

## IN THIS ISSUE

- From the President
- Call for Proposals—AGLS 2008
- From the Executive Director

- An interactive Web Site for Gen. Ed.
- Measuring the LEAP
- NACADA, AIS, ACTC & JCSU Notes

---

# AGLS News

---

*The Newsletter of  
the Association for General  
and Liberal Studies*  
WWW.AGLS.ORG  
Volume 24 Number 2  
Winter 2008



## From the President New AGLS Special Projects

By the time you are reading this, the New Year's celebrations will be well behind and the plans for the new semester well underway. As I review the organization's on-going efforts, I can't help but think of the optimism expressed in the words of Oliver Wendell Holmes, Jr.: "I find the great thing in this world is not so much where we stand, as in what direction we are moving..." Thanks to the dedication of so many individuals, the Association for General and Liberal Studies is on the move, and the direction is a positive one.

Last year, John Nichols, Emily Johnson, Barbara Frankle, and I made multiple presentations of the AGLS Guide. In addition to three presentations at national conferences (AAC&U, North Central, and Association of Specialized and Professional Accreditors), the Guide Workshop at the Portland conference drew 55 participants. The publication continues to shine a positive light on the organization's effort to improve general and liberal education programs.

The organization introduced its newest awards program, the AGLS Awards for Improving General Education, and the conference presentations by representatives of the winning programs appear to have been a big hit. The Portland conference was also an opportunity to create many new "friends of AGLS"

who discovered the Association's camaraderie and commitment to improving education. I think it is a positive sign for the organization that numerous new conference attendees said they planned to return with a team. Many people deserve thanks for making such a successful conference, especially our gracious hosts, Susan Feiner of the University of Southern Maine and Janet Sortor of Southern Maine Community College.

While the "look back" looks good, the organization is not standing still. The upcoming year will offer faculty and administrators not one, but two AGLS-sponsored conference opportunities. Thanks to Peg Downes, Ron Daniels and Manfred Hampe, AGLS will be a co-host for its first international conference to be held in Darmstadt, Germany, March 6-7. Beyond that conference, a number of Executive Council members have agreed to form a subcommittee to discuss future international opportunities.

The organization's "other" conference, the 48th annual conference, will be held Sept. 25-27, co-hosted by Peg Downes of the University of North Carolina at Asheville and Gigi Derballa of Asheville-Buncombe Community College. The conference will extend its usual offerings to include a special opportunity for faculty to consider the role of health education in the general education curriculum. Richard Riegelman will

discuss these issues in both a workshop and a plenary session. Barbara Wright and Scott Lee will join the lineup of plenary speakers, along with the winners of the 2008 AGLS Awards for Improving General Education.

2008 will also mark the beginning of a number of new AGLS special projects. Our own hard-working Executive Director Paul Ranieri has developed and will lead a long-term project to accumulate, categorize and provide analyses of the definitions of "liberal education" and "general education." Editors will collect definitions from various sources, including from AGLS members. Commentaries categorizing and analyzing those definitions will provide the higher education community with useful reference tools while illustrating the power of web-based scholarship and publishing in general and liberal studies.

David DiMattio is designing a project to use the AGLS Guide as a tool to examine the general education offered to English-speaking students in study-abroad programs. The typical U.S. student enrolls in general education courses while studying abroad, and David has been asked if AGLS would consider evaluating some programs. Dave assumes it is appropriate for AGLS to offer this service and use the Guide as part of this evaluation process. A stateside version of this project is the develop-

*Continued, page 2*

---

## From the President, continued

ment of standards for the AGLS consultant program. Participating consultants, for instance, might be expected to be experienced with and knowledgeable of the Guide and its application in order to add a consistent core of analysis to the evaluation process.

In 2007, AGLS and AAC&U entered into two different agreements, both of which will produce results this year. First, AGLS is an Academic Partner with AAC&U for its February 21-23 general education conference in Boston, MA. Emily Johnson and I will be making an AGLS presentation. The second agreement committed AGLS to join AAC&U in support of its LEAP initiative. The Executive Council identified several LEAP projects, and two of them are underway. The first is the development of an AGLS Position Paper on the fundamental role of quality general education in achieving the liberal education goal of integration with the major. John Nichols has completed a draft, which should be available on the website sometime later this year. Additional AGLS position papers are planned, including one focused on the need for a designated general education administrator to oversee general education program quality.

Another AGLS-directed LEAP project will address the question of what constitutes quality general education at the two-year, associate degree level. Of particular interest in this discussion will be how the concept of "liberal education" applies to the AAS degree, assuming that it can. The project will attempt to identify examples of curricula and "best-practices" that promote quality general and liberal education. Currently, Jerry Gaff, John Nichols, Lonnie Schaffer, and President-Elect Stephen Bowen have agreed to work with me on this project.

Susan Feiner is developing a grant initiative to extend the goals of her successful 2007 conference workshop experiment in curricular design supporting civic engagement. Susan learned much from the workshop entitled "Civic Engagement and the General Education Curriculum." Several follow-up conference sessions linked the problems confronting FDR to the contemporary problems of the United States. Due to a positive response to the workshop, Susan is looking for interested colleagues to partner with AGLS in a grant application, probably to FIPSE, seeking funding for the follow-up activities needed to turn those very interesting conversations into courses

and campus activities.

Other projects are in the works, including one focused on a method of qualitative assessment of general education courses and programs. All of the projects will give Association members opportunities to contribute to or take leadership roles in the AGLS mission of "helping students and faculty enjoy the benefits of a liberal education attained through quality general education." Any member interested in working on these projects should let me, Paul Ranieri, or the appropriate project leader know.

Over the last few years, I have developed a greater appreciation of the AGLS mission. Individuals serving on the Executive Council and those members offering their minds, bodies, and time do so for no other reason than a powerful vision of our students enjoying a quality general and liberal education. It is an exciting time for the organization. It continues its 48-year history of providing faculty and administrators opportunities to share in that vision. AGLS is moving forward, and the winds are favorable.

*Michael E. Gress*  
*Vincennes University*  
*AGLS President*

### Call for Proposals 48th Annual AGLS Meeting Crowne Plaza Mountain Resort, Asheville, NC • 25-27 September 2008

#### Proposal Guidelines

AGLS encourages presentations from faculty, students, staff, and administrators. Sessions that address the conference theme and actively engage the audience are especially encouraged. Proposals should be submitted as 1-2 page Word documents covering the following information:

- Title of presentation
- Type of presentation (e.g., panel, discussion, round-table)
- Names, titles, addresses, phone numbers, and email addresses of all presenters. If more than one person,

please identify a contact person.

- Abstract (limited to 75 words) of presentation
  - Extended summary (limited to 250 words) of presentation
  - AV equipment needed for presentation. Technology should enhance, not duplicate, the presentation
  - Any accommodations needed for presenters
- Proposal Deadline: 30 March 2008

Submit as an attached Word Document to [pranieri@bsu.edu](mailto:pranieri@bsu.edu)

Current Information Available at [www.agls.org](http://www.agls.org)

---

**From the Executive Director**

**Collegiality has always been a strength of our organization.**

**M**y thanks to the membership for such a fine conference last October in Portland, Maine. We spend months planning an event, but only when we see the results do we really know if we have anticipated the needs of the membership. The fact that attendance was up 70% over 2006 certainly indicates that we were on the right track.

In February 2006 the AGLS Executive Council adopted our current “Strategic Plan,” and determined to use the fall conference as a primary means for meeting the goals of that plan. Our “Strategic Plan” addresses three specific goals, calling for the organization:

- (1) to promote the quality and centrality of general and liberal education in the United States and abroad,
  - (2) to clarify the relationship between assessment and learning in general and liberal education, and
  - (3) to foster a stronger relationship between two-year and four-year colleges in general and liberal education.
- The Portland conference touched in some way on each of these three points.

The three plenary sessions and 40 concurrent sessions were well-attended, but most surprising was the strong interest in the pre-conference workshops: one focused on assessment and the AGLS Guide, one on curriculum development, and one on the administration of general and liberal education programs. Over 75 people arrived early to take part in these sessions. The largest attendance for the entire conference was for Stephen Spangehl’s plenary session which included the formal announcement of the first AGLS Exemplary Program Awards.

Also, a highlight was the gathering of the Darmstadt working group, an international meeting of those planning the program for “Integrating Engineering and Humanities in Higher Education: The Bologna Process and Beyond.” That international conference in Darmstadt, Germany, a first co-sponsored by AGLS, will occur right around the time you read this newsletter. Our thanks to Peg Downes, AGLS past president, and Ron Daniel, former executive council member, for carrying the AGLS flag abroad for the first, but we hope not the last, time.

Of course, many specific people contributed to the success of our meeting in Portland. Let me first thank Susan Feiner of the University of Southern Maine and Janet Sortor of Southern Maine Community College for their sponsorship (and for those two wonderful receptions on Thursday and Friday evenings). Partnering four- and two-year institutions for AGLS national conferences will

continue in the future. Thanks to Tom Sorger, David DiMattio, and Russ Watson for reviewing proposals and providing critical advice as needed. Of course, the conference could not have taken place without the work of Kim Weiner at the Eastland Park Hotel and Becky Amato, our irreplaceable assistant here at Ball State University. Finally, thanks to our partner organization, The Council for Administrators of General and Liberal Studies (CAGLS), for sponsoring two sessions and co-sponsoring a plenary session.

Of course, we now turn our attention and lessons learned to our 48th annual meeting to be held next September 25-27 at the Crowne Plaza Mountain Resort in beautiful Asheville, North Carolina. Our co-hosts will be Peg Downes from the University of North Carolina at Asheville and Gigi Derballa from Asheville-Buncombe Technical Community College. Currently scheduled to speak are Barbara D. Wright, Associate Director, Western Association of Schools and Colleges; Richard Riegelman, Professor of Epidemiology-Biostatistics, Medicine and Health Policy, and Founding Dean at the George Washington University School of Public Health and Health Services; and J. Scott Lee, Executive Director, The Association for Core Texts and Courses, and winner of the 2007 AGLS Joseph Katz Award for Outstanding Leadership in General Education.

Our theme, “‘Wholeness’ in General and Liberal Education,” will link plenary speakers, workshops, and concurrent sessions. The “Call for Proposals” is posted on the AGLS website [www.agls.org](http://www.agls.org); the deadline for submission is March 30th 2008.

As you can see, we are scheduled a month earlier than has been our tradition, so the deadline for proposals is earlier as well. In fact, the first proposal arrived while I was writing this! If all goes well, I would hope to have proposals reviewed and sessions planned by the end of the semester in early May. Of course, if you have questions, please let me know.

Finally, let me thank all of you for your support of AGLS the last year, especially all of the wisdom you are so gracious to share on our listserv when I or others seek assistance. Collegiality has always been a strength of our organization. I value that more now than ever.

*Paul Ranieri*  
*Executive Director, AGLS*  
*Ball State University*

---

**AGLS Indianapolis Conference Article****An Interactive Web Site for Improving the Quality of General Education Course Review**

The University of Utah has built an interactive, database-driven web site which facilitates the application, review, and communication of the school's general education and bachelor's degree requirements. This web site addresses three issues that were found lacking in the program: 1) courses were not being reviewed every five years, 2) lack of a reliable method for tracking the review of courses over time, 3) inconsistency of information that was supplied by departments to review the courses. In addition to addressing these problems, the web site is providing the campus community with a more detailed understanding of the requirement process.

The University of Utah has a policy that each course that meets a general education or bachelor's degree requirement will be reviewed every five years. An analysis done in the spring of 2005 found that of the 750 courses that meet one or more requirements more than half had not been reviewed in the past five years. In addition, two other issues were raised by administrators: there was no easy way to track course review information over time, and the information that was being used by committees to make decisions about courses was inconsistent, which seemed to invalidate the whole process.

In response to these issues, a redesign of the review process was begun. This redesign consisted of three phases:

1. Ask each requirement committee to redefine their criteria so that they are meaningful, measurable statements (which would facilitate turning them into learning outcomes at a later date)
2. Build an application for each requirement which is driven directly by the criteria of the requirement. The application asks each department to rate to what degree their own course meets the criteria and they are

asked to support their claim by describing their course and making reference to their syllabus, which they are also asked to attach. Test-drive a paper version of this application for one semester to get faculty (both those submitting applications and those reviewing them in the committees) comments and buy-in. Edit the application and process based on feedback.

3. Create an online version of the application and store the responses to the application and the submitted syllabi in a relational database which creates a permanent, searchable repository of course review information. Deploy the online application and review process.

The web site that houses the course application has several features which facilitate the review process and provide useful information to the campus.

1. The web site is driven by the relational database of course information. Committee members can access the web site and see the most recent application and syllabus submitted for each course so they can review it before or during their committee meeting.
2. In addition to applying for designations, departments can preview the questions they will be asked as part of their application as well as read a "Standardization of Syllabi" document which was endorsed by the University of Utah's Undergraduate Council and, although not required, provides important guidelines for syllabi.
3. Anyone on the campus can access the course page to see what courses meet each of the requirements and view the same application and syllabus for each course. This empowers students to make informed decisions about which courses to take to meet each of their requirements.

The implementation of this process has been largely successful. More courses are being reviewed

each semester because less time is being spent discussing to what degree the committees have received sufficient or the right kind of information with which to conduct the review. In addition, committee members are satisfied that the reviews are being done in a more consistent manner which gives the entire process more validity and meaningfulness.

Some unintended benefits have resulted from the design of the web site.

- o The web site is being used to aid in articulation issues. For example, if a student is trying to transfer to the University of Utah from another state school and he/she wants to make the case that a course that was taken elsewhere is similar to one that meets a requirement on campus, he or she can use the web site to examine the description of the course as it is presented in the application and view the submitted syllabus.

- o The University of Utah went through their ten-year accreditation process this past fall. The web site was an excellent tool to demonstrate the review process for general education and bachelor's degree requirements.

The next step the University intends to take is measuring learning outcomes in general education courses. We have defined how this process will work with our new International Requirement which goes into effect in the fall of 2007. For the rest of the requirements we intend to ask departments to define and measure learning outcomes as they come up for their five year reviews.

*Mark St. André*  
*Assistant Dean of Undergraduate*  
*Studies, Assessment*  
*University of Utah*  
*195 S. Central Campus Drive*  
*Salt Lake City, UT 84112-0511*  
*standre-m@ugs.utah.edu*

## AGLS Indianapolis Conference Article

## Measuring the LEAP: Assessment Initiatives for a Freshman Learning Community

begun in 1994, LEAP is a year-long learning community for entering students, enrolling roughly 600 students or one-fourth of the freshman class. Enrollment is open to all first-year students, and the program's aim is to prepare freshmen to succeed in their later college endeavors, thereby increasing both retention and persistence to graduation. The acronym stands for "Learning, Engagement, Achievement, and Progress."

The heart of the LEAP program is a two-semester sequence of seminars. Students take both courses from the same professor and with the same classmates, a format that encourages friendship and community. Diversity within community is also the topic they study, from both humanities and social science perspectives. The sequence satisfies one of the general education requirements in each of these disciplines, and simultaneously the University's diversity requirement.

Coursework emphasizes critical reading and thinking, writing, teamwork, and research strategies. Classes are small (25-35) and are linked to courses in writing, library skills, service, and major selection. Classwork is supplemented by service and social opportunities, colloquia, and academic advising. Each course also has a "Peer Advisor": a LEAP alum who attends all LEAP classes with the students, assists with study groups and drafts of papers, and answers questions about the University from a student perspective. The twenty-two PA's also function as a cohort, planning program social and service activities, outreach and publicity.

LEAP comes in three categories:

1. Thematic LEAPs explore the theme of diversity and community in different ways and are geared toward undecided majors.
2. Major-specific LEAPs do the same thing in the context of a cohort of like-minded peers; there are

major-specific LEAPs in architecture, business, engineering, fine arts, the health professions, and pre-law.

3. Residence LEAPs allow residence halls students to take their LEAP seminars and writing classes on site.

In addition, three sections of LEAP are reserved for women and under-represented students going into the health professions, engineering, or the law.

*What are LEAP's learning objectives?* Through participation in the program, we hoped students would gain:

1. The desire and confidence necessary to persevere in university study as measured by:
  - a. Increased retention into the sophomore year; and
  - b. Graduation within six years.
2. An understanding of available fields of study, enabling them to choose majors in an informed and timely way.
3. Intellectual skills ranging from knowledge of specific domains to analysis of text and data to evaluation of arguments (adapted from Bloom's "Taxonomy of Cognitive Skills").
4. A commitment to an active role in the campus and community.

*How are these objectives assessed?*

1. Retention and Graduation: For the past seven years, participation in LEAP has increased the likelihood that freshmen will return for their sophomore year by 38% and the likelihood that they will graduate within six years by 41%, compared to non-participants in the program.
2. Timely selection of majors has not yet been measured, but is being encouraged in several ways. LEAP students are required to attend and write about the annual Majors Expo. They also receive academic advising and are guaranteed early spring semester enrollment. Finally, beginning this spring, they will be offered an optional, credit-bearing course in

major selection, designed and taught by University College advisors.

3. Development of higher level intellectual skills is being tracked in two ways:

- a. By comparing the responses to salient questions on the University's senior exit survey of students who took LEAP in their freshman years with those who didn't; and

- b. By validating these differences through comparison of senior exit survey responses to those of students just finishing the program.

Results of these measures, although preliminary and garnered from relatively small numbers of respondents, confirm that LEAP students report, to a larger extent than do non-LEAP students:

- a. Growth in defining and solving problems;
- b. Growth in understanding and appreciating cultural differences among people; and
- c. Growth in appreciating the humanities and fine arts.

Moreover, 86% of students responding to the LEAP exit survey reported that the program met or exceeded their expectations. We will continue to investigate these trends, and are also beginning to track intellectual skill growth through a portfolio study initiated this year.

4. Development of commitment to campus and community is being measured by recording the many ways in which students assume leadership and service roles. One example is student government; this year, three of the seven students at the highest levels of student government are former LEAP students.

The bottom line is that LEAP seems to be doing what it hopes to do: increasing the chances that students will succeed in college.

*Carolyn Bliss*  
*LEAP Program Director*  
*and Mark St. Andre*  
*Assistant Dean for Assessment*  
*University of Utah*

## 2008 NACADA Events

**MARCH 3-5:** "Setting the Stage for Student Success: Academic Advising in the Spotlight," South Central Region 7 Conference in Branson, Missouri.

**9-11:** "Academic Advising in Higher Education," Southeast Region 4 Conference in Mobile, Alabama.

**12-14:** "Academic Advising in Higher Education," Northeast Region 9 Conference in San Jose, California.

**17-19:** "Border Crossings: Advising Checkpoints from Pre-Enrollment to Graduation," Northwest Region 8

Conference in Vancouver, British Columbia, Canada.

**26-28:** "Advising is Teaching: You CAN Get There from Here," Northeast Region 1 Conference in Portland, Maine.

**APRIL 6-8:** "A Grand Odyssey: Academic Advising's Impact on the Student Experience," Great Lakes Region 5 Conference in Grand Rapids, Michigan.

**16-18:** "The Concept Model of Advising: From Theory to Practice," Mid-Atlantic Region 2 Conference in Pittsburgh, Pennsylvania.

**MAY 18-20:** "Planting the

Seeds...Nurturing Student Growth," North Central Region 6 Conference in Ames, Iowa

**18-20:** "New Vistas in Advising" Mid-South Region 3 Conference in Columbia, South Carolina.

**20-22:** "Academic Advising in Higher Education," Rocky Mountain Region 10 Conference in Park City, Utah.

Contact: NACADA, 2323 Anderson Avenue, Suite 225, Manhattan, KS 66502; (785) 532-5717, www.nacada.ksu.edu

## 30th Annual Conference of the Association for Integrative Studies

The 30th Annual Conference of the AIS will be hosted by the University of Illinois at Springfield, October 23-26, 2008, in Springfield, Illinois. The theme will be Interdisciplinarity and the Engaged Citizen: Integrating Higher Education, Public Policy, and Global Action. The conference will welcome proposals for papers, panels, workshops, roundtables, and creative presen-

tations relating to the theme. For more information on the conference and the Call for Proposals, go to the Conference Web site, which may be accessed from the homepage of the AIS Web site, [www.muohio.edu/ais](http://www.muohio.edu/ais) or go directly to the Conference Web site, [www.signup4.net/public/ap.aspx?EID=AISC11E&OID=50](http://www.signup4.net/public/ap.aspx?EID=AISC11E&OID=50). The deadline for proposals is April 11, 2008.

## Association for Core Texts and Courses 14th Annual Conference "Who are We? Old, New and Timeless Answers from Core Texts"

*Sponsored by Assumption College, Saint Anselm College and Thomas More College  
Thursday, April 3 – Sunday, April 6, 2008, Radisson Hotel, Plymouth Harbor, Massachusetts*

**Plenary Speakers** Thursday through Saturday: Wm. Theodore de Bary, Columbia University, author, *Confucian Tradition & Global Education*; Joseph Bottum, editor, *First Things*; Anne Leavitt Dean of Social Sciences, Malaspina-University College; Phillip R. Sloan, President ACTC, University of Notre Dame, editor, *Controlling Our Destinies: Historical, Philosophical, Ethical, and Theological Perspectives on the Human Genome Project*. Theophus Smith, Emory University, author, *Conjuring Culture: Biblical Formations of Black America*.

**Sunday, April 3:** Business meeting.

To encourage collegial discussion, ACTC papers are short (5 pages, double-spaced), treat one core text of your choice for ~1 page, and develop the conference theme. We especially welcome new attendees and will work with you to help place your paper. Please see our website, [www.coretexts.org](http://www.coretexts.org) for the full Conference Announcement and for our on-line registration.

**Registration** includes price of six meals (Thursday night reception and dinner, three breakfasts and two lunches), plus admission to all activities, & subvention for published proceedings of the conference.

ACTC is a professional, liberal arts association dedicated to the use of "world classics or texts of major cultural significance" in undergraduate education. We encourage wide and diverse consideration of texts, pedagogy, and curricula. We do hope that you'll join us.

**Questions?** Write or call:  
Rosa Grundig ([rgrundig@stmarys-ca.edu](mailto:rgrundig@stmarys-ca.edu)) 925-631-8597  
ACTC Liberal Arts Institute at Saint Mary's College of California  
1928 Saint Mary's Road  
Moraga, CA 94556

*Johnson C. Smith University, The Washington Center for Improving the Quality of Undergraduate Education and The Evergreen State College present:*

## Curriculum Planning Retreat, June 1-3, 2008

*For faculty working together on learning community curriculum planning for 2008-2009*

This Curriculum Planning Retreat is designed for faculty teams who are currently working together in any form of learning community, or for faculty who anticipate working together in the next academic year including those who want to design integrated assignments for students that connect learning in their separate classes. At the core of all the learning community work is an emphasis on inviting students to integrate their learning across courses, whether their courses are formally integrated or linked or students experience integrated learning in the form of collaboratively-planned assignments. The retreat is structured so teams can choose to participate in workshops or do curriculum planning on their own. Just the opening and closing sessions are required of all participants so everyone has a chance to meet one another and to discover common interests. Among

this year's workshops and conversations are ones on:

- Updating campuses about where we are with learning communities
- Creating learning communities
- Designing integrative assignments
- Assessing integrative learning
- Planning and sustaining faculty development programs
- Developing syllabi (please bring 10 copies to share.)
- Exchanging assignments

For more information contact:  
Phyllis Worthy Dawkins ([pdawkins@jcsu.edu](mailto:pdawkins@jcsu.edu)) 704-378-1287  
For registration information, contact Delma Wilson ([dwilson@jcsu.edu](mailto:dwilson@jcsu.edu)) 704-378-1286.  
Registration deadline: March 1, 2008

# AGLS Executive Council

The following is a list of Executive Council members. If you have any issues, concerns or questions you would like taken up by the Executive Council, please contact us. We would like to hear from you.

**Oct. 2006-08 President**

Michael Gress, Coor. GenEd  
Prof of Philosophy and English,  
Vincennes Univ, 1002 N. First St  
Vincennes, IN 47591  
Of 812-888-5441 Fx 812-888-5531  
E-Mail: mgress@vinu.edu

**Past President / 2004-06**

Margaret J. Downes, Prof, Dept of  
Literature; Dir, Interdisciplinary  
Studies Prog.  
203 Karpen Hall CPO 2130  
Univ of North Carolina - Asheville  
One Univ Heights  
Asheville NC 28804-8505  
Of 828-251-6577  
E-Mail: downes@unca.edu

**Vice President / Oct. 2008-10**

**President Elect**

Stephen Bowen, Dean,  
Oxford College of Emory Univ,  
Oxford, GA 30054  
Of 770-784-8300 Fx 507-784-8440  
E-Mail: stephen.bowen@emory.edu

**Secretary**

Susan Feiner, Dir Women's Studies  
Univ of Southern Maine  
PO Box 9300,  
Portland, ME 04104-9300  
Of 207-780-4966 Fx 207-780-5532  
E-Mail: sffein@usm.maine.edu

**Treasurer**

Peter Watkins, Prof of Political Sci.  
Saint Joseph's College  
PO Box 896, Rensselaer, IN 47978-0896  
Of 219-866-6350 Fx 219-866-6300  
E-mail: peterw@saintjoe.edu

**Editor of AGLS News**

Marianne Hopper, Dean, Univ Prog.  
St. Edward's Univ, Box 1018  
3001 S. Congress Ave.  
Austin, TX 78704-6489  
Of 512-448-8551 Fx 512-233-1664  
E-Mail: marianh@stedwards.edu

**2007 Conference Planners**

Susan Feiner, Dir. Women's Studies  
Univ of Southern Maine  
PO Box 9300, Portland, ME 04104-9300  
Of 207-780-4966 Fx 207-780-5532  
E-Mail: sffein@usm.maine.edu

Janet Sortor, Vice-Pres.& Dean of  
Academic Affairs, Southern Maine  
Community College, 2 Fort Road,  
South Portland, ME 04106  
Of: (207) 741-5751  
Email: jsortor@smcme.edu

**2008 Conference Planners**

Margaret J. Downes  
Prof, Dept of Literature  
203 Karpen Hall CPO 2130  
Univ of North Carolina - Asheville  
One Univ Heights  
Asheville NC 28804-8505  
Of 828-251-6577  
E-Mail: downes@unca.edu

Gigi Derballa, Asheville-Buncombe  
Technical Community College  
340 Victoria Rd, Asheville NC 28801  
Of 828-254-1921 x329  
E-Mail: gderballa@abtech.edu

**Executive Director**

Paul Ranieri, English Department  
Ball State Univ, RB 2109  
Muncie, IN 47306-0460  
Of 765-285-8406 Fx 765-285-3765  
E-mail: pranieri@bsu.edu

**Secretary to the Exec. Dir.**

Rebecca Amato, Univ Core  
Curriculum  
NQ 323, Ball State Univ  
Muncie, IN 47306  
Of 765-285-2385 Fx 765-285-2384  
E-mail: bamato@bsu.edu

**Exec. Council Members Oct. 2005-08**

Tom Sorger, Chair, Core Curriculum  
Committee, Roger Williams Univ  
1 Old Ferry Rd., Bristol, RI 02809  
Of 401-254-3105  
E-Mail: tsorger@rwu.edu

David DiMattio, Dean  
Clare College Core Curriculum  
St Bonaventure Univ,  
Box 35, St. Bonaventure, NY 14778  
Of 716-375-2221  
E-mail: ddimatti@sbu.edu

Russ Watson, Dept. of Psychology  
College of DuPage, 425 Fawell Blvd  
Glen Ellyn, IL 60137  
Of 630-942-2097  
E-mail: Watson@cdnet.cod.edu

**Exec. Council Members Oct. 2006-09**

Lonnie Schaffer, Assoc. VP for  
College Transfer Education,  
Tidewater Community College, 500  
E. Main St, 4th Floor #440  
Norfolk, VA 23510  
Of 757-822-1065 Fx 757-822-1086  
E-Mail: tcschal@tcc.edu

Dr. Karyn Z. Sproles, Dir Faculty  
Dev.& Prof of English  
Library 2026, Univ of Southern  
Indiana, 8600 Univ Boulevard  
Evansville, IN 47712  
Of 812-461-5476  
E-Mail: kzproles@usi.edu

Larry Kaptain, Dean & Prof of  
Music, Shenandoah Conservatory  
1460 Univ Ave.  
Winchester, VA 22601-5195  
Of 540-665-4600  
E-Mail: lkaptain@su.edu

**Exec. Council Members Oct. 2007-10**

Alyson Colwell-Waber, Prof of  
Dance, Dean for Spec. Academic  
Prog, Meredith College, 3800  
Hillsborough St.  
Raleigh, NC 27607-5298  
Of 919-760-8388  
E-Mail: colwella@meredith.edu

Marge Jackman, Assoc. Dir.  
Commission on Collegiate Nursing  
Ed., One Dupont Circle, NW, #530  
Washington, DC 20036  
Of: 202-887-6791 Fx 202-887-8476  
E-Mail: mjackman@aacn.nche.edu

Emily Johnson, Chair of Psychology  
335A Graff Main Hall  
Univ of Wisconsin - LaCrosse  
1725 State St., LaCrosse, WI 54601  
Of 608-785-6888  
E-Mail: johnson.emil@uwlax.edu

**Rep. Council for Administration of  
General and Liberal Studies**

Rich Schur, Director,  
Interdisciplinary Studies Center,  
Drury Univ, Springfield, MO 65802  
Of 417-873-6834  
E-Mail: rschur@drury.edu

**Representative of Historic Black  
Colleges and Universities**

Barbara Frankle, Dean of Faculty  
Acad. Affairs, Lemoyne-Owen College  
807 Walker Ave, Memphis, TN 38126  
Of 901-435-1200 Fx 901-435-1204  
E-mail: barbara\_frankle@loc.edu

<p><b>AGLS News</b> is the newsletter of the Association for General and Liberal Studies</p> <p>Send news, information, or queries to: <b>Marianne Hopper, AGLS News Editor</b> See listing above for address</p> <p><b>AGLS News online: <a href="http://www.agls.org">www.agls.org</a></b></p>	<p><b>AGLS Mission</b></p> <p>AGLS serves colleges and universities by helping students and faculty enjoy the benefits of a liberal education attained through quality general education.</p> <p>AGLS is a community of learners - faculty, students, administrators, alumni - intent upon improving general and liberal education at two-year and four-year institutions. AGLS identifies and supports the benefits of students' liberal education attained through general education programs. As an advocate, AGLS tracks changes in general education and liberal studies, and sponsors professional activities that promote successful teaching, curricular innovation, and effective learning.</p> <p><b>AGLS Goals:</b></p> <ul style="list-style-type: none"> <li>• Promote the Quality and Centrality of General and Liberal Education in the United States and Abroad</li> <li>• Clarify the Relationship between Assessment and Learning in General and Liberal Education</li> <li>• Foster a Stronger Relationship between Two-Year and Four-Year Colleges in General and Liberal Education</li> </ul>
--	--

## AGLS appreciates the support of its institutional members

Assoc. of American Colleges and Universities  
Ball State University  
Columbia Southern University  
Dar AL-Hekma College  
Duquesne University  
Eastern Connecticut State University  
Eastern Illinois University  
Emerson College  
Glion Institute of Higher Education  
Humphreys College  
Ivy Tech Community College (Indiana)

Ivy Tech Community College (Central Indiana)  
James Madison University  
Les Roches, Blanches  
Martin Luther College  
Missouri Southern State University  
Owens Community College  
Southeastern University  
St. Bonaventure University  
St. Edward's University  
Saint Francis University  
St. Joseph's College (IN)

Saint Leo University  
St. Thomas University (New Brunswick, Canada)  
Texas State University  
University of Indianapolis  
University of Indianapolis  
University of North Carolina - Asheville  
Vincennes University  
Wright State University

**See back page for information about  
AGLS institutional memberships.**



Non-Profit Org.  
U.S. Postage  
PAID  
Austin, TX  
Permit #1315

**AGLS NEWS**

c/o Marianne Hopper, Ph.D.  
(marianh@stedwards.edu)  
Dean, University Programs  
St. Edward's University, Box 801  
3001 S. Congress Ave.  
Austin, TX 78704-6489

*www.agls.org*

*Is your membership in AGLS due for renewal? Look at your mailing label on this newsletter. The date following your name is the year your membership expires. Use the membership renewal form included here. If you think our records are wrong, or if you have questions about your membership, contact the Executive Director.*

**AGLS Membership**

New Membership    Renewal

Name \_\_\_\_\_

Department or Program \_\_\_\_\_

University/College Address \_\_\_\_\_

\_\_\_\_\_

City, State & Zip Code \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

**Membership Fees**

Faculty/Administration:    One Year \$40    Two Years \$70    Three Years \$100  
 Student \$10    Adjuncts \$25    Institution \$500

**Send with your check made payable to AGLS and mail to: Paul Ranieri, AGLS Executive Director,  
English Dept, Ball State University, RB 2109, Muncie, IN 47306-0460**

***Institutional Membership Benefits***

AGLS has designed this enhanced institutional membership package both to promote an institution's general/liberal studies program and to allow institutions to support individual members at their institutions. Benefits include the following:

- Listing of the member institution in AGLS newsletter, programs, website, and other appropriate publications.
- Hot linking the AGLS website with the program description of the member institution
- Three individual memberships to AGLS, designated by the member institution. Each membership includes a subscription to the *Journal of General Education* and *AGLS News*, as well as access to the AGLS listserv.
- Those same three designated institutional members receive a 20% discount on fall conference registration fees.
- An additional copy of the *Journal of General Education* and three additional copies of *AGLS News*.