent to those who indicate on the registration form that they wish to be a presenter in this event. Persons who display materials are expected to be at their tables to talk with conference participants during the entire session. Materials such as campus-produced handbooks, extensive handouts, etc. may be sold to help defray production costs.

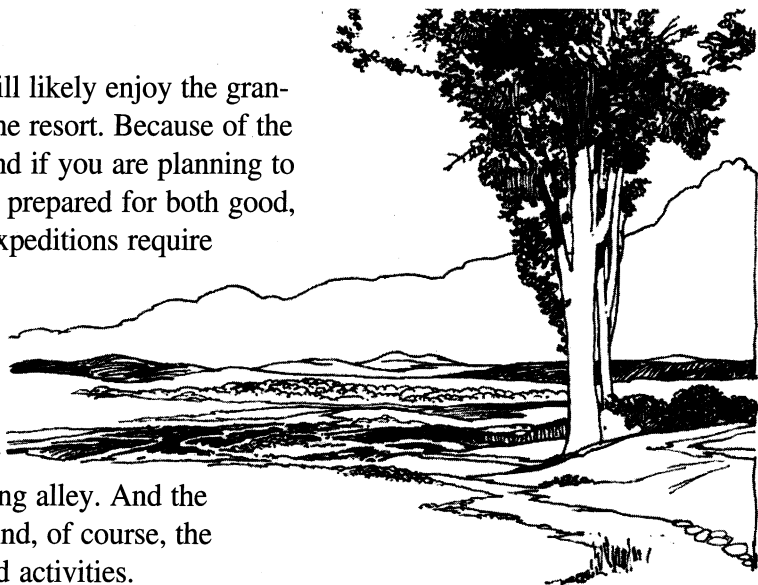
Persons displaying materials must be registered for the conference.

## Climate and Dress

Fall in the Poconos is quite beautiful and we will likely enjoy the grandeur of the peak colors in the forests surrounding the resort. Because of the time of year, expect cooler evening temperatures and if you are planning to participate in one of the outdoor expeditions, come prepared for both good, but cool weather and possible wet weather. Most expeditions require walking shoes, while others invite hiking gear.

## Family Activities

The Resort at Split Rock offers many activities for family members. A large indoor swimming pool, a game room, pool tables, even a small bowling alley. And the resort has its own first-run feature movie theater. And, of course, the Poconos area offers a wide range of family-oriented activities.



October 13 - 17, 1999

The Resort at Split Rock, Lake Harmony, Pennsylvania

### ① Name badge and mailing information (use a separate form for each person)

Name \_\_\_\_\_ (for POD database)  
 Badge Name \_\_\_\_\_ (this name will appear on your name badge)  
 Title \_\_\_\_\_  
 Unit/Agency \_\_\_\_\_  
 Institution/Organization \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City \_\_\_\_\_ State/Prov. \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Work Phone: ( ) \_\_\_\_\_ FAX: ( ) \_\_\_\_\_ Electronic Mail: \_\_\_\_\_

### ② 1999-2000 POD Membership Dues

		Amount Enclosed
Regular	\$60	\$ _____
Institutional*	\$150	\$ _____
International	\$72	\$ _____
International Institutional	\$180	\$ _____
Retired	\$30	\$ _____
Student	\$30	\$ _____

\*Institutional membership covers up to 3 individuals from the same institution. Please complete address information for all members on back side of this form. The individuals named there do NOT have to attend the conference.

If your dues are being paid separately by someone else please enter that person's name here \_\_\_\_\_

Note: Individuals attending the conference must be current members.

### ③ Conference Registration

	Early Bird (postmarked by Sep 24)	Regular (postmarked after Sep 24)	On-Site	Membership Amount Enclosed
Member (must have paid 1999-2000 dues)	\$160	\$190	\$210	\$ _____
Non-member (includes 1 year membership)	\$220	\$280	\$260	\$ _____
Student or Retired	\$110	\$140	\$160	\$ _____
One Day Only <input type="checkbox"/> Thur <input type="checkbox"/> Fri <input type="checkbox"/> Sat	\$110	\$120	\$130	\$ _____

#### Cancellation Policy

Full refunds of conference registration fees, less a \$20.00 administrative processing fee, will be made for refund requests received by September 24, 1999. Conference refund requests received after September 24, 1999, will be assessed a \$50.00 administrative processing fee. No refund requests will be honored after October 4, 1999. Refunds will be sent after the conference. Note: The POD Network is not responsible for room arrangements with the Resort at Split Rock.

### ④ Pre-Conference Workshops [See descriptions]

- W1. Getting Started in Faculty Development @ \$100
- W2. Building Socially and Culturally Diverse...@ \$86
- W3. A Center Without Walls...@ \$70
- W4. Getting Started with Active Learning... @ \$90
- W5. Using Student Ratings of Instruction...@ \$35
- W6. Problem-based Learning...@ \$35
- W7. Designing and Using Techno-Cats...@ \$35
- W8. Professional Portfolio Development...@ \$35
- W9. Building a Comprehensive...@ \$70
- W10. Problems with Learning Groups...@ \$35
- W11. Managing Conflict Confidently...@ \$35
- W12. Developing and Coordinating...@ \$35

Workshop Amount Enclosed \_\_\_\_\_

### ⑤ Materials and Resource Fair

- Yes, please reserve a table for me.  
(no fee unless media is ordered. You will be mailed a form along with your conference receipt/confirmation)

### ⑥ Special Requirements

- Special dietary needs:  vegetarian  other \_\_\_\_\_
- Sign Interpreter  TDD
- Wheelchair access

### ⑦ Educational Expeditions [See descriptions]

	pre-registration	on-site
<input type="checkbox"/> E1. Hickory Run State Park	\$10	\$15
<input type="checkbox"/> E2. Monroe County Environmental Center and Cranberry Bog	\$25	\$30
<input type="checkbox"/> E3. Carbon County Environment Education Center	\$20	\$25
<input type="checkbox"/> E4. Steamtown Historic Site	\$25	\$30
<input type="checkbox"/> E5. Hawk Mountain Sanctuary	\$25	\$30
<input type="checkbox"/> E6. Jim Thorpe	\$25	\$30
<input type="checkbox"/> E7. Train Excursion...	\$30	\$35

Expedition Amount Enclosed \_\_\_\_\_

### ⑧ Method of Payment

- Purchase Order  Check  
(US Funds Only, payable to POD Network)

Charge my  VISA  Mastercard  
 Card# \_\_\_\_\_ Exp Date \_\_\_\_\_

Name as it appears on card \_\_\_\_\_

Signature \_\_\_\_\_

Total \$ \_\_\_\_\_

Fax (912-293-6179) or mail this form and payment to:  
 David Graf, POD Network, Valdosta State University, Valdosta, GA 31698-0840

# POD Network

## INSTITUTIONAL MEMBERSHIP LIST

(You may name up to 3 members for each institutional membership. Please save us the time and trouble of contacting you for the names and addresses of your institutional members by providing the information below. You may use this form even if you/they are not attending the conference.)

1. Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Department or Program: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Institution: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Office Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Electronic Mail Address: \_\_\_\_\_

2. Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Department or Program: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Institution: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Office Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Electronic Mail Address: \_\_\_\_\_

3. Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Department or Program: \_\_\_\_\_  
Office Address: \_\_\_\_\_  
Institution: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Country: \_\_\_\_\_  
Office Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_  
Electronic Mail Address: \_\_\_\_\_

**If you would like another copy of this registration booklet sent to someone else, please contact**

**Bev Amiot  
Administrative Assistant  
POD Network  
Valdosta State University  
Valdosta, GA 31698-0840  
(912) 293-6178  
podnet@valdosta.edu**

**Cannot attend?**

**No longer involved in faculty development activities?**

**Please pass this announcement on to those on your campus who are involved in faculty, instructional, and/or organizational development**



# **NETWORK**

Professional & Organizational Development Network in Higher Education  
Valdosta State University  
Valdosta, GA 31698-0840