

**ASSOCIATION FOR GENERAL AND LIBERAL STUDIES**  
**2007 AGLS Awards for Improving General Education:**  
**Effective Program Processes**

**Award Information and Application**

Increasingly in the minds of accreditors and faculty leaders, the idea of “quality” education is associated less with “inputs” and more with the student learning outcomes and the continuous quality improvement processes associated with these outcomes. Accrediting bodies are now encouraging institutions to develop the view that quality education is not a simple matter of a static body of knowledge that faculty pass on to students. Instead, quality education is viewed as commitment to the ongoing activities of making *institutional choices* about appropriate outcomes, developing a shared faculty commitment to *actions* deliberately designed for student achievement of the outcomes, making *judgments* about student success with the outcomes, and ensuring *improvements* to outcomes and their instruction. However, while academic accreditors and faculty leaders are making a commitment to student learning outcomes and assessment, limited effort has been made to apply these concepts to an essential component of a liberal education, the general education program.

As an organization committed to quality general education and a national leader in promoting the centrality of general education in the liberal education of students, the Association for General and Liberal Studies invites individuals and institutions to apply for the 2007 AGLS Awards for Improving General Education: Effective Program Processes. The awards are intended to promote institutional commitment to continuous quality improvement processes, especially as they apply to general education programs, to recognize faculty and institutions that have made the commitment to these quality behaviors, and to provide much needed examples of effective, innovative improvement processes. The 2007 Awards will recognize excellence in two crucial general education program processes: the efforts made by an institution to effectively design and implement a new general education program (C1), or the successful steps taken to make a current general education program work more effectively (A1). Additional information about and explanation of these general education program process can be found in the *AGLS Guide to Assessment and Program Review*. Information on how to obtain the publication can be found on the web at [www.agls.org](http://www.agls.org).

Up to six awards (three per category) will be made each year during the AGLS conference, held annually in October. Winners will be asked to present a discussion of their program processes in an identified special session and provide a poster presentation for display throughout the conference. Winners will receive the following: a plaque recognizing their efforts, listing in the AGLS Newsletter, recognition of the process on the AGLS website, and half-priced registration for the up-coming conference, including a year’s membership in AGLS.

**Award Selection and Criteria**

Applications will be reviewed by an Award Committee comprised of AGLS Executive Council members, members of accrediting associations, and recognized leaders in general education. Award categories are based on the Systems Analysis Questions found in the *Improving Learning in General Education: An AGLS Guide to Assessment and Program Review*. Applications will be judged on the extent to which the institution’s program improvement efforts can serve as a practical model for other institutions. Judging will consider how innovatively and effectively an institution has addressed one of the following continuous quality improvement processes:

- C1: Commitment to Common Student Learning Objectives. Process used to design a new program, including steps taken to identify and gain institutional commitment to the general education knowledge, values, and skills desired in your graduates.
- A1: Planning and Operational Processes for the General Education Curriculum: Process used to make a current program more effective; the actions taken to produce a curriculum that is more purposeful, coherent, engaging, rigorous, and/or cumulative over the 2 or 4 years of degree programs.

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**Application Format**

To be considered for the award, an applicant on behalf of an institution should complete:

- Section #1: Contact information for individual submitting the application
- Section #2: Institutional endorsement by either the chief executive or academic officer
- Section #3: Application summary (150 words or less)
- Section #4: Responses to four award criteria, limited to two pages per criterion

**Examples of Evidence for Award Criteria**

Evidence of merit requires answering the questions under each of the criterion listed in the application below. Evidence should focus on specific activities and processes that employ the continuous quality improvement principles discussed in the AGLS publication *Improving Learning in General Education: An AGLS Guide to Assessment and Program Review* and found in the supporting reference materials listed in the *Guide*. The application should clearly present the creative solutions and leadership methods used to address the issues, concerns, and goals relevant to C1 or A1. Supporting material can be summarized as part of the application and narrative.

**Award Timeline**

April—Application materials available on AGLS website  
June 15<sup>th</sup>—Final deadline for receipt of award applications  
June 20<sup>th</sup>—Materials distributed to review panel  
August 1st—Winners notified  
October—Winners' presentations and awards during AGLS Annual Conference

**Suggested Reference Material**

*Improving Learning in General Education: An AGLS Guide to Assessment and Learning* can be found at: [www.agls.org](http://www.agls.org). Supporting literature (from regional and specialized accreditors and from AAC&U) is listed in the *Guide*.

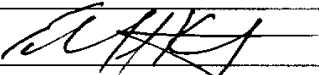
**Application Submission**

Applications and supporting materials may be submitted as e-mail attachments in Microsoft Word or Adobe Acrobat format, sent to Paul Ranieri at [pranieri@bsu.edu](mailto:pranieri@bsu.edu). Applications and supporting materials can also be mailed to:

Paul Ranieri  
Executive Director, AGLS  
Department of English  
Ball State University, RB 2109  
Muncie, IN 47306


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**Section #1: Contact Information of Person Submitting Application**

<b>Name</b>	Edward J. Katz
<b>Title</b>	Dean of University Programs
<b>Institution</b>	University of North Carolina at Asheville
<b>Department/Program</b>	Office of Academic Affairs
<b>Street Address</b>	One University Heights
<b>City, State, Zip</b>	Asheville, NC 28804
<b>Phone</b>	828.250.3872
<b>Fax</b>	828.232.5102
<b>Email</b>	ekatz@unca.edu
<b>Signature</b>	

**Section #2: Institutional Endorsement**

**Chief Executive Officer or Chief Academic Officer**

<b>Name</b>	Anne Ponder
<b>Title</b>	Chancellor
<b>Institution</b>	University of North Carolina at Asheville
<b>Phone</b>	828.251.6500
<b>Fax</b>	828.251.6495
<b>Email</b>	aponder@unca.edu
<b>Signature</b>	

**Section #3: Application Summary**

Include a summary of the award application, identifying the award category (C1 or A1). Please begin the narrative with a brief description of your institution and the time frame for the process. Briefly explain your process and why you think it equates with quality. The summary should not exceed 150 words. The text box may be increased in size as necessary.

UNC Asheville (UNCA) is applying for the 2007 AGLS Award for Improving General Education (C1 category) on behalf of its Integrative Liberal Studies (ILS) Program, an integrative, four-year liberal arts curriculum that leverages and expands upon our institution's long history of core-curricular and interdisciplinary pedagogy, most clearly in its Humanities Program, now over 47 years old. Our faculty-driven, grass roots approach to curriculum reform and design, combined with our faculty-

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governed approach to implementation, program development, and oversight, contribute to making ILS a model for adaptation at other institutions. This program, fully implemented after 4 years, includes freshman and senior colloquia, a three-course Humanities sequence, an integrative Topical Cluster in the Natural and Social Sciences, and Intensives designed to assist students in mastering essential academic skills. Our University and its senior staff have supported this program by funding a substantial two-week summer faculty development program in each of the last four years.

**Section #4: Award Criteria**

**Criterion 1: Identification of the Problem**

Provide a description of how your institution identified its need to design a new general education program and commit to common general education outcomes (C1), or its need to make a current program more effective by ensuring a more purposeful, coherent, engaging, rigorous, and/or cumulative general education curriculum (A1).

Address the following issues:

- The need at your institution, including context for the issue at your institution
- The process used to identify the need, for instance, a review of assessment practices by a campus committee or a visit by an accrediting agency
- The process used to understand the need
- The process used to communicate the need and related issues to faculty and decision making bodies

Please limit your response to two pages. The following text box may be increased in size as necessary.

The University of North Carolina at Asheville (UNCA) began to identify its need for a redesigned general education program because of work it was beginning for reaccreditation by the Southern Association of Colleges and Schools and because of an internal review process already underway at the time. As part of this reaccreditation effort, in Spring 1999, a General Education Review Committee was established to review our general education program in light of other programs nationwide, and to receive an internal review of the program being conducted by the Academic Policy Committee (APC) of our Faculty Senate. Following this review and the completion of the reaccreditation process, the Vice Chancellor of Academic Affairs asked us to continue our work by revising the curriculum. After consultation with the Faculty Senate, our committee was renamed the General Education Review Task Force (GERTF) and was formally tasked with conducting a full program review and revision.

The process used to identify and understand the need for a curricular redesign was complex given our long history of the former program and our desire to build grass roots support for any future revision. UNCA's former general education program was extensive: in addition to a distribution of 33 credit-hours in Natural Science, Social Science, Mathematics, Foreign Language, Writing, Health and Fitness, and Library Research, we required students to take a 16 credit-hour core Humanities sequence and a 4 credit-hour Arts and Ideas course. Over twenty-six departments and programs contributed to this curriculum; therefore, many constituencies had a stake in the revision effort which made it difficult for GERTF to know exactly what conditions and concerns existed across campus. Nonetheless, the GERTF was committed to a faculty-driven process. For this reason, GERTF embarked on a series of focus groups called "The Listening Project," in which two-person facilitation teams into all departments and programs contributing to the general education requirements. Teams were instructed to restrict their

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participation to posing a set of five questions and, if necessary, to clarifying responses. In all, we conducted 26 separate sessions, involving nearly all of our faculty, and then wrote reports for each session. After drafting their reports, teams sent them to back to department faculty for review and additional comments, in order to reflect more accurately their ideas, practices, and values. Once the revised reports were gathered, we combined reports from groups of five to six departments and programs, and published them on a GERTF website ([www.unca.edu/genedrev](http://www.unca.edu/genedrev)) in a non-attributed format, thus preserving anonymity and ensuring that faculty contributions to the process were candid and fully articulated. The next step in the process was to conduct a content analysis of all responses to these sessions, which we called the Listening Project Analysis, in order to develop an understanding of all themes and issues emerging from the process. The task force members leading the analysis aimed to identify the top 5 to 7 responses to each of the projects five questions. All materials from the listening project, including the Listening Project Analysis, were available for faculty, staff and administration to review on the website. (A longer description of the listening project can be found in Katz, Edward J. "Gathering Faculty Feedback for Curricular Review: The UNCA Listening Project." *AGLS News: The Newsletter of the Association for General and Liberal Studies*. 19.2 (Winter 2003): 4-5.)

The Listening Project Analysis allowed us to identify the general education areas of greatest concern to our campus community. Our next step in the process was to use this analysis to develop a Statement of Institutional Principles for the Design of a Revised General Education Program at UNCA. Our goal here was to develop in the fewest statements possible, while comprehending all of the most frequent responses to the Listening Project sessions, a set of principles for how we would approach a revision to the curriculum. Eventually these principles numbered fourteen, and they too were published on the website for campus review ([http://www.unca.edu/genedrev/design\\_principles.htm](http://www.unca.edu/genedrev/design_principles.htm)). Principle statements covered the categories of Program Structure, Student Experience, Curriculum and Pedagogy, and Institutional and Administrative Support. Areas of specific need included a better introduction to the liberal arts for all students; more linkages between general education and the major; more opportunities to develop skills in writing, information literacy, diversity, and quantitative skills; enhanced interdisciplinarity in the program; an emphasis on faculty development; a senior capstone in the liberal arts; and greater oversight and support for general education.

Communication of our findings to faculty and decision-making bodies was personalized and labor-intensive. As Chair of GERTF, Edward Katz set a date for a campus-wide meeting, and made 150 calls to fulltime faculty, staff, and administrators, inviting them personally to attend. In the end, 90 faculty colleagues participated in the meeting, representing nearly two-thirds of our faculty body, as well as a number of key staff and administration. During this meeting, GERTF introduced the Institutional Principles, reviewed their connection to the Listening Project, and took comments for future revision of this document. Once the revisions had taken place, we published the Institutional Principles again on the website.

The process we used, then, took into account two internal review approaches, one by a faculty governance body, which examined how well the current program satisfied its original charge, and another by GERTF, which examined where our campus community believed we were succeeding and

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failing in providing our students with a powerful and relevant liberal arts experience. Each step in our process was tied organically and empirically to a previous step in the process, so that, by the time we began the actual revision process, the community would see their input and concerns articulated in the outcome of the process.

**Criterion 2: Identification of Goals and Procedure Used to Address Needs**

Describe how your institution identified and approved the goals and procedure used to address the need identified in Criterion 1 above. Address the following issues:

- The persons involved in the process of identifying the goals and procedure used to address the need identified in Criterion 1
- The research used to identify the desired goals and procedure that would most effectively address the need identified in Criterion 1
- The process used to select the desired goals and identify the appropriate procedure
- The process used to win institutional commitment to the desired goals and appropriate procedure

Please limit your response to two pages. The following text box may be increased in size as necessary.

The membership of GERTF remained fairly constant during the full four years of reviewing and revising the curriculum. The members of the task force included a total of four faculty from each of the three divisions—Natural Sciences, Social Sciences, and the Humanities—one faculty member from among the applied arts, one librarian, three students, one alumna (who was also a staff member), and myself in the role of task force chair. A total, then, nineteen faculty, staff, present and former students served on the task force. Faculty of all ranks were represented. The task force remained involved in the review and revision process from the beginning in Spring 1999 through the Faculty Senate approval of the revised curriculum in Spring 2003. It was due to the commitment and energy of these individuals that we were able not only to acquire the eventual unanimous approval of the Senate for the Integrative Liberal Studies curriculum, but to implement the program effectively in the four years following approval.

Once we completed the Institutional Principles for the Design, we divided the task force into three committees, a Design Team, Curriculum Research Team, and a Resource Research Team. The Design Team used the other two research teams to study curricular and resource issues internally and at schools across the country, in order to address each need or question that emerged out of the Statement of Institutional Principles. Each time a group completed a study, they wrote a report, which was then published on the website for campus-wide review. Studies conducted by GERTF Research Teams included Writing Across the Curriculum programs, Learning Communities and similar pedagogical approaches, a study of general education requirements and credit-hours at UNCA's COPLAC and Peer Institution comparison schools, Diversity programs at liberal arts institutions, and a review of internal resources required for or affected by the implementation of a new curriculum. In this way, GERTF continued its practice of an empirical, research-focused approach to institutional change, beginning with our Listening Project and the APC internal review, extending through the entire revision and design process. In addition, GERTF members read selections from several outstanding works, including Sandra L. Kanter et al., *Revitalizing General Education in a Time of Scarcity: A Navigational Chart for*

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*Administrators and Faculty* (Allyn and Bacon, 1997); Debra Humphreys, *General Education and American Commitments: A National Report on Diversity Courses and Requirements* (AAC&U, 1997); Nancy J. Evans et al., *Student Development in College: Theory, Research, and Practice* (Jossey-Bass, 1998); and *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (AAC&U, 2002), among other works.

The process moving forward from the development of the Institutional Principles to the design of a new curriculum, then, was empirically grounded and organically connected to each preceding step of the initiative. At this point, the Design Team, led by GERTF Chair Edward Katz, was asked to break into four groups of two or three members, each of which was to design a curriculum that would meet the conditions laid out in the fourteen Institutional Principles. This stage of the revision took around a month, after which the entire team met over several more months to present to one another the individual programs the groups had designed. The idea here was to promote creativity within the Design Team, while allowing us to see not only the differences in the curricula brought forth, but also the many points of contact. And always, the center of gravity for our work, as it were, was the Statement of Institutional Principles. What we learned was that the four groups developed programs more similar than dissimilar, which led us to decide to bring forward one model, rather than several, to the faculty and its governing bodies for approval.

The outcome of GERTF's activities was the Integrative Liberal Studies program (described more fully below). GERTF arranged a series of faculty meetings and, after another battery of personal phone and email invitations, presented the curricular revision to over 100 full-time faculty for their comments and suggestions. Once revisions to the curricular structure were made, GERTF submitted the ILS program structure, learning goals, and ILS Oversight Committee documents to the Faculty Senate for approval, which was granted unanimously in Spring 2003. Over the Summer of 2003, a smaller task force, called the ILS Implementation Team (a sub-group of GERTF), along with two members from the Academic Policy Committee, worked to draft catalog copy for the new curriculum; these materials, along with an implementation timetable, were also approved by the Faculty Senate. In Fall 2003, we began implementing the first components of our revised curriculum, a pilot set of 35 Liberal Studies Introductory Colloquia (LSIC) for incoming freshmen. The newly empanelled ILS Oversight Committee, described more fully below, began work on refining criteria for each of the curricular components in ILS and working with department chairs and faculty to develop courses for each of the program's requirements.

**Award Criteria**

**Criterion 3: Actions Taken**

Describe the actions taken by your institution to achieve the goals and implement the procedure designed to address needs. Address the following issues:

- The individuals involved in the process

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- The action steps identified
- The process used to gain faculty and administrative support and participation
- The process used to check progress

Please limit your response to two pages. The following text box may be increased in size as necessary.

The individuals involved in the implementation process were, at first, a subgroup of GERTF and, as mentioned above, were called the ILS Implementation Team. After the approval of the program and the launching of the Introductory Colloquia pilot sections, the Faculty Senate appointed the individuals on the team and two others from GERTF, to be the first ILS Oversight Committee (ILSOC), also referenced above. The ILS Oversight Committee consisted of five faculty members, representing each of the three divisions, serving staggered terms for the sake of committee continuity. One faculty member served as Chair of ILSOC, the others each served as chairs of the subcommittees for each of the four intensives in the new ILS program: Writing, Information Literacy, Quantitative Reasoning, and Diversity. (The full ILS program is described below, under results of our activities.) Each of the subcommittees had either 3 or 5 faculty members, representing each of the divisions of the university; the committees were charged with assisting departments in developing courses that met the criteria for the given intensive, receiving and approving proposals, and laying out assessment approaches to study learning outcomes. The Chair of ILSOC eventually took a similar lead responsibility for the development of ILS Topical Clusters. In addition to faculty serving on the committee, the Assistant Registrar, the Director of Advising, and a member of the Academic Policy Committee serve ex officio. The ILS Program reports to Dean of University Programs, in the Office of Academic Affairs. Each year the Dean of University Programs and the Chair of ILSOC report on program implementation and progress to the APC, which in turn reports to the Faculty Senate. Since 2003, ILSOC has added an additional position, charged with developing and recruiting for the colloquia, a task formerly done by the Dean of University Programs.

The action steps for the general education revision and approval processes were identified and articulated on GERTF's website ([http://www.unca.edu/genedrev/Timetable\\_for\\_revision.htm](http://www.unca.edu/genedrev/Timetable_for_revision.htm)). As part of the approval process, a similar timetable was developed for the implementation of the program (see p. 6 of the Faculty Senate document approving ILS: [www.unca.edu/facultysenate/y0304/SD1704S\\_2.pdf](http://www.unca.edu/facultysenate/y0304/SD1704S_2.pdf).) ILSOC adhered closely to the action steps in this timetable, but has been able to fully implement the program a year ahead of schedule, due to the willingness of departments and faculty to participate fully in the new curriculum.

University administration supported the revision process from the outset, as the Vice Chancellor for Academic Affairs charged the task force with completing not only a review but, if warranted, a revision of the general education program (see also Criterion 1, above). The GERTF Chair, Edward Katz, sought and received a Sense of the Senate Resolution authorizing the work of GERTF, laying a foundation for future faculty buy-in to the process and acquiring the needed input of our faculty governance body (<http://www.unca.edu/genedrev/Sense%20of%20the%20Senate%20Resolution.htm>). Once ILS was approved, Katz was appointed Associate Vice Chancellor (now Dean) of University Programs, with the primary responsibility of implementing the program. This Dean's position was new, which also demonstrates University commitment to the new curriculum.



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Faculty support and participation were facilitated by the open, empirical, and grass-roots nature of the process, as articulated above. Once implementation began, the Chancellor and Provost made available up to \$100,000 in each of the last four summers (2004-2007), to establish a faculty development workshop series in May, so that faculty can develop their pedagogical skills and create courses to propose to ILSOC in the coming academic year. Each year the program changes, based on information gathered from surveys distributed to students enrolled in and faculty teaching ILS courses. The workshop is administered by the Dean of University Program; workshop sessions are facilitated by faculty, administrators and staff with expertise in the appropriate curricular, program, and administrative areas. Funds to continue this practice are planned in the budget for next academic year.

ILSOC maintains oversight to ensure that implementation progress moves forward, and that assessment efforts continue to develop. UNCA is, for example, participating in a \$300,000 Teagle Foundation Learning Outcomes Grant, as part of a consortium with three area private colleges (Agnes Scott, Converse, and Wofford), to assess the impact of active and integrative first-year programs on student learning. UNCA is using its part of the grant to assess the impact of the Introductory Colloquia on freshman learning, student engagement, and retention; we will then study the impact of the Liberal Studies Senior Colloquium in the same way, comparing the progress of students in the ILS program with data gathered from students in the old curriculum. This will help us determine the ILS program's success in promoting student learning from the time the yenter the university to the time the graduate. ILSOC and Institutional Research collaborate on other elements of program-wide assessment.

**Award Criteria**

**Criterion 4: Evidence of Improvement and Continuing Commitment to the Processes**

Provide evidence of the success of your improvement strategy and your institution's continuing commitment to the goals and processes used. Address the following issues:

- A description of the results of your activities
- An explanation of how the results address the needs
- An explanation of how the institution is improved by the results
- Evidence or justification of your improvement claims
- Evidence of on-going commitment to the improvements

Please limit your response to two pages. The following text box may be increased in size as necessary.

The results of UNC Asheville's progress on this campus-wide curriculum revision are impressive. After a faculty-driven, four-year review and revision process, the new program was unanimously approved by our faculty governance body. Our implementation was completed a year ahead of schedule, which now allows us to begin the work of developing, refining, and improving the new program.

The ILS curriculum (<http://www.unca.edu/ils/>) demonstrates the ways in which needs at UNC Asheville were met through a thoughtful, long-term, grass-roots process. The Listening Project indicated that students entering UNCA needed to acculturate to the integrative liberal arts environment here, so all freshmen and transfer students take an academically rigorous interdisciplinary topical seminar, which is

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writing intensive and in which faculty serve as their students' academic advisor. Student peer mentors assigned to many of these classes also assist in helping students transition to a demanding college experience. Learning Foundations courses in Academic Writing, Mathematics, Lab Science, Foreign Language, and Health and Wellness—generally taken in the first year—provide a basis for students' future work. Two clusters of courses provide students with breadth in interdisciplinary liberal arts: all students take a common, three course Core Cluster in the Humanities, which offers study in the global history of ideas and culture, and an ILS Topical Cluster, in which students take their non-lab natural science and social science distribution, along with a third course, from among courses arranged thematically. (Topical Clusters may be seen at <http://www.unca.edu/ils/clusters/clusters.html>.) The Humanities Cluster allows students both to share a common intellectual and historical language, while the Topical Cluster allows them to learn how different disciplines address a linked set of problems or issues. Among our most popular clusters are: Globalization and Environmental Issues; The Science and Politics of Health and Illness in America; and Perception: Senses, Self and Society. We have 9 clusters currently approved with others in development; we are also developing some exciting cluster options that include summer study abroad. The Listening Project indicated a need for students to have opportunities to develop skills both in the liberal arts curriculum and in their major, so, in addition to the Learning Foundations courses, ILS requires Intensives in writing (three courses), information literacy (2 courses), quantitative reasoning (1 course) and diversity (1 course). Writing- and Information Literacy-Intensives are most commonly taken in the major, with many options occurring in the 300- and 400-level required courses. Finally, the Listening Project indicated a need for a general education capstone experience that would allow students to integrate their liberal arts and interdisciplinary experience at UNCA. In Fall 2006 and Spring 2007, we brought online a new Liberal Studies Senior Colloquium: Cultivating 21<sup>st</sup> Century Global Citizenship, which explores the issues of globalization, governance, development, and sustainability, through the lens of Western and non-Western ethical traditions. From beginning to end, the ILS Program meets the needs laid out in the review and revision process, providing a comprehensive, four-year, integrative liberal arts education for all UNCA students. (For an ILS program map covering the four-year curriculum, see [http://www.unca.edu/ils/map/ILS\\_%20Program\\_overview\\_02.pdf](http://www.unca.edu/ils/map/ILS_%20Program_overview_02.pdf).)

We are tracking student progress as a result of the new program and signs are very encouraging regarding impact on the institution. Last year we had one of our highest retention rates ever. The summer ILS Faculty Development Program draws more participation each year: this year, for example, nearly one-quarter of our fulltime faculty are participating in our ILS Block Grant Initiative, in which teams of four to six faculty receive stipends for projects they propose for the improvement of any ILS curricular component. This is only one of the many development opportunities in which faculty participate in the summer program. Another indicator of success is that all departments are contributing to at least two major components of ILS and sometimes many more. Also, nearly all departments have developed Writing- and Information Literacy courses, with the final set of department proposals currently under review.

Other indicators of success include grants, awards and collaborations with external associations and programs. In addition to the Teagle grant (which traditionally are not awarded to public institutions), UNCA faculty and administrators have been a participants in the SENCER (Science Education for New

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Civic Engagements and Responsibilities) Summer Institutes since 2003. Proposals for institute teams are competitively awarded and, to date, UNCA has sent two full teams and two advance teams. Dr. Keith Krumpe, Chair of Chemistry, and Dr. Edward Katz, Dean of University Programs, are regular presenters now at the SENCER's summer institutes, and they expect to be appointed SENCER Institute Faculty this year. Moreover, our newest ILS Topical Cluster (Food for Thought: Engaging the Citizen in the Science and Politics of Food Information, Food Consumerism, Nutrition and Health) was funded by a SENCER/National Science Foundation sub-award grant, which provided funds for faculty development, curricular design, and materials. Finally, in 2005, AGLS awarded the Jerry G. Gaff Faculty Award to Edward Katz for his leadership in general and liberal studies, much of which involved his work in leading the revision and the implementation of ILS.

Our on-going commitment to the process consists of our solid foundation of faculty oversight, our grant funded work in assessment of the program, and our continued funding of our successful summer ILS Faculty Development Program. The senior administration of UNC Asheville continues to support the curriculum by providing the Dean of University Programs with academic year funds dedicated to the ILS programs, separate from the budget that the Dean uses to support the 12 other programs in his administrative portfolio. The Dean continues to seek outside faculty development resources: for example, the Teagle grant provides an additional \$10,000 for faculty development in each of its three years. A commitment to integrative and interdisciplinary education is a part of our University's strategic plan, the result of a year-long process led by our Chancellor.

For more information on the institutional change process that led to the approval of ILS at UNCA, see Katz, Edward J., "UNCA Experience Report," in Manns, Mary Lynn and Linda Rising, *Fearless Change: Patterns for Introducing New Ideas* (Addison-Wesley, 2005), 93-97.