

## IN THIS ISSUE

- 2004 Kansas City Conference Highlights
- From the Executive Director
- NACADA Fall News

- Exemplary Program Articles
- 2005 AGLS Conference in Fairfax, VA
- 2004 AGLS Executive Council Members

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# AGLS News

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*The Newsletter of  
the Association for General  
and Liberal Studies*

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## 2004 National AGLS Conference

### “General Education and the New”

Oct. 28-30, 2004, Hosted by the University of Missouri at Kansas City

Greetings from Stephen Dilks, on-site organizer of the AGLS conference in Kansas City, and welcome to the 44th annual national AGLS conference. The conference theme is “General Education and the New” and the conference spirit is enlivened by the jumpin’ rhythms of jazz. Jazz is all around us in Kansas City and we are certain it will infuse everything we do as we celebrate general and liberal education.

To adopt jazz as a way of thinking about newness in general education is to accept that excellence in teaching requires trust-based exchanges and shared responsibility, self-reflective practice and risk-taking experimentation, spontaneous engagement with dissonant confusions and an ongoing, open-minded commitment to the pleasures of learning. Jazz connects us with traditions characterized by innovation and renovation.

Jazz is not just an actively innovative musical form. It is dance, word-play, expressionism, drama, style. Applied to our profession, it enlivens the scholarship of teaching

and learning by stimulating essayistic conversations about relationships between and among personal styles, academic forms, and cultural lives. It adds texture to discussions about content-centered education, the core curriculum, and student retention by introducing riffs addressing civic engagement, service-learning, diversity infusion, cross-cultural communication, interactive theatre, creative inquiry.

In Kansas City you are invited to contemplate relationships between tradition and innovation, to learn techniques for analyzing and renovating inherited discourse conventions; to critique received and revisionist assumptions about general education; and to assess new programs and experimental case studies. We have arranged a number of whole-group events and breakout sessions designed to stimulate con-

versations at different levels of intimacy and generality.

The CAGLS workshop on Thursday afternoon provides the opportunity to discuss the mission and goals of our organization as

***In Kansas City you are invited to contemplate relationships between tradition and innovation, to learn techniques for analyzing and renovating inherited discourse conventions; to critique received and revisionist assumptions about general education; and to assess new programs and experimental case studies.***

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next page*

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*2004 National AGLS Conference, from page 1*

they apply to the administration of General Education programs. We then invite you to attend a breakout session before the keynote address by Quentin Wilson. Commissioner of Missouri Higher Education since 2002, Wilson has steered the state system using the Balridge Quality Award criteria.

At 5-7 pm on Thursday the Dean of UMKC's College of Arts and Sciences and the directors of the Faculty Center for Excellence in Teaching invite you to a reception at the prestigious Rockhill Tennis Club. A bus will shuttle between the Marriott and the reception.

Friday's plenary session honors recipients of the AGLS Joseph Katz Award for ongoing leadership in general and liberal education. Then, before and after a catered lunch, you have the opportunity to participate in breakout sessions on a wide range of subjects. At 2:30 pm there are just two sessions, a dynamic presentation by the Virginia Ball Center for Creative Inquiry and a roundtable discussion on the teaching of General Education in community colleges.

We will then re-group for Dr Marjorie

Smelstor's keynote address, "Why does a Chief Acceleration Officer Care About General and Liberal Studies. . .Or. . .What is a Chief Acceleration Officer Anyway?" A self-confessed "recovering academic," Smelstor reflects on the mission of our organization from the point of view of a fund-raising executive at a major urban hospital. At 5-7 pm the Virginia Ball Center for Creative Inquiry is pleased to sponsor a conference reception in the Seville Ballroom at the Marriott hotel.

On Saturday morning a tasty breakfast will prepare you to engage in vigorous conversation in a breakout session. The academic presentations will conclude after a coffee break with two large-group sessions, one on interactive theatre in the classroom, the other on the politics of inclusion and exclusion in the context of Northern Ireland. Finally, all members are invited to the AGLS business meeting at noon.

*Stephen Dilks*  
*On-site organizer*  
*AGLS conference in Kansas City*

### 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 off of the fall conference registration fees.
- An additional copy of the *Journal of General Education* and three additional copies of *AGLS News*.

For further information, please contact: Becky Amato, Administrative Coordinator, University Core Curriculum, NQ 331, Ball State University, Muncie, IN 47306, Phone: (765) 285-2385, Fax: (765) 285-2384, E-Mail: bamato@bsu.edu

### AGLS Mission

The Association for General and Liberal Studies, established in 1961, is a national organization for higher education faculty and administrators who share a commitment to the centrality of general and liberal education in the undergraduate experience. The mission of the association is to extend and enrich the educational experience of college and university students by stimulating vigorous discourse among professors, prospective professors, and academic administrators about the purpose, nature, and scope of general and liberal education. General and liberal education provide for the undergraduate the breadth of knowledge, understanding, and appreciation needed to live in the world as informed, responsible, and responsive citizens. To accomplish its goals, the association holds an annual conference, publishes a newsletter, and sponsors other professional activities to encourage reform in general education, curricular innovation and excellence in classroom teaching.

*AGLS News* is the newsletter of the Association for General and Liberal Studies. Send news, information, or queries to:  
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**AGLS News online:**  
[www.stedwards.edu/bss/AGLS/index.htm](http://www.stedwards.edu/bss/AGLS/index.htm)

*From the Executive Director*

## KC conference and institutional memberships

Hard to believe we are back in session for the fall semester already. Allow me to take just a minute to highlight just two important items for AGLS.

First, I hope all of you are in the process of registering for our annual conference, this year to be held in Kansas City from October 28-30. Conference planners Larry Kaptain and Steve Dilks have planned an exciting series of sessions in an exciting city. As I noted in our last newsletter, the Executive Council visited the site for our winter meeting and were impressed by the hotel, the surrounding area (the Country Club Plaza), and the conference schedule. Details about conference and hotel registration are available on our website (<http://www.bsu.edu/web/agls/>).

Personally, I am looking forward to both plenary sessions, a session featuring AGLS's participation in the recently formed Consortium for International General and Liberal Studies (at this writing we will host visits by representatives from the Aga Khan Humanities Project and Smolny College of Liberal Arts and Sciences), a session highlighting AGLS president Rob Mauldin's work with accrediting agencies, a session featuring former winners of AGLS's Katz Award, as well as sessions on study abroad, cognitive and character development, and a discussion of new challenges for General and Liberal Education. Again, refer to the most current conference schedule on our website, and make plans, if you have not already, to join us in Kansas City.

Second, I want to announce officially AGLS's revised and robust Institutional Membership program, a bylaw change approved by our membership in June. Read over the benefits of this program, listed

below, and I know you will see it as a great way for your institution to support both AGLS and your own general

and liberal education programs. The cost for an Institutional Membership is \$500 per year, which includes the following:

- Listing of your institution's support for AGLS on our newsletter, programs, website, and other appropriate publications,
- Hot linking the AGLS website to the description of your general/liberal education program on your website,
- Three individual memberships to AGLS, designated by your institution, each of which includes a subscription to the *Journal of General Education*, the AGLS newsletter

*AGLS News*, and access to the AGLS Listserve,

- Those same three designated institutional members receive 20% discount on the fall conference registration fees (this year that cost would be \$168 per person vs. \$210),
- An additional institutional copy of the *Journal of General Education*,
- Three additional institutional copies of *AGLS News*.

I hope you will recognize the benefits of such a membership for both your institution and AGLS. Please promote this membership program at your institution. Application forms are available on our website. Questions can be addressed to me ([pranieri@bsu.edu](mailto:pranieri@bsu.edu)).

Thanks. See you all in Kansas City in October, and have a great start to the fall term.

***Paul Ranieri***  
***AGLS Executive Director***

**Details about conference and hotel registration are available on our website**  
**<http://www.bsu.edu/web/agls/>**

***...The Executive Council visited the site for our winter meeting and were impressed by the hotel, the surrounding area (the Country Club Plaza), and the conference schedule.***

## Exemplary Program Reports

### *Drury University* **Global Perspectives 21**

Drury University in Springfield, Missouri, has created a general education program that explores the liberal arts tradition and applies that tradition to contemporary problems and challenges. Drury has named this approach the "Global Perspectives 21" curriculum. The faculty developed this curriculum in the early 1990s because they envisioned how the 21st century would transform how people live, work, and think. In order to make general education more meaningful to students, Drury focused its general education around the theme of global studies, with each course building and exploring what it means to be an engaged citizen in the global community. The Global Perspectives curriculum focuses on the cultural, political, environmental, scientific, and economic changes that have been occurring and prepares students to integrate different kinds of knowledge and imagine creative solutions to today's challenges.

Global Perspectives uses two interdisciplinary approaches:

- (1) Scientific Perspectives with a focus on mathematical and scientific literacy, technology, environmental analysis, and the social sciences,
- (2) Humanities Perspectives with a focus on communication, critical thinking, diversity, ethical and cultural analysis, and planning and preparing for the future.

The courses in the curriculum fit together so that students can systematically explore the world around them and make connections between different ways of knowing and understanding. By focusing on the theme of Global Perspectives, Drury offers students an opportunity to integrate theoretical and practical knowledge as they consider contemporary social, ethical, economic, environmental, and political problems and possible solutions to those problems.

As part of this new approach to general education, Drury developed a series of interdisciplinary courses that bring together a number of disciplines. Courses such as Alpha

Seminar: The American Experience, Global Awareness & Cultural Diversity, Values Analysis, Global Futures, Science and Inquiry, and Math Inquiry have taken the place of traditional courses taught within the framework of a particular discipline. These courses encourage students to examine contemporary problems through the prism of a number of disciplines and to build bridges between those disciplines and between different cultures.

Through this curriculum, students develop their reading, writing, oral communication, and research skills. As part of the curriculum, Drury has developed rubrics in each of these skill areas and reinforces them in each of the core courses. Students extend their abilities to think critically and creatively to solve problems. They explore values and ethical issues in many ways and develop a deeper awareness of what divides and unites people across cultures. This integrated program of study prepares students for success in their personal and professional lives.

*Richard Schur, Ph.D./J.D.*  
*Director, Interdisciplinary Studies*  
*Drury University*

### *North Central College* **From Team-Taught Freshman Writing to Linked Courses: An Integrative Approach to General Education and Faculty Development at North Central College**

North Central College, Naperville, Illinois, is a private four-year comprehensive college of 2800 students in the high tech corridor of the Chicago metropolitan area. Innovations in North Central College's general education curriculum have reaped an array of benefits for faculty as well as students. Two related programs demonstrate how strategic decisions to invite faculty interaction across disciplinary boundaries have impacted both student and faculty learning and research.

## Exemplary Program Reports

A team-taught freshman composition seminar brings two faculty together from two different departments (English and a second department) around a theme of the team's choosing. Faculty in such fields as accounting, economics, chemistry, computer science, sociology, art, modern and classical languages, history, and physical education brainstorm topics that enable both team members to offer content expertise as well as writing instruction. This enriched topics-oriented course approaches student writing, critical thinking, reading, and research with a focus on how differing disciplines and professions engage in inquiry and communicate around a specific topic, modeling deliberation and problem-solving. Students come to see how multiple points of view and an array of skills enter into consideration of the subject matter.

Among the consequences of North Central's institutional commitment to freshman education, beyond the academic benefits of being introduced to "connected" learning and team teaching, is an increased exposure to full-time faculty and an opportunity to consider writing and research from a range of perspectives. For the faculty, the seminar has proven to be a significant faculty development experience. Faculty are supported to participate in a series of workshops over the summer to explore the assumptions behind their disciplines' approaches to writing and research, to examine criteria and vocabulary for evaluating student performance, and to explore the nature of interdisciplinary writing as it relates to public discourse. While teams have preparation time of their own, the larger group, often representing over 1/3 of the faculty, offers the most powerful space for forging an intellectual community and for breaking down the compartmentalization that often affects comprehensive campuses where liberal arts and pre-professional programs co-exist.

A second integrative experience underscores and extends the work of the freshman seminar into other disciplinary arenas. Students must complete an interdisciplinary requirement, known as the "link." While stu-

dents may complete it through an interdisciplinary minor or study abroad program, the majority of students complete a link between two courses offered across the curriculum or participate in a course cluster associated with our annual international programs regional focus. The courses must originate from different departments and require roughly 10% of class and/or outside time to be devoted to linking activity, activity that focuses on the intersections between courses or the application of the methodology of one course to another. Depending upon the choice of course clusters, permanent links, annual links, and student-initiated links, there are differing expectations placed upon the faculty member or the student to take responsibility for developing appropriate linking activities, meeting the needs of diverse student constituencies, including adult part-time evening students. Summer grants have supported departments seeking to find ways to build a linking focus into their departmental planning, inviting intense dialogue within and across departments about what assumptions, methods, and questions they embody.

In both cases some faculty report that these are rare opportunities to come to understand their departments from the inside and outside. It is not unusual for collaborative research efforts to follow from new teaching initiatives. Part-time faculty, who contribute to both general education programs, are oriented to the College's academic community in comprehensive ways. Many welcome the opportunity to receive an intellectual orientation, including summer workshops and partnering with full-time faculty, that goes above and beyond the logistics of campus policies and grading practices. What has proven to be an effective curricular revision that integrates student learning within general education has created a unique exchange of professional understandings among the faculty.

*Francine G. Navakas*  
*Bramsen Professor in the Humanities*  
*Associate Academic Dean*  
*North Central College*

## 2005 AGLS conference

**AGLS will co-host its 2005 annual conference** with the Association for Integrative Studies, in Fairfax, VA,—just 18 minutes from the D.C. airport, and with free transport to the Metro into D.C. Our shared conference theme will be “Integrations: Liberal Learning in a Diverse World.” AGLS Executive Council member Ron Daniel, Assoc. Provost for Undergraduate Programs at Virginia Tech, is leading the conference arrangements for AGLS.

## NACADA News Items

### Help NACADA Celebrate Its 25th Anniversary!

The 28th Annual Conference on Academic Advising, “Building Bridges: Advisors as Architects for the Future,” will be held October 6-9, 2004 at the Cincinnati Convention Center. Check the Registration Brochure online at for an overview of official events, optional tours, and airline and car rental discounts:  
[www.nacada.ksu.edu/NationalConf/2004/regBrochure.htm](http://www.nacada.ksu.edu/NationalConf/2004/regBrochure.htm)

### Effectively Engaging Faculty in Academic Advising

The 6th Survey of Academic Advising affirms the important role of faculty in academic advising on our college and university campuses. Over 80% of 4-year (both private and public) institutions have models of delivery that involve faculty members and over 80% of 2-year private and almost 50% of 2-year public institutions utilize models that rely on faculty participation in academic advising.

As advising administrators, how can faculty members be effectively engaged in academic advising? What models or frameworks exist to recognize and reward engagement in academic advising? What approaches to professional development enhance the expertise and skills in teaching and learning that faculty members bring to the academic advising process? Models, frameworks, and approaches to academic advisor development will be explored and presented during this one-and-a-half-day focused seminar in St. Pete Beach, FL, Jan. 27-28, 2005.

### Academic Advising Administrators’ Institute

What skills do I need to be more effective as an advising administrator? What ways can I effectively evaluate, motivate, and reward academic advisors? How can I affect significant and positive change on my campus in regard to academic advising?

If you are an academic advising administrator and have asked any of the above questions and more, then plan on joining us January 30-February 1, 2005, in St. Pete Beach, Florida. Registration information is available at [www.nacada.ksu.edu/AdminInst/index.htm](http://www.nacada.ksu.edu/AdminInst/index.htm).

### Assessment of Academic Advising Institute

Where do you start when putting together an assessment program? What instruments are available for your use? What are other campuses doing in assessment?

We would like to help you answer these questions! Join us on the beach at St. Pete Beach, Florida, February 2-4, 2005. This intensive working institute will focus on the components of a successful assessment program as well as provide specific strategies and tools for developing and implementing assessment programs. For information visit [www.nacada.ksu.edu/AssessmentInst/index.htm](http://www.nacada.ksu.edu/AssessmentInst/index.htm).

### Campus Advising Awards

Each year well deserving individuals and advising units are recognized and receive awards on their respective campuses for outstanding academic advising, faculty advising, or advising administration. Listed at the web site below are lists of these award recipients for 2003 and 2004. NACADA applauds these advising professionals on these achievements! Congratulations to you all!  
[www.nacada.ksu.edu/Awards/CampusAwards.htm](http://www.nacada.ksu.edu/Awards/CampusAwards.htm)

### NACADA Advising Awards

Congratulations to the 2004 award recipients in the NACADA National Awards Program. All award recipients will be formally honored during the NACADA National Conference in Cincinnati this fall. Links to listings of these award recipients can be found at [www.nacada.ksu.edu/Awards/PastRecipients.htm](http://www.nacada.ksu.edu/Awards/PastRecipients.htm).

### New NACADA Monographs

Three new monographs from NACADA:

- The Status of Academic Advising: Findings from the ACT Sixth National Survey (available NOW)
- Giving Advice to Students: A Roadmap for College Professionals (available Fall, 2004)
- Advising Transfer Students: Issues and Strategies (available Fall, 2004)

For more information, please visit the NACADA Web site at [www.nacada.ksu.edu/Monographs/index.htm](http://www.nacada.ksu.edu/Monographs/index.htm).

### NACADA Clearinghouse of Academic Advising Resources

Need advising resources immediately? Turn to the NACADA Clearinghouse of Academic Advising Resources and find resources to help you advise students. Also available are practitioner authored overviews of relevant advising topics. Check out the Clearinghouse at [nacada.ksu.edu/Resources/index.htm](http://nacada.ksu.edu/Resources/index.htm).

## 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.

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## AGLS NEWS

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*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, Tom Lowe.*

### AGLS Membership Form

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,  
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