

Integrative Liberal Studies Oversight Committee, UNC Asheville
Annual Report, 2008 - 2009
Alan Hantz, Chair, ILSOC
June, 2009

Overview

This report compiles the end of year reports of the Intensive and Cluster Sub-committees and coordinators. A complete listing of courses counting for Intensive, Colloquium and Cluster courses appears on the attached spreadsheet. Clusters 1, 3 and 6 did not submit year-end reports, but data from Institutional Research on those units are included herein. The coordinators for Clusters 1 and 6 are currently on leave, and the coordinator for Cluster 3 resigned due to an administrative appointment and has not yet been replaced. This report does not include material on the "foundations" components of the ILS, except as these may count toward cluster or intensive matters. The report also leaves out the Arts & Ideas and Humanities components, as they report separately. This report is submitted to the Faculty Senate, through the Academic Policies Committee, with copies to the Area Deans and Provost.

Enrollments

In the 2008-2009 academic year, 626 courses were offered that count in some way toward the ILS components covered in this report. The table below breaks out the number of sections and enrollments by cluster, intensive and colloquium. The main indication from this data is that plenty of seats were available in every area. Examination of the enrollment balances data indicates that while many courses were fully enrolled, there were seats available in every area for students who might need them. The full spreadsheet of this data is attached. Please note that it is unlikely that all the enrolled students were actually counting these courses for particular ILS requirements. The above data reports filled seats, regardless of student intentions. Conceivably, all students enrolled might be counting the course in fulfillment of ILS requirements, but that is unlikely in a practical sense. Also, some courses count toward more than one ILS requirement, which artificially inflates the numbers slightly. The point, however, is that ILS courses were available on a widespread basis, and even after the enrollment closure date, some seats remained free.

| ILS - 2008-2009 | | |
|------------------------|---------|----------|
| cluster | courses | enrolled |
| 1 | 31 | 849 |
| 2 | 29 | 852 |
| 3 | 32 | 805 |
| 4 | 51 | 1313 |
| 5 | 26 | 298 |
| 6 | 13 | 377 |
| 7 | 31 | 872 |
| 8 | 2 | 23 |
| 9 | 11 | 239 |
| 10 | 36 | 923 |
| Intensives | | |
| WI | 193 | 3069 |
| DI | 73 | 1562 |
| QI | 102 | 2879 |
| ILI | 167 | 2059 |
| Colloquia | | |
| 179 | 34 | 615 |
| 379 | 32 | 552 |
| 479 | 10 | 161 |

One cluster showed a low number of courses and seats offered. This is the Greek cluster, which is highly specialized, incorporating a summer study abroad component. Thus the numbers here are appropriate. The requirement for a senior colloquium (479) was modified to allow students to count HUM414 by request of the teaching faculty in that course. Those sections and enrollments are not reported here.

2008-2009 Activity Summary

The individual area reports carry through two important themes. The first of these is assessment. Progress was made in every intensive area, and in all colloquia to move forward with assessment processes. Instruments were developed and tested in 2008-2009. In the 2009-2010 academic year, we can expect to see the first practical application of these assessment tools.

Preliminary assessment has begun in clusters as well, although these efforts have proceeded unevenly across clusters. The initiation of a template for year-end reporting represents the first step toward gathering coherent and comparable information on cluster effectiveness.

The second theme running through the past year's ILSOC work has been in the area of administrative organization. A system of deadlines for submission of new cluster and intensive proposals was phased in and that, by all accounts, is working well. The administrative structure

of ILSOC was modified by the Faculty Welfare Committee. The changes include the establishment of advisory sub-committees for the Colloquia and the Clusters, and the regularization of sub-committee memberships and terms of office. It is our expectation that ILSOC will function with improved smoothness in the coming year.

Communication with the Academic Policies Committee improved in 2008-2009. However, the APC never did provide feedback on ILSOC's annual report from 2007-2008. Neither did APC ever share with ILSOC the results of their survey of faculty attitudes toward the ILS program. Communication about both these matters could have been helpful to ILSOC's efforts to improve the program.

Departmental Contributions to ILS

The table below provides a count of ILS courses offered in 2008-2009 by prefix. This indicated the relative participation of various departments in the ILS clusters, intensives and colloquia. Please recall that this report does not include foundations, Humanities and Arts & Ideas courses, where some departments offer significant contributions.

ILS Sections: 2008-09 by Prefix

| | Sections | | | | | | | | | | | | | | | |
|-------|----------|-------|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|
| | Total | LSIC* | WRI | DIV | QUAN | INFO | CL01 | CL02 | CL03 | CL04 | CL05 | CL06 | CL07 | CL08 | CL09 | CL10 |
| ACCT | 15 | 1 | 2 | | 10 | 2 | | | | | | | | | | |
| AFST | 2 | 1 | 1 | 1 | | | | | | | | | | | | |
| ANTH | 11 | | 3 | 1 | | 1 | | 1 | | 6 | | | | 1 | | 6 |
| ART | 14 | | | | | 11 | | | | | | | | | | |
| ARTH | 11 | | 8 | 1 | | 2 | | | | | | 1 | 2 | | | |
| ARTS | 14 | | 4 | 5 | | | | | | | 1 | | 2 | | | 2 |
| ASTR | 3 | | | | 3 | | | | | | | | 3 | | | |
| ATMS | 9 | 2 | 1 | | | 1 | 5 | | | 1 | | | | | | |
| BIOL | 36 | 3 | 16 | 1 | | 10 | | 11 | | 1 | 3 | 2 | 1 | | 2 | 7 |
| CHEM | 21 | 5 | 5 | | 10 | 4 | 6 | | | 6 | 6 | | 1 | | 1 | |
| CLAS | 6 | 1 | | 1 | | 1 | | | | | | | 3 | | | |
| CSCI | 14 | 5 | 4 | | | 9 | | | | | | | | | | |
| DRAM | 9 | 1 | 2 | 2 | 1 | 1 | | | | | | | | | | 2 |
| ECON | 29 | 1 | 8 | 1 | 15 | 2 | 2 | | | 4 | 1 | | | | 1 | |
| EDUC | 30 | 4 | 12 | 10 | 3 | 11 | | | | 2 | | | | | | 8 |
| EGM | 2 | | 2 | | | 1 | | | | | | | | | | |
| ENVR | 22 | | 8 | 1 | 3 | 5 | 10 | | | | 10 | 9 | 1 | | | |
| ESI | 3 | | 3 | | | 2 | | | | | | | | | | |
| FREN | 6 | 1 | 2 | 2 | | 1 | | | | | | | | | | |
| GERM | 2 | 2 | 1 | | | 1 | | | | | | | | | | |
| HIST | 9 | 2 | 6 | 1 | | 2 | | | | | | | | | | |
| HON | 5 | 5 | | 1 | | | | | | | | | | | | |
| HUM | 15 | | 3 | 12 | | | | | | | | | | | | |
| HWP | 9 | 3 | 3 | 1 | | 3 | | | | | | | | | 5 | |
| INTS | 2 | | 2 | | | 1 | | | | 1 | | | | | | |
| IST | 1 | 1 | | | | | | | | | | | | | | |
| LANG | 39 | 1 | 2 | 2 | | 36 | | | | 2 | | | | | | 2 |
| LIT | 22 | 3 | 15 | 5 | | 7 | | | | 2 | 1 | | | | | 3 |
| LS | 15 | 15 | 5 | | | 2 | | | | | | | | | | |
| MATH | 35 | 2 | 4 | | 17 | 14 | | | | 2 | | | | | | |
| MCOM | 21 | 1 | 8 | | | 2 | | | | 10 | 1 | | | 11 | | |
| MGMT | 27 | 3 | 12 | 8 | 5 | 11 | 4 | 1 | | 1 | 4 | | | | | 3 |
| MMAS | 10 | 1 | 3 | | | 4 | | | | | 2 | | | | | |
| MSE | 1 | | | | | | | | | 1 | | | | | | |
| MUSC | 1 | | 1 | | | 1 | | | | | | | | | | |
| PHIL | 12 | 2 | 4 | 1 | | 3 | 1 | | | 1 | 2 | | | 5 | | |
| PHYS | 12 | 2 | 1 | | 9 | 2 | | | | 3 | | | | | | |
| POLS | 12 | 2 | 3 | 4 | | 2 | 2 | | | | 1 | | | 1 | | |
| PSYC | 46 | 2 | 10 | 2 | 4 | 6 | | | 11 | | 22 | | | | | 4 |
| RELS | 1 | | | | | | | | | | | | | | 1 | |
| SOC | 27 | 3 | 5 | 13 | 1 | 2 | 2 | | | 1 | | 1 | 2 | | 2 | |
| SPAN | 19 | | 13 | 3 | | 4 | | | | 1 | 4 | | | | | |
| STAT | 21 | | 10 | | 21 | | | | 17 | | | | | | | |
| VMP | 1 | 1 | 1 | | | | | | | | | | | | | |
| WMST | 4 | 2 | 1 | 1 | | 1 | | | | | | | | | | |
| Total | 626 | 78 | 194 | 80 | 102 | 168 | 32 | 41 | 33 | 52 | 28 | 13 | 32 | 2 | 11 | 37 |

*Includes
LSSC

ILS Intensive Annual Report

Intensive_____Diversity_____

Intensive Director (name & email) co-directors—Deborah (Dee) James djames@unca.edu and Cathy Whitlock (cwhitlock@unca.edu)

Sub-Committee Members & Departments:

| | |
|----------------|-------------------------|
| Keith Bramlett | Sociology |
| Heon Lee | Sociology |
| Elena Adell | Foreign Languages |
| Donna Parsons | Management |
| Cathy Whitlock | Mathematics |
| Dee James | Literature and Language |

Please answer the questions below as they pertain to your intensive area. You may need to consult with individual instructors to acquire the appropriate information.

1. Describe your meeting schedule this academic year.

In the fall, we met on Friday mornings from 9-10 every other week during the first half of the semester and on an ‘as needs’ basis afterwards. In the spring, we met on Thursdays from 12:15-1:30 every other week.

2. What have been the principal challenges addressed by your Sub-Committee this academic year?

Among our principle challenges this year have been: effectively communicating what the DI criteria are to both faculty and students, constructing an assessment tool, considering how to address the needs of student petitioners for DI credit, and determining how best to provide ongoing faculty development and support.

3. Have any opportunities for faculty development and/or scholarship emerged for faculty in your intensive as a result of their participation in it this academic year?

Yes.

(a) We conducted two faculty development workshops in summer and fall, 2008.

(1) One was for faculty interested in developing a DI course (9). This workshop extended over three half days: one in May, during which faculty were introduced to the process and definitions and given a set of readings. The follow-up sessions took place on two consecutive half days in August—one to discuss the readings and preparing proposals and one during which committee members were available for consultation in the computer lab in New Hall.

(2) The second was aimed at faculty already engaged in teaching DI courses (13). Its focus was to identify assessment priorities and goals and begin constructing an assessment tool to be piloted in the Spring 09.

(b) Keith Bramlett, Dee James, and Heon Lee hosted a panel on the Diversity Intensives requirements as part of the fall Diversity Conference “Living in /Living With Diversity” November, 2008.

(c) Elena Adell was on the steering committee for the conference.

5. Did any intensive courses connect to any co-curricular or extracurricular activities this academic year?

If yes, please detail these:

The Diversity Conference in the fall; Black History Month; Ability Unlimited

6. Does your intensive have a website, blog, moodle or other communication forum?

Yes No Don't know

If so, please describe:

We have a shared file on the UNCA server for depositing materials such as applications for committee consideration. Because of the sensitivities involved in proposing and considering proposals fro DI status, we felt that this was a more secure means of sharing applications with each other than through an internet source.

7. Have you done any formal or informal assessment of your intensive's effectiveness?

Yes No Don't know

We began in May 2008 with a discussion, facilitated by Joseph Berryhill of the Psychology department, to identify what we think should be assessed and in what priority, among thirteen faculty who have been actively engaged in teaching DI courses here at UNCA. In our next meeting on August 13th, we decided that what we wanted was a pre and post test survey for students, helping us determine what students knew when they entered a DI class and what they understood at the end. From this discussion Bryan Schaffer and Donna Parsons of the Management and Accountancy Department agreed to construct a draft using their own disciplinary expertise. A sub-group met in October 2, 2008 to construct the draft and fine tune it. The process we determined was that students would complete the pre-test survey, the teacher would hold on to these until the end of the semester at which time they would be returned to the student to use in responding to the post test questions. Our intention was to see what students themselves judged to be the differences between their responses. (See attached)

Unfortunately, though we did receive IRB approval, it came too late to administer the assessment for this spring. So we decided to field test the questions this spring (09) with students enrolled in three classes—SOC 420 Difference and Inequality--Keith Bramlett, MGMT 398 International Management—Donna Parsons, Africana/Literature 273 Introduction to the Cultures and Literature of West Africa—Dee James. We provided a modified form of

the original (to take into account that they had not had a pre-test survey) and distributed it during the last full week of class. We collected the responses and Donna Parsons will examine them (possibly with the aid of Bryan Schaffer) over the summer (see 2nd attachment).

Barring any unforeseen developments, the full assessment will be run in all classes with the DI designation in fall 2009.

8. What intensive courses were renewed this academic year?

We had no renewals this semester.

9. What intensive courses were dropped this academic year?

The Humanities courses were withdrawn from DI status this year. This was the decision of the Humanities Program.

10. What do you believe has been successful about your intensive this academic year?

Developing an assessment tool, both the process of developing it as well as the tool itself, was our biggest success.

11. Please share anything about your intensive that you feel should be added to our information about it.

Courses Approved Academic Year (08/09)

Africana/Literature 273 Introduction to West African Cultures Dee James

HIST 373 History of the Atlantic World Ellen Pearson

INTS 365 International Experiential Learning: Mission and Methods

MCOM 373 Intermediate Film Study—Ann Slatton

POLS 373 Re-Storying Community Workshop Ken Betsalel

SOC 280 Sociology of Gender Karin Peterson

In addition, we also attach a copy of a report which audited the current curriculum in terms of how and where it addresses diversity issues, including Diversity Intensives courses. The process of developing and revising this document, conducted by intern Robert Waskom for the Diversity Action Council, helped us understand several important aspects of the current program. Highlights include:

- The number of students who have taken more than one DI course: 58 % of the graduating seniors during a normal progression to graduation; 42% of graduating seniors took only one DI; only 2 graduating seniors have transfer credit for a DI course.
- The diminishing number of student petitions for exceptions has decreased (11 total—only 5 of which were from transfer students).
- The benefit to the entire curriculum of the faculty development aspect of applying for DI status as well as from participating in DI workshops

Information Intensive Annual Report
2009

Intensive: Information Literacy

Intensive Director (name & email): Tammy Huffman, thuffman@unca.edu

Sub-Committee Members & Departments:

Eileen Crowe, Literature (through 2009-2010)

Sam Kaplan, Mathematics (through 2010-2011)

Heather Harvey, Librarian (resigned December 2008)

Anita White-Carter, Librarian (as of January 2009)

1. Describe your meeting schedule this academic year.

Our committee met on an “as needed” basis and often communicated via e-mail. We met to discuss new applications for information literacy designation, and petitions for substitutions, as we received them. All decisions were made through group consensus. We also held meetings to discuss the reapplication process and plans for assessment.

2. What have been the principal challenges addressed by your Sub-Committee this academic year?

One of our principal challenges in the Fall was the integration of a new committee with only one returning member, Eileen Crowe. We worked through a learning curve and ultimately were able to work as a fully functioning productive team. An additional setback occurred when our librarian, Heather Harvey, left the University at the end of the Fall semester. We were very fortunate to have Anita White-Carter join our committee and immediately participate in committee decisions.

Additional challenges occurred when we received several petitions for substitution where the petitioners asked to have UNCA courses count as information intensive, although the courses had never applied for ili designation. In all cases we were able to work with the instructors to ultimately approve their courses as information literacy intensive.

3. Have any opportunities for faculty development and/or scholarship emerged for faculty in your intensive as a result of their participation in it this academic year?

On Monday, December 15, 2008, Anita White-Carter and Eileen Crowe presented a thirty-minute workshop to faculty attending the Writing Intensive workshop for those preparing to

teach the Information Literacy Intensive LSIC 379, the transfer colloquia. We provided an informational handout (attached) then explained and entertained questions about each point.

In addition, Anita directed all attendees to Ramsey Library's Information Literacy website and provided a handout on various discipline-specific research databases and discussed the advantages of being familiar with them.

Comments from those who attended (six - eight faculty members) indicated that this was a useful presentation.

4. Did any intensive courses connect to any co-curricular or extracurricular activities this academic year?

No co-curricular or extracurricular activities were noted this year

5. Does your intensive have a website, blog, moodle or other communication forum?

We currently do not use any of these tools but are committed to developing an information literacy intensive website in the Fall 2009. Ultimately this site will provide all needed information related to the intensive. In addition, the website will link directly to the information literacy website provided by Ramsey Library.

6. Have you done any formal or informal assessment of your intensive's effectiveness?

We are in the process of receiving informal assessment information linked to our reapplication process. Last year (2007-2008) the committee completed a formal assessment of Language 120 courses. Next year we will develop and complete a formal assessment of upper-level information literacy courses.

8. What intensive courses were renewed this academic year?

We are currently beginning the renewal process. We are in the process of notifying department chairs of courses that require renewal in Fall 2009.

We have added several information literacy courses this year. They include the following:

As of Spring 2009

HWP 325 – Pathophysiology of Chronic Disease*
EGM 482 – Senior Design Project in Mechatronics
MCOM 499- Mass Communication Research
EDUC 390 – Research Methods in Reading K-12
ARTH 460 - Issues in Art History*

As of Fall 2009

DAN 345 – Research in Dance

MGMT 492 – Senior Design Project (Special topics – independent study)

FREN 400 – The French Language

* These courses were previously approved as instructor specific but are now approved for all instructors.

9. What intensive courses were dropped this academic year?

No information literacy courses have been dropped this year. We anticipate dropped courses as we continue the renewal process.

10. What do you believe has been successful about your intensive this academic year?

The information literacy sub-committee has been successful in developing into a productive team, focused on preserving the integrity of an information literacy designation. We have worked with faculty to produce courses that provide students with opportunities to utilize research tools in their discipline to produce meaningful outcomes.

We look forward to focusing on the renewal process, assessment, and website communication in 2009-2010.

ILS Intensive Annual Report

Intensive: Quantitative

Intensive Director (name & email): Chris Bell (bell@unca.edu)

Sub-Committee Members & Departments:

Chris Bell (Economics) Patrick Foo (Psychology)
Peter Kendrick (Math Lab) Mike Ruiz (Physics)

Please answer the questions below as they pertain to your intensive area. You may need to consult with individual instructors to acquire the appropriate information.

1. Describe your meeting schedule this academic year.

We discussed and approved QI proposals via email. If we had not reached consensus specific proposals we would have held physical meetings but doing so was not necessary this year. In addition, we had several called meetings to discuss the renewal process and the QI assessment survey.

2. What have been the principal challenges addressed by your Sub-Committee this academic year?

Creating the QI assessment survey.

3. Have any opportunities for faculty development and/or scholarship emerged for faculty in your intensive as a result of their participation in it this academic year?

Not to my knowledge, but this would be a good question to ask our faculty in a simple survey each year. See answer to question 7 below regarding a means for administering such a survey.

5. Did any intensive courses connect to any co-curricular or extracurricular activities this academic year?

Not to my knowledge, but this would be a good question to ask our faculty in a simple survey each year. See answer to question 7 below regarding a means for administering such a survey.

6. Does your intensive have a website, blog, moodle or other communication forum?

No (aside from the standard ILS QI pages Alan Hantz and Alicia Shope maintain).

7. Have you done any formal or informal assessment of your intensive's effectiveness?

No, but we have a survey and I've nearly completed a web application that will allow us administer it online. The application is general enough that every ILS subcommittee will be able to use it, borrowing some questions and response options from our survey if they wish and adding their own. I've checked with Archer and what we'll have will be far more flexible and generate more useful standard reports than what the commercial service he uses can provide.

8. What intensive courses were renewed this academic year?

None (but thanks to Alicia Shope's efforts we now know more or less when each course was granted QI status and thus when each is subject to renewal).

9. What intensive courses were dropped this academic year?

None.

10. What do you believe has been successful about your intensive this academic year?

Students appear to be able to find courses that allow them to meet the QI requirement in an appropriate and timely fashion. We are not aware of any waivers of the QI requirement for graduating seniors nor of any QI-related complaints regarding specific QI courses. Our course assessment survey will address these questions directly, however.

11. Please share anything about your intensive that you feel should be added to our information about it.

Intensive courses added this academic year:

1. Econ 101 (Principles of Macroeconomics)
2. Econ 102 (Principles of Microeconomics)

Petitions for substitutions of courses to meet QI requirement:

- Courses taken at other institutions approved: At least six (I started keeping track this semester and can remember two from last semester).
- Courses taken at other institutions denied: None.
- Courses taken at UNCA approved: None.
- Courses taken at UNCA denied: None.

Goals for next year:

1. Create and implement a formal QI renewal process.
2. Administer and analyze a QI course assessment survey (to students).
3. Create, administer and analyze a QI program assessment survey (to QI instructors).

Should some of the questions I've answered here be added to next year's annual report? Plus a question regarding waivers of the intensive requirements for graduating seniors?

Sub-Committee on Writing Intensives Report to ILSOC and APC

Note: this report was authored in its entirety by the members of the WI Sub-Committee: Mary Alm, Patrick Bahls, Peter Caulfield, Heidi Kelley, Leah Mathews, Karin Peterson, Sally Wasileski, and Alice Weldon.

Intensive Director (name & email): Karin Peterson, kpeterso@unca.edu

Sub-Committee Members & Departments:

Mary Alm, Writing Center

Patrick Bahls, Mathematics

Peter Caulfield, Literature and Language

Heidi Kelley, Sociology and Anthropology

Leah Mathews, Economics

Karin Peterson, Sociology

Sally Wasileski, Chemistry

Alice Weldon, Foreign Languages and Women's Studies

Please answer the questions below as they pertain to your intensive area. You may need to consult with individual instructors to acquire the appropriate information.

1. Describe the WI meeting schedule this academic year.

We met for 1 to 1 ½ hours every other week. We also had a 3-hour retreat in May. This is in addition meetings for planning workshops and carrying out assessment.

2. What have been the principal challenges addressed by the WI Sub-Committee this academic year?

An ongoing challenge has been teasing out key information from the applications we receive, information related to the role writing plays in achieving the learning outcomes for the courses and information related to the instructional process, including the use of formative and summative evaluation of writing. With such key information lying buried in the application and its attachments, sub-committee members have found evaluating the merits of the application more difficult than should be. Therefore, we devoted a great deal of time and attention to revising our application form, working for a version that explicitly requests from instructors the information we need to properly evaluate whether the course meets all the criteria for Writing Intensive status.

Given the lack of a physical archive of all applications (much less a stand-alone, commonly accessible, electronic one), determining which courses need to renew their application has proven daunting. Also, because the application form has gone through several permutations since the initiation of WI, deciding on an appropriate renewal process was also a challenge. Ultimately, we decided to use the same application for both new and renewing courses. The committee will continue to evaluate the application and renewal processes to assess their effectiveness and appropriateness, with an aim to simplifying renewals after the current round of renewals is complete.

Communicating with instructors continues to challenge us as well. As we are all still in the process of developing a common vocabulary on campus to discuss writing and the instruction of writing, conversations between a specific instructor and a WI subcommittee member can take time and patience for all parties involved. Our aim is to communicate in person with folks who are (a) writing an initial application, (b) being asked to revise an application, (c) pursuing renewal of an application, or even (d) just thinking about becoming involved with Writing Intensives and desiring better understanding of the criteria. This makes for a lot of conversations to schedule among full-time faculty. Follow-up is done with both phone and email, but these person-to-person encounters are crucial if we are to develop a robust writing culture at UNC Asheville.

The number and complexity of applications and the need for frequent communications would seem to require the services of an office assistant. As we know all too well, we have no access to such assistance nor are we likely to have such access in the near future. This lack continues to hamper the efficient operation of our Sub-Committee.

We believe our preference for face-to-face meetings with colleagues contributes to building trust, as well. We still encounter resistance when we lay out the expectations for teaching a WI. This resistance is two-fold. The first stems from the difference between teaching a writing intensive course and teaching a course that involves writing, which are fundamentally different. In a WI course, as defined, writing must be integral to achieving the learning outcomes of the course and the course must include writing instruction before and in-process, formative and summative feedback, and opportunity for students to learn from feedback and revise their work. Therefore, not all courses involving writing are WI. Incorporating these fundamentals sometimes requires course redesign, which takes faculty time. The second stems from the time it takes an instructor to effectively communicate how the WI requirements are implemented in their course to the committee, especially if these required fundamentals are not explicitly included in the course design prior to applying for WI.

A related concern for us has been the lack of oversight of LSIC colloquia. Since there is no application for, nor oversight of, the WI aspect these classes, faculty have focused on whichever element of the course most interests them and elicits their best teaching. That element is not often writing. Faculty who themselves teach LSIC courses without rigorous expectations for writing or who know colleagues who do so, may resist adding the responsibility for writing instruction to other WI courses. We are pleased that the LSICs now have a coordinator who is willing to work with us in faculty development for the WI component of LSICs and to begin an assessment project focused on student learning in LSICs, including the WI component. Because the new ILS program was designed by eliminating one semester of freshman composition taught by faculty in Language and Literature, we are very concerned about the LSIC faculty's obligation to provide quality writing instruction in LSIC 179 and 379 courses as well as in the WI courses offered by departments and programs.

Connected with this general concern for the quality of writing instruction is the challenge of faculty development. While we have been offering May workshops focused on novice WI instructors, we have never had access to the resources needed to provide on-going support to them. WIs cannot strengthen nor can a culture of writing fully blossom without opportunity for faculty to grow their skills as teachers of writing. Last year, we were granted the opportunity to offer a one-day workshop for experienced WI faculty; we traded off more time with novice instructors, reducing their workshop experience to one day, down from three

half-days. But now budget cutbacks have eliminated the opportunity to offer a workshop for more experienced faculty.

In addition, the WI sub-committee has multiple responsibilities for developing and sustaining a vigorous culture of writing at UNC Asheville. These include responsibility for the application process (evaluating applications, working with faculty in application approval, and communicating changes with the registrar), faculty development to make the WI experiment more successful for faculty and students, assessment of student learning in WI courses and determining the extent to which ILS WI courses are successful in teaching writing. (Please see Question 6 below for additional discussion.)

3. Have any opportunities for faculty development and/or scholarship emerged for faculty in your intensive as a result of their participation in it this year?

Yes, there have been several opportunities for faculty development and scholarship related to the writing intensive work on campus. These include:

- Faculty development workshops held in May and December 2008 designed and implemented by members of the WI subcommittee and others (This included: Cathy Whitlock, Dee James, Mary Alm, Patrick Bahls and Karin Peterson). In May 2008 there were two workshops: one for LSIC instructors and a second for strengthening writing in the disciplines. In December, the workshop was focused on “just in time” development for instructors who needed to obtain WI instruction skills before teaching a WI course for the first time in the upcoming spring semester. Two faculty development workshops were to be held in May 2009. These workshops were to be designed by members of the WI Subcommittee with additional faculty (including Cathy Whitlock, Dee James, Mary Alm, Leisa Rundquist, Patrick Bahls and Karin Peterson); due to budget constraints, these workshops will not take place. Instead, a newly designed workshop will be offered that will focus on writing in first-year courses, including but not limited to freshman colloquia. This workshop will be led by Dee James and Cathy Whitlock with additional planning support provided by Mary Alm, Patrick Bahls and Karin Peterson
- The WI Subcommittee-sponsored a reading circle in collaboration with the Center for Teaching and Learning as part of our goal of broadening the pool of faculty who have experience and expertise in writing instruction on campus. This took place during Spring 2009. We convened 8 meetings to discuss *The WAC Casebook*, edited by Chris Anson. The following faculty participated: Tamie Beldue, Art; Lorraine Harris, Lit & Lang; Leisa Rundquist, Art; Stephen Kirbach, Lit & Lang; Leslie Newman, Arts and Ideas; Dorothy Dvorsky-Rohner, Classics; Joy Jones, IT; Katie Hast, Humanities; Judy Beck, Physics; Sally Wasileski, Chemistry; Karin Peterson, Sociology; Leah Mathews, Economics; Peter Caulfield, Lit & Lang; Patrick Bahls, Math; and Mary Alm, University Writing Center.
- An article published by Patrick Bahls in *The WAC Journal* entitled, “Math and metaphor: using poetry to teach college mathematics” (anticipated publication: August 2009).
- Professional development workshops/conferences/meetings attended by various members of the WI Subcommittee. These included:

- Patrick Bahls, Mary Alm and Dee James attended the Fifth Annual Meeting of the Carolina Writing Program Administrators in September 2008. Patrick, Mary and Dee each spoke at that meeting on various topics. The title of Patrick's presentation was "Writing Intensives at UNC Asheville: The Future as Informed by a Pilot Assessment Study." Mary Alm's paper spoke to our interest at UNCA in collaboration around writing, "Our Future: NOT the Silo Approach." Dee James was part of a panel addressing "The Future of Writing at Smaller Public/Private Universities."
 - Mary Alm, Patrick Bahls and Karin Peterson attended the International Writing Across the Curriculum Conference in Austin Texas in May 2008. At that conference, Mary, Karin and Patrick presented a panel entitled "Connecting Writing Sub-Cultures on a Liberal Arts Campus: Deepening WAC Principles," which included papers by Mary ("Boldly claiming to be a university writing center: educating peer consultants about disciplinary writing"), Patrick ("Lost in translation: demystifying mathematical writing"), and Karin ("Negotiating an assessment of writing across the curriculum among teaching peers"). In addition, Patrick presented a paper entitled, "Bridging Rubrics: Quantifying Quality in Mathematical Writing."
 - Patrick Bahls, Mary Alm and Dee James attended the "WAC/CAC [Communication Across the Curriculum] Symposium" in Greensboro, NC on April 18, 2009.
- Ongoing faculty development by WI Subcommittee members as part of the work of the committee. By reading WI applications and talking about writing at each meeting, we each have grown in our development as teachers of writing.
 - The development and sharing of rubrics for writing in several departments. These include the departments of Spanish and Economics.
 - Additional faculty development and scholarship related to the teaching of writing conducted by individual faculty that the Subcommittee does not have the opportunity to observe. We agree that it would be helpful for the University to know this information, but we cannot volunteer to collect it, given all our other responsibilities.

4. Did any intensive courses connect to any co-curricular or extracurricular activities this academic year?

We cannot address this question because it was not included in our survey of department chairs conducted prior to the circulation of this report template. We agree that this would be useful information to collect, but we hesitate to volunteer to add this to our other responsibilities.

5. Does your intensive have a website, blog, Moodle, or other communication forum?

The Writing Intensives Subcommittee has made substantial use of two different electronic modes of communication during the past year. The subcommittee recently unveiled a new website containing a large number of resources related both to the subcommittee's function as a component of ILS and to the scholarship surrounding writing. The

subcommittee's members also maintain a wiki on which they share documents and links pertinent to the subcommittee's meetings and application process.

The Writing Intensives website, available to the public but still under construction, is easily accessible via a prominent link on the ILS homepage. Visitors to the site are presented with links to the WI application, to writing resources, and to news and events related to writing at UNC Asheville. The WI application is accompanied by various supporting materials: visitors will find model applications identified as superior by subcommittee members, a statement of learning goals for writing recently adopted by the subcommittee, and information regarding workshops and reading circles available to faculty who wish to craft a successful WI application.

The completed website will contain various other materials as well. Very soon the site will be home to the results of WI Subcommittee's ongoing assessment activities (see the following section for more information) and to scholarship by UNC Asheville faculty on the teaching and learning of writing.

As indicated above, the WI subcommittee uses a wiki (powered by PBworks.com) in order to streamline its committee processes. The wiki offers an ideal forum in which WI applications are shared and reviewed, subcommittee meeting minutes are posted, and important documents created by the subcommittee are stored. The wiki's use has substantially improved the efficiency of the subcommittee's review of Writing Intensives applications. The committee currently uses a wiki sponsored by a private entity. At some point, the volume of files will be too large to manage our file storage needs. The committee needs a dedicated digital infrastructure to manage its files over time.

6. Have you done any formal or informal assessment of your intensive's effectiveness?

During the past two years various members of the WI Subcommittee (with other colleagues' assistance) have undertaken robust assessment of the Writing Intensive program at UNC Asheville. Much of the work performed during the 2008-9 academic year has focused on interpreting the results of the assessment performed in the previous year and on redesigning the earlier assessment methods in order to obtain more meaningful information about the program's effectiveness.

During the 2007-8 academic year, Subcommittee Chair Karin Peterson led a WI Pilot Assessment Program that involved ten faculty from various disciplines (Literature, Management, Anthropology, Mathematics, French, Computer Science, Multimedia Arts and Sciences, Economics, Classics, and Honors). This work was supported by two summer faculty development block grants through the Dean of University Programs. Each participating faculty member taught a WI-designated course during the Fall 2007 semester. Pre- and post-tests were administered to students in each course, and samples of student writing were collected and scored according to rubrics created by the faculty involved in the assessment.

The assessment yielded a mountain of data, and the goal of this past year's assessment activity has been to parse these data and subject them to more careful analysis. Three faculty members have undertaken this task: Karin Peterson and Patrick Bahls have continued from the previous year's study, and they are joined in their efforts by Keith Bramlett. The new team's analysis, as yet incomplete, can be plotted in two dimensions, corresponding roughly to the nature of data obtained from the study (*products* and *perceptions*) and to the participating group to which those data refer (*students* and *faculty*).

At this time data pertaining to faculty have undergone more careful scrutiny than have the student-related data. The assessment team collected syllabi and assignment prompts from the WI courses surveyed in the pilot assessment program. These “faculty products” were reviewed in order to better understand the nature of writing instruction and assessment of writing in various WI-designated courses. The syllabi also provided the assessment team with a sense of the intentionality with which faculty design their Writing Intensive courses.

Additionally, the new assessment team reviewed the rubrics constructed by the pilot program’s faculty. The strengths and weaknesses of these documents shed light on the challenges inherent in the design of a “universal” instrument for assessing writing across disciplines and levels of student writing development.

In order to complement these faculty products with faculty perceptions of writing, the assessment team plans to review transcripts of interviews of the previous year’s participating faculty. In these interviews the faculty members discussed their experiences in constructing writing rubrics for discipline-specific WI-designated courses and for first-year colloquia.

This past year’s assessment of student perceptions began with a retooling of the pre- and post-tests administered to WI-designated courses the previous year. However, in a trial run, we identified some issues regarding the validity of some of the questions. Over the summer of 2009, the instrument will be revised based on this trial. Similarly, as yet there has been insufficient time to analyze the written work of the students collected during the previous year’s study. We anticipate moving forward with this project in the summer of 2009.

Despite the incomplete nature of the assessment performed during the past academic year, WI Subcommittee members have actively disseminated the tentative findings in various fora. Three subcommittee members (Peterson, Bahls and Alm) attended the ninth biannual International Writing Across the Curriculum Conference in Austin, TX, in May 2008. There they led a panel discussion on the pilot program’s findings and related issues. Two members (Bahls and Alm) attended the fifth annual meeting of the Carolina Writing Program Administrators in September 2008, at which the pilot program’s findings were shared with another interested audience. At both of these events subcommittee members received a great deal of feedback regarding their assessment practices; this feedback has helped to shape the WI Subcommittee’s ongoing assessment. Two subcommittee members (Bahls and Alm) received yet further ideas for program assessment at the Writing Across the Curriculum/Communication Across the Curriculum Symposium held in April 2009 at UNC Greensboro.

Based on our experience with the pilot study, phases one and two, and the need to produce a more comprehensive set of data appropriate for our SACS reaccreditation process, we have identified a new process for assessing writing in the upper level courses. We are currently designing assessment in partnership with the university assessment officer that will work with academic departments to assess student writing in WI-designated courses. We are currently in conversation with the Department of Literature and Language and Mathematics about piloting this effort in the Fall of 2009.

7. What intensive courses were renewed this academic year?

See below.

8. What intensive courses were dropped this academic year?

We address questions 7 and 8 simultaneously. Below is a spread sheet listing all WI courses. Those currently under renewal are indicated with an “R” if we have received the

application and will be reviewing it during May 2009; those currently due for renewal but for which we are still awaiting an application (and the department chair has indicated intent to renew) are indicated with a “P”. A separate column, “Other Deadlines,” includes other WI courses and their future renewal dates. Dropped courses are listed in the following column, “Remove Designation”.

| Department | Renewals R=received P=pending reception *=course meets a requirement in the major | Other Deadlines | Remove Designation | Notes |
|--------------------------------|--|--|--------------------|----------------------------------|
| Art and Art History | ARTH 201*R ARTH 202*R | ARTH 460 (410) Spring 2010 | | |
| Arts and Ideas | ARTS 310 Chess P | ARTS 310 Newman Fall 2010 | | |
| Atmospheric Sciences | ATMS 473 (464)R | | | |
| Biology | BIOL 211*R BIOL 360R BIOL 480*R BIOL 498*R | | | |
| Chemistry | CHEM 336* P | CHEM 222 Fall 2010 | | CHEM 234 – not currently offered |
| Classics | CLAS 344R CLAS 345R | CLAS 343 Spring 2010 | | |
| Computer Science | CSCI 448*R | CSCI 373 Fall 2011 | | |
| Drama | | DRAM 345 Fall 2010 | | |
| Economics | ECON 102* MathewsR ECON 314*R | ECON 345 Spring 2010 ECON 480* Spring 2010 | | |
| Education | EDUC 396*R EDUC 496*R | | | |
| Engineering | | EGM 180* Bruce Spring 2010 EGM 482* Fahmy Fall 2011 | | |
| Environmental Studies | ENVR 330*P ENVR 364P ENVR 385*P | ENVR 315 Spring 2012 ENVR 334* Fall 2010 | ENVS 382* (282) | |
| Ethics and Social Institutions | ESI 101*R ESI 490*R | | | |

| | | | | |
|------------------------------|--|--|-----------------------|---|
| Foreign Languages | FREN 310* Malicote P FREN 320* Malicote P GERM 420* P SPAN 310*P SPAN 320*P SPAN 332* Weldon P SPAN 440 Weldon P | SPAN 473 Fall 2010 | | |
| Health and Wellness | | HWP 325* Spring 2010 | | |
| History | HIST 342R | HIST 390*(250)? Fall 2010 | HIST 303 HIST 380 | |
| International Studies | INTS 354*P INTS 350P | | | |
| Literature and Language | LIT 241*R LIT 491*R | | | LIT 373— not currently offered |
| Management and Accountancy | MGMT 352R MGMT 481R MGMT 487*R ACCT 317*R | | | |
| Mass Communication | MCOM 201*R MCOM 483*P | | | |
| Mathematics | MATH 280*P | | STATS 185 MATH 365 | |
| Multimedia Arts and Sciences | MMAS 255*P MMAS 490*P | | | |
| Music | | MUSC 352* McKnight Spring 2010 | | |
| Philosophy | PHIL 255*R PHIL 402*R | | | |
| Physics | | | | |
| Political Science | | POLS 327Gibney Spring 2010 POLS 330Gibney Spring 2010 POLS 354 Spring 2012 | | |
| Psychology | PSYC 225*R PSYC 317*R | | | |
| Sociology and Anthropology | ANTH 336*P ANTH 361P SOC 455*R | SOC 225* Fall 2010 ANTH 455* Fall 2010 | | |
| Women's Studies | | WMST 400* Fall 2010 | | |

This was the first year the committee established a renewal process. The volume of renewals is quite high at a total of 49 applications, with 29 currently submitted and under review in the month of May 2009 and another 20 to be reviewed in August 2009. We received five requests that the WI designation not be renewed. These are from departments which have other WI-designated courses.

Related to our ongoing concern that WI-designated courses be adequately available to students, we note the following:

- Of the 29 departments listed above, all but one (Physics) offers at least one WI course.
- Of the 29 departments listed above, 23 departments offer at least one WI-designated course that is a requirement for the major (or at least for some tracks within a major).

Of additional note, regarding the WI designation, the committee received and approved 5 new applications during the 2008-2009 school year.

Finally, the committee approved 10 student petitions for substitutions of the WI designation, the majority of which requested substitutions from courses taken at other universities.

The committee believes that these numbers demonstrate a broader recognition of the central role departments and majors play in fulfilling the WI requirement. We believe that departments who have cancelled designations have done so primarily because of an intentional decision to focus the WI requirement in certain parts of the major.

9. What do you believe has been successful about your intensive this academic year?

We have been successful in several areas:

- The work and makeup of the committee itself

Our members are exceptionally active and participate enthusiastically and reliably including preparing for meetings, as appropriate; our own sub-committee wiki page has facilitated communication and effective use of time; we have been successful in both how many members are on the committee and how we represent the natural sciences, social sciences and humanities in a truly cross-disciplinary way.

- Outreach and instruction available to all faculty

The WI website, through ILS, is available and easily navigable for all faculty; we have provided ongoing informal training/teaching through conversations about the application process; we provided a book discussion group, in collaboration with the CTL, of *The Writing Across the Curriculum Casebook*, that was open to all faculty; it met 8 times, with all members, but two, of the WI subcommittee alternating as discussion leader, and 5-10 participants attending each session.

- Mentoring new leaders

Through the application process and faculty development events we identified potential new committee members as well as workshop leaders, and we helped prepare them for those roles.

- Organizing and maintaining records

We prepared and submitted a thorough report in June 2008, which we then utilized to create an inventory of all WI courses in every department.

- New applications

We processed applications (a) from faculty who had not previously contributed to the WI program and (b) for a course that uses collaborative writing (ENG 482), a form of writing that had not yet been represented in UNCA's WI repertoire.

10. Please share anything about your intensive that you feel should be added to our information about it.

The work of the Writing Intensive Committee is extensive and ongoing. We feel it is important both to bring in new committee members, in order to increase ownership of WI and the impact of a successful writing culture across campus, and to retain a core membership from year-to-year, in order to maintain institutional memory with regard to what has been accomplished, what is still in progress, and what needs to be started in the following semester/year.

In addition to rotation issues—e.g., three committee members rotating off and being replaced at the same time—we are concerned with the way committee members are identified and selected. We see the need for broader representation from all three divisions. In addition, not all faculty members are equally committed to fostering writing throughout the curriculum. The WI committee obviously needs faculty with the strongest commitment to that goal, as well as successful experience as a WI instructors, and we are not sure that the current process will insure that we will get those dedicated faculty on a consistent basis.

Another area of concern involves how the committee is perceived across the university. We want our colleagues to understand that the members of the WI committee view themselves as a group of faculty who are trying to develop the curriculum in ways that foster writing as integral to that curriculum, rather than simply a governing or oversight body.

Finally, our ongoing concern involves continued administrative support for faculty development and assessment for courses with intensive writing learning outcomes and pedagogies. Efforts like the reading circle this past spring enable faculty to learn together about the role of writing in learning. Summer workshops perform the same valuable function, in addition to providing instructors initially committed to teaching WI courses with the kind of ongoing support they need to develop WI courses or to continue to refine them.

In conclusion, the chair wishes to express her gratitude for the members of this year's Writing Intensive subcommittee. Collectively, the committee worked through many challenges, each member bringing intelligence, efficiency and good humor to our bi-weekly meetings. Many thanks to each of you.

ILS Cluster Annual Report

Cluster (number & name) CL2: Science and Politics of Human Health and Illness

Cluster Director (name & email) Chris Nicolay cnicolay@unca.edu

If your cluster is up for renewal, are you requesting its renewal at this time?

yes no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings once this year
 once each semester more than twice this year

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Yes No Don't know

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these _____

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these _____

6. Does your cluster have a website, blog, moodle or other communication forum?

Yes No Don't know

If so, please describe: Website: <http://facstaff.unca.edu/cnicolay/cluster.htm>
This website provides background information on the cluster themes and topics. It is not regularly updated.

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes No Don't know

If so, please describe: Informal assessment through meeting with students, advisees, and some of the faculty members who teach in the cluster.

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

These records are available online.

9. Please identify any courses you may wish to drop from the cluster.

None

10. What do you believe has been successful about your cluster this academic year?

Convenient way for students to meet general education requirements
Large number of students and faculty served by cluster

11. What plans, if any, do you have to improve your cluster in the next academic year?

None; particularly based on the number of faculty, and a previous history of limited participation by many involved

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

The feedback that I have received from students and faculty is generally very negative towards the cluster system at UNCA in general. A few consistent points emerge:

- This system creates an unnecessary administrative quagmire, and still causes undue confusion among students and advisors.
- The cluster system greatly limits student choice in deciding their academic interests; students less empowered and limited in creativity to seek interdisciplinary experiences or draw connections in anything other than that which has been mandated for them.
- In too many cases, especially with transfer students, the cluster system provides an unnecessary obstacle towards graduation.
- There is increased student demand for particular classes, which occasionally crowds out the students who need a particular course.
- The cluster themes are nebulous; classes often have very limited contact with the theme and often are very disjointed in their coverage
- Student experiences with clusters varies greatly, but in most cases students do not see connections among the classes in a cluster
- The cluster system is worthless without a sequence or unifying experience; in each individual class with a cluster you cannot assume that students have any relevant background knowledge or perspective
- There is very limited faculty involvement and interest in involvement with the clusters, as anything other than a way to pad the faculty record [specific names will be not be mentioned here]. Three factors contribute to this: (1) apathy; (2) not enough time to dedicate to extra work involved, (3) perception that clusters mandate course content or limit instructor freedom.

My overall assessment is that the students at UNCA would be greatly benefitted by allowing a mechanism for students to design their own general education curriculum, with greater freedom of choice in the classes that they take. This could replace or complement the existing cluster system.

ILS Cluster Annual Report

Cluster (number & name) (CL4) Perception: Senses, Self, and Society

Cluster Director (name & email) Michael J. Ruiz, ruiz@unca.edu

If your cluster is up for renewal, are you requesting its renewal at this time?

yes no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings once this year
 once each semester more than twice this year

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Yes No Don't know

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these _____

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these _____

6. Does your cluster have a website, blog, moodle or other communication forum?

_____ Yes X No _____ Don't know

If so, please describe: _____

7. Have you done any formal or informal assessment of your cluster's effectiveness?

_____ Yes X No _____ Don't know

If so, please describe: _____

8. Please identify the courses (all sections) in your cluster that were taught this academic year.
All courses are listed with YES or NO depending on if the course was taught.

ILSN Courses

ATMS 320 Meteorological Instruments (YES)

BIOL 360 Animal Behavior (YES)

PHYS 101 Light and Visual Phenomena (YES)

PHYS 102 The Physics of Sound and Music (YES)

PHYS 323 Modern Optics (NO)

ILSS Courses

ANTH 100 Introduction to Cultural Anthropology (YES)

ANTH 325 Culture and Mind (NO)

EDUC 320 Middle School Principles, Practices and Materials (YES)

EDUC 388 Reading and Literacy Methods, K-12 (YES)

MCOM 380 Media Aesthetics (YES)

MGMT 313 Organizational Behavior (YES)

PSYC 101 General Psychology: Brain and Behavioral Processes (YES)

PSYC 102 General Psychology: Personality and Social Processes (YES)

PSYC 325 Perception (YES)

ILSA Courses

ARTH 202 Introduction to Art History II (YES)

LIT 368/LANG 368 Poetics of Identity and Perception (YES)

MMAS 222 Multimedia Design I (YES)

Additional Cluster Courses

CSCI 373 Scientific Visualization (NO)
FREN 445 French Views of America (NO)
PHIL 352 Contemporary Philosophy (YES)
SPAN 400 The Spanish Language (YES)
SPAN 410 Hispanic Film (NO)

9. Please identify any courses you may wish to drop from the cluster.

See below.

10. What do you believe has been successful about your cluster this academic year?

The large cluster gave students many pathways to satisfy their clusters. However, since it is the wishes of the committee (past and/or present) to have more focused clusters, we are discontinuing this cluster.

11. What plans, if any, do you have to improve your cluster in the next academic year?

See above.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

The cluster originally began as a focused cluster. But Director Ed Katz requested we broaden the cluster to accommodate other courses to support our new ILS program. He then renamed it and provided the current description.

ILS Cluster Annual Report

Cluster (number & name) __CLST 5 “Transformations in Appalachia” __

Cluster Director (name & email) __Kitti Reynolds (kreynold@unca.edu), Marcia Ghidina (ghidina@unca.edu)__

If your cluster is up for renewal, are you requesting its renewal at this time?

_____yes _____no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings _____once this year
_____once each semester _____more than twice this year

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Yes (Betsalel, Ghidina, Matthews) – some others do
 No (but will next year, Locklear) _____Don't know

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

_____ Most do this Some do this D. Clarke and some others
_____ Few do this _____ Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes _____No _____Don't know

If yes, please detail these __Dr. T. Forrest – monitoring stream invertebrates, K. Reynolds – attendance at Great Smoky Mountain national Park research symposium was supported by the school in part because it increased my knowledge of local biological issues____

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes _____No _____Don't know

Betsale: Dr. Mindy Fullilove's Lecture on Root Shock & Urban Renewal (Co Sponsored by Center for Diversity Education, Cultural Events and Special Programs, and North Carolina Humanities Council; also, participated in "Hot Eight" New Orleans Jazz Band and Find Your People Project. Also sponsored by CE&SP. Students also participated in special programming and service learning extracurricular activities at the Burton Street Recreation Center in West Ashville.

Ghidina: Students conducted field data collection for a research paper, collaborating with a wide variety of community agencies, volunteer efforts, and individuals.

Locklear: Since Appalachian Lit is my specialty I think it's fair to say yes. I presented an essay at the Appalachian Studies Association conference, I'm working on an essay about Appalachian writing for a new collection of essays about Appalachian Studies, and Ohio University Press gave me an advance contract for my book, *Negotiating a Perilous Empowerment: Appalachian Women's Literacies*.

Matthews: Students in the course did participate in extra/cocurricular activities--those were designed by and for the Food Cluster, since the course is part of 2 clusters. [These included a farm tour + Harvest Bounty Shared Meal.]

Dr. Forrest – monitoring stream invertebrates for stream health monitoring program.

Dr. Clarke and Dr. K. Reynolds– spring wildflower and bird pilgrimage,

Dr. Clarke: Smoky Mt. wildflower pilgrimage ,

Reynolds – Saturday class trip to old growth area in GSM National Park, service-learning project at Biltmore Estate to help lay out a birding trail – used topo maps and GPS units, identified habitats and birds seen.

Dr. Farriss and Dr. Gillette – take students on local field trips

6. Does your cluster have a website, blog, moodle or other communication forum?

_____ Yes No _____ Don't know

If so, please describe: _____

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes _____ No _____ Don't know

If so, please describe: This has been a most valuable experience. Would like to see more discussion and connection between courses offered in this cluster.

___ENVR faculty were surveyed about effectiveness of our Intro to Environmental Studies course in connecting students with local environmental issues. Issues covered including mountain top mining, acid deposition, stream invertebrates-class trip on campus – we think our classes do a thorough job of engaging the students in these important issues pertaining to the Southern Appalachians._____

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

___See attachment, thanks to Becky Elkins!_____

| term | prefix | crsnum | section | crstitle | instrnam | enroll |
|-------|--------|--------|---------|--|---------------------|--------|
| 20086 | ARTS | 310 | 2 | CL5A:Community Arts Project | Williams R | 12 |
| 20086 | BIOL | 331 | 1 | C5n:Entomology | Forrest T | 23 |
| 20086 | BIOL | 351 | 1 | CL5:Field Botany | Clarke H | 17 |
| 20086 | CHEM | 132 | 2 | CL1N:3N:5N:QI:General Chemistry | Krumpe K | 32 |
| 20086 | CHEM | 132 | 3 | CL1N:3N:5N:QI:General Chemistry | Heard G | 55 |
| 20086 | CHEM | 132 | 4 | CL1N:3N:5N:QI:General Chemistry | Doyle R | 45 |
| 20086 | CHEM | 132 | 0H1 | Chemistry | Schmeltzer J | 45 |
| 20086 | ECON | 245 | 1 | CL5S:9S:Land Economics | Mathews L | 20 |
| 20086 | ENVR | 130 | 1 | CL1N:5N:6N:Introduction to Envir | Eggers D | 30 |
| 20086 | ENVR | 130 | 2 | CL1N:5N:6N:Introduction to Envir | Fariss B | 30 |
| 20086 | ENVR | 130 | 3 | CL1N:5N:6N:Introduction to Envir | Gehl K | 31 |
| 20086 | ENVR | 130 | 4 | CL1N:5N:6N:Introduction to Envir | Gillette D | 17 |
| 20086 | ENVR | 130 | 5 | CL1N:5N:6N:Introduction to Envir | Eggers D | 29 |
| 20086 | SPAN | 300 | 1 | CL5E:Oral Skills | Rosenbaun- Bodie | 16 |
| 20086 | SPAN | 300 | 2 | CL5E:Oral Skills | Rosenbaun- Bodie | 17 |
| 20091 | BIOL | 110 | 1 | CL5N:9N:Plants and Humans | Clarke H | 21 |
| 20091 | CHEM | 132 | 1 | CL1N:3:5:QI:General Chemistry | Doyle R | 49 |
| 20091 | CHEM | 132 | 2 | CL1N:3:5:QI:General Chemistry | Schmeltzer J | 41 |
| 20091 | ENVR | 130 | 1 | CL1N:5N:6N:Intro to Environmenta | Gillette D | 15 |
| 20091 | ENVR | 130 | 2 | CL1N:5N:6N:Intro to Environmenta | Gillette D | 26 |
| 20091 | ENVR | 130 | 3 | CL1N:5N:6N:Intro to Environmenta | Wilcox J | 19 |
| 20091 | ENVR | 130 | 4 | Environmenta | Gehl K | 30 |
| 20091 | ENVR | 173 | 1 | CL5N:ST:Natural History of the S | Reynolds B | 12 |
| 20091 | LIT | 373 | 1 | ST:Appalachian Literature ST:DI:CL5S:Restorying | Locklear E | 21 |
| 20091 | POLS | 373 | 2 | Community | Betsalel/Harris | 20 |
| 20091 | SOC | 312 | 1 | CL5S:Society, Culture and Povert | Ghidina M | 27 |
| 20091 | SPAN | 300 | 1 | CL5E:Oral Skills | Bettencourt M | 14 |
| 20091 | SPAN | 300 | 2 | CL5E:Oral Skills | Bettencourt M | 5 |

9. Please identify any courses you may wish to drop from the cluster.

_____none known_____

10. What do you believe has been successful about your cluster this academic year?

___Added two courses taught by Betsalel in social sciences, where we needed more courses: Civic Engagement in Community (POLS 374) and POLS 373 ReStorying Communities Workshop. ___Many opportunities for students in natural science courses to participate in extracurricular activities which increased their knowledge of S. App. organisms and environmental problems.

11. What plans, if any, do you have to improve your cluster in the next academic year?

___Two new courses will be offered in ENVR – Earth History and Regional Field Study.
___Some faculty have expressed an interest in having discussions and increasing connections among courses taught in this cluster. Joe Sulock in Econ may offer a course on poverty studies which could fit in our SS listings.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

___Faculty at UNCA seem engaged in this cluster and numerous new courses are being offered which are specific to S. App. content or include large components of content relevant to S. App. Studies. Enrollment in Cluster 5 courses is strong.

ILS Cluster Annual Report

Cluster (number & name) 7 “Belief Systems in our Universe”

Cluster Director (name & email) Lora Holland, lholland@unca.edu

If your cluster is up for renewal, are you requesting its renewal at this time?

Yes, though I don't know if it is up for renewal or not....

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings—the faculty participants are divided in their response to this issue. Enough of them, however, indicated that they either were interested or might be, that I plan to give it a try in the future.

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Some do, some do not. Most of us do an informal survey at the beginning of the term to get an idea of how many students in the class are taking it to fulfill the cluster requirement, but this is not formalized in any way.

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this on the syllabus; again, others do so verbally
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these: Heidi Kelley writes “I am participating a research project (with Ken Betsalel), funded by the Center for Health and Wellness, titled "Into an Engaged and Productive Life: Stories People Tell about Work and Wellness." Of course, as a cultural anthropologist, I am always attuned to the meanings in which people frame their experiences but teaching this class makes me more aware of the important role beliefs systems have on human lives. Ken and I am now focusing some of our research efforts (as a branch off from the Work and Wellness project, on doing participant observation on the brain tumor support group. We are focusing on meaning and the way in which participants interpret their brain tumors

using the alternative belief systems religious, scientific, etc);” Ken Betsalel writes that he has “given papers at conference on Core Texts, and Political Science Association on interdisciplinary teaching & learning;” and Ann Dunn writes that she has “a paper, monograph, and powerpoint developed from 2 journeys to Italy to study effect of Reformed Dominicans on Italian Renaissance.”

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these: Heidi Kelley writes: “I hosted Alma Gottlieb and Philip Graham as guest speakers. Gottlieb, an anthropologist, and Graham, a writer read from the new Manuscript titled "Braided Worlds," about their experiences doing fieldwork among the Beng, a West African group. Gottlieb is one of the featured authors in my course;” Michael Gouge writes, “No. However, I as faculty adviser of The Blue Banner, I work in ethical dilemmas from the student newspaper for the class to consider;” Charles McKnight writes, “Well, I sing a lot of Medieval and Renaissance music off campus;” Don Diefenbach writes that he “tied class into opportunities with visiting filmmakers;” Ann Dunn indicated that yes, there were opportunities, but she did not detail them.

6. Does your cluster have a website, blog, moodle or other communication forum?

Yes No.

Again, faculty participants are divided on this issue.

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes No Don't know

If so, please describe: Whenever a student comes to me with a cluster petition form, I chat with them about their cluster experience. Over the past years, most of the students have indicated they had a beneficial cluster experience. Most felt that the instructors had done of good job of helping them make connections concerning belief, and they liked having lots of choices for courses in the cluster.

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

Fall 2008

| | |
|------------|-----------------------|
| ARTH311001 | CL7:Greek Art |
| ARTH312001 | CL7:Roman Art |
| ARTS310015 | CL7A:Art and Religion |
| ASTR105001 | CL7N:Astronomy |
| ASTR105002 | CL7N:Astronomy |

| | |
|------------|-------------------------------------|
| CHEM334001 | CL7N:Physical Chemistry I |
| CLAS354001 | CL7:Greek and Roman Religion |
| CLAS373001 | CL7:ST:Greek Art |
| CLAS373003 | CL7:ST:Roman Art |
| ENVR324001 | CL1S:7N:Environmental Ethics |
| MCOM104001 | CL3S:7S:Media, Ethics & Society |
| MCOM104002 | CL3S:7S:Media Ethics & Society |
| MCOM104003 | CL3S:7S:Media Ethics and Society |
| MCOM104004 | CL3S:7S:Media Ethics and Society |
| MCOM104005 | CL3S:7S:Media Ethics and Society |
| MCOM104006 | CL3S:7S:Media, Ethics and Society |
| MCOM492001 | CL7S:Mass Comm Theories |
| PHIL213001 | CL7E:The Human Religious Experience |
| RELS273001 | CL7E:Asian Religious Traditions |
| SOC302001 | CL7S:Sociology of Religion |

Spring 2009

| | |
|------------|---------------------------------|
| ARTS310017 | CL7A:Art and Religion |
| ASTR105001 | CL7N:Astronomy |
| BIOL360001 | CL7N:Animal Behavior |
| MCOM104001 | CL7S: Media, Ethics and Society |
| MCOM104002 | CL7S: Media, Ethics and Society |
| MCOM104003 | CL7S:Media, Ethics and Society |
| MCOM104004 | CL7S:Media, Ethics and Society |
| PHIL255001 | CL7E:WI:Medieval Philosophy |
| PHIL303001 | CL7E:Philosophy of Religion |
| PHIL307001 | CL7E:Philosophy of Science |
| SOC302001 | CL7S:Sociology of Religion |

9. Please identify any courses you may wish to drop from the cluster.

(ENVR has already been moved to another cluster)

Possibly BIOL 365 Evolutionary Biology. Check with J. Petranka.

10. What do you believe has been successful about your cluster this academic year?

There is a lot of enthusiasm for Cluster 7 (all but half a dozen of all faculty who teach in the cluster responded to my survey—statistically that is significant!). Students like having lots of choices and they like the subject of the cluster, and faculty like teaching the courses. I have been deliberately “hands-off” as coordinator because I believe that the faculty that comprise this set of courses on the whole are making the connections they need to make for the students. Since, however, approximately half of the faculty who replied to my survey said they would be willing either to meet once a year or participate in a “discussion via technology” event, I will plan to try some deliberate communication. The issue will be time/money to plan something

worthwhile, as the faculty were very clear that they did not want to meet simply for the sake of meeting.

11. What plans, if any, do you have to improve your cluster in the next academic year?

I will be on leave for the AY 2009-2010, so will not be around (I'll be out of state the entire year). Will there be an interim Cluster Coordinator appointed?

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

I hope the moratorium on adding courses to Cluster 7 will end soon. Ken Betsalel wrote "My one concern this semester was that I was not allowed to offer a new special topics in the cluster...I thought it was perfect. Art and Ideology." Dorothy Rohner would like to include her new Bronze Age Art class in the cluster, and points out that recent changes in courses in the Art History department mean that she no longer teaches "Renaissance or Medieval courses. These are covered by Cynthia Canejo and/or Leisa Rundquist." Cynthia Canejo contacted me recently to inquire about adding the Medieval course to the cluster. I hope these requests can be accommodated.

ILS Cluster Annual Report

Cluster (number & name) 8 The Greek
Experience _____

Cluster Director (name & email) Sophie Mills
(smills@unca.edu) _____

If your cluster is up for renewal, are you requesting its renewal at this time?
 yes no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings once this year
 once each semester more than twice this year (but note that these have all concerned the study abroad trip which is the central piece of this cluster, rather than the cluster itself, for reasons explained at the end.)

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Yes No Don't know

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these _____

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these__Greek experience cluster is centred on a biennial trip to Greece in odd years (thus May-June 2009)_____ _

6. Does your cluster have a website, blog, moodle or other communication forum?

Yes No Don't know

If so, please describe: __Greg Boudreaux maintains a website specifically for the Greek Experience trip to Turkey and Greece:
<http://facstaff.unca.edu/gboudrea/Study%20Abroad%20Web%20Site/2009/StudyAbroadIndex.html>_____

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes No Don't know

If so, please describe: _____

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

 This academic year: POLS273: Origins of Democracy, Kenneth Betsalel, Fall 2008

 Summer 2009: CLAS 393 Epic and Tragedy – Sophie
Mills _____

 CHEM 373 – History of Science and Math – Greg
Boudreaux _____

9. Please identify any courses you may wish to drop from the cluster.

None

10. What do you believe has been successful about your cluster this academic year?

Because it is centred on study abroad, this creates an automatic unity between many of the courses. Clearly a cluster entitled the Greek experience taught in Greece offers an intensely multi-disciplinary, even multi-sensory experience.

11. What plans, if any, do you have to improve your cluster in the next academic year?

I think we need to do a better job of integrating the courses taught at UNCA into the cluster as a whole and perhaps look at new options for the study abroad part of it, such as service learning.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

Jane Hartsfield was the coordinator of this cluster before she left, and while I am totally happy to be its coordinator, I should stress that since my elevation to coordinator is brand new (a message from Alaan Hantz this morning with this form!), I really haven't done anything with this cluster except help to organise our forthcoming trip next month. Next year, however, I hope to meet with all faculty who teach courses in this cluster to talk about closer integration between UNCA-taught courses and study abroad courses.

ILS Cluster Annual Report

Cluster (number & name) Cluster 9 (CL9) Food for Thought: Engaging the Citizen in the Science and Politics of Food Information, Food Consumerism, Nutrition and Health

Cluster Director (name & email) Sally Wasileski (swasiles@unca.edu) & Karin Peterson (kpeterso@unca.edu)

If your cluster is up for renewal, are you requesting its renewal at this time?

 yes X no

Association for General and Liberal Studies 48th Annual National Conference (September 2008)

- * *Assessment from the Ground - Up: Strategies for Developing Assessment Across Disciplines*, SENCER Center of Innovation-South January 2009 Symposium and Workshop (January 2009)
- * *UNC Asheville's Food for Thought Cluster*, SENCER Center of Innovation-South January 2009 Symposium and Workshop (January 2009)
- * *Live, Learn and Eat; The Food of Chemistry*, SENCER Center of Innovation-South January 2009 Symposium and Workshop (January 2009)

In addition, the Food for Thought faculty are now beginning to work on papers about our cluster and assessment for publication in peer-reviewed educational journals.

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these

(1) Students from multiple cluster courses in Spring 2009 worked together to develop and present a joint cluster research project poster at the Spring Symposium on Undergraduate Research on topics of: *Promoting Local Food Plants and Nutritional Citizenship and How Food Science and Media Collide*;

(2) Food for Thought hosted three "Lunch and Learn" lunchtime presentations during the Thursday 12:30-1:30 time slot for cluster students and the campus community on Food Politics (Fall 2008), Farmland Values (Spring 2009) and Globalism of Food (Spring 2009);

(3) Cluster students went on field trips to three local farms in Fall 2008 to learn about food sourcing and local food economics as a direct part of the cluster;

(4) Cluster students worked in multi-course teams (from Fall 2008 classes) to prepare an all local, all whole, all organic or low-cost meal for their group and guests from the campus and Asheville community, called the Harvest Bounty Shared Meal;

(5) Students the HWP 225 participated in a service learning project where they displayed informational posters to community members at the North Asheville Tailgate Market;

(6) Students in Fall 2008 courses (guided by the HWP 373 001 Food Politics class) worked together to develop Food and Nutrition Guidelines for UNC-Asheville, which were presented to the UNC-Asheville administration – changes in UNC-Asheville's policies on food and nutrition have come about as a result of this document and presentation.

6. Does your cluster have a website, blog, moodle or other communication forum?

Yes No Don't know

If so, please describe: Cluster website: www.unca.edu/foodforthought/ and Cluster Moodle Site. These web-based resources provide information for students on cluster activities, assignments, meetings, field trips and assessment.

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes No Don't know

If so, please describe: Food for Thought does formal (IRB approved) assessment of student perceptions of learning as a pre- and post-test taken at the beginning and end of each semester. The assessment tool was developed by Food for Thought faculty based on the learning goals of the Food for Thought cluster and ILS clusters in general. We plan on continuing our assessment next academic year to also include evaluating student products.

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

CHEM 174 – Live, Learn and Eat: The Food of Chemistry
BIOL 110 – Plants and Humans
BIOL 335 – Biology of the Seed Plants
ECON 245 – Land Economics
HWP 225 – Nutrition and Lifestyle
HWP 325 – Pathophysiology of Chronic Conditions and Illnesses
HWP 373 – Food Politics and Nutrition Policy
SOC 385 – Science and Technology
SOC 280 – Sociology of Gender

9. Please identify any courses you may wish to drop from the cluster.

_____ none _____

10. What do you believe has been successful about your cluster this academic year?

Our students worked together on multi-course cluster projects in each semester. These projects link the course content from their course discipline to other disciplines in the cluster, facilitate learning about the cluster learning goals from multiple perspectives, facilitate team work.

These projects were funded by money raised by Food for Thought faculty and Dean Katz through the Development Office. By presenting our cluster goals and projects, we raised funds donated by local Asheville restaurants to pay for the Harvest Bounty Shared Meal in Fall 2008.

We also applied for and received several grants to fund our cluster activities:

- * University Teaching Council Grant on “Collaborative Learning in the Food for Thought Cluster” \$945.00 (awarded Spring 2008) – funded farm tours for students in Fall 2008
- * University Service Council Grant on “Improving Access to Information about Food Promoting Food for Thought: A Community Education Project Extending the Reach of the Food Cluster” \$1000.00 (awarded Spring 2009) – will be used to fund printing of large-format posters of student work through the *Promoting Local Food Plants and Nutritional Citizenship* and *How Food Science and Media Collide* projects for display at Asheville community centers
- * University Service Council Grant on “Improving Access to Information about Food Promoting Food for Thought: A Community Education Project Extending the Reach of the Food Cluster” \$1000.00 (awarded Spring 2009) – will be used to fund printing of large-format posters of student work through the *Promoting Local Food Plants and Nutritional Citizenship* and *How Food Science and Media Collide* projects for display at Asheville community centers.
- * UNC-Asheville Parents’ Fund Grant on *Food For Thought* Harvest Bounty Shared Meal and Farm Tours (awarded Spring 2009) – will be used to fund the Harvest Bounty Shared Meal and farm tours in Fall 2009.

We implemented an online cluster assessment tool through Moodle, that facilitates ease of data collection and processing.

11. What plans, if any, do you have to improve your cluster in the next academic year?

We plan on streamlining the multi-course cluster projects and adding additional courses to the cluster that would benefit achieving the cluster mission. The additional courses and faculty include an introductory Spanish course (SPAN 110/120) focusing on health care providers, taught by Ellen Bailey starting in Fall 2009.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

Creating, managing and facilitating the Food for Thought cluster, its mission, cluster activities, and assessment is a *purely collaborative* process through *equal contribution* of *ALL* participating faculty (not just the cluster coordinators) which include: David Clarke (Biology), Amy Lanou (Health and Wellness), Leah Mathews (Economics), Karin Peterson (Sociology), Sally Wasileski (Chemistry) and Jason Wingert (Health and Wellness).

The *Food for Thought* cluster is recognized as a 2008 Model Course by SENCER (Science Education through New Civic Engagements and Responsibilities) - <http://www.sencer.net/Resources/models.cfm>

We are working with the Organic Growers School to potentially bring their spring conference to UNC-Asheville. This would provide additional opportunities for all UNC-Asheville students and create a great partnership with an important community organization within Asheville.

We are also involved in coordinating with the *Slow Food* movement in Asheville and are currently discussing forming a community partnership with the *Slow Food* organization. This would also create a great partnership with an important community organization within Asheville

ILS Cluster Annual Report

Cluster (number & name) Cluster 10-Identity and Its Expressions

Cluster Director (name & email) Ida Bostian

If your cluster is up for renewal, are you requesting its renewal at this time?

yes no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings once this year
 once each semester more than twice this year

2. Do the courses in your cluster identify their membership in the cluster on their syllabi?

Yes No Don't know Some do and some do not

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these _____

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these I don't know what each class did co-curricularly or extracurricularly but the makeup class participated in Super Saturday, EMT training, and Theatre UNCA.

6. Does your cluster have a website, blog, moodle or other communication forum?

_____ Yes X No _____ Don't know

If so, please describe: _____

7. Have you done any formal or informal assessment of your cluster's effectiveness?

_____ Yes X No _____ Don't know

If so, please describe: _____

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

BIOL123001-003 Principles of Bio. ANTH100001-003 Intro to Anth.

PSYC225001-002 Personality LIT368001-002 Poetics of Perception

LANG368001-002 Poetics of Perception LIT373001 Queer Fiction

EDUC310001-004 Intro to Ed. MGMT313001-002 Organizational Behavior

ARTS311014 Art as Reflection of Self DRAM212001 Acting II

9. Please identify any courses you may wish to drop from the cluster.

10. What do you believe has been successful about your cluster this academic year?

The number of students who have declared this as their cluster.

11. What plans, if any, do you have to improve your cluster in the next academic year?

I am going to meet with my cluster faculty and work on an assessment plan.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

Nothing formally, just happy that I have the cluster up and running. Now that it has been listed for a couple of years, I am going to take the next steps to make it a strong united cluster.

ILS Cluster Annual Report

Cluster (number & name) 11 - [Human Development of Scientific Knowledge](#)

Cluster Director (name & email) Kim Brown – kbrown@unca.edu

If your cluster is up for renewal, are you requesting its renewal at this time?

yes no

Please answer the questions below as they pertain to your cluster and its courses. You may need to consult with individual instructors in your cluster to acquire the appropriate information.

1. How many times this academic year have you met with the cluster faculty to discuss the issues treated in your cluster? (check one)

no meetings once this year
 once each semester more than twice this year

2. Do the courses in your cluster identify their membership in the cluster on their syllabi? (Some do, and some do not)

Yes No Don't know

3. To what extent do the syllabi for courses in your cluster address their connection to the cluster in any direct way as a part of the course schedule or readings?

Most do this Some do this
 Few do this Don't know

4. Have any opportunities for faculty development and/or scholarship emerged for faculty in your cluster as a result of their participation in it this academic year?

Yes No Don't know

If yes, please detail these Four opportunities for faculty development did emerge for Mike Ruiz. Additionally, as an outcome of developing assignments for PHYS 107 - Introductory Physical Sciences - for this cluster, Mike published the following: M. J. Ruiz, "Kinematic Measurements from YouTube Videos," *The Physics Teacher* **47**, 200 (April 2009).
As a result of teaching EDUC 322 – Teaching Science, K-6 – for the cluster, Kim Brown was selected to be an instructor for Site K-2 Science. This program is offered through the NC Mathematics and Science Education Network, and provides professional development in science to K-2 teachers. Kim was also selected to serve as a mentor for a Kenan Fellow. The Kenan Fellows Program provides an opportunity for outstanding

K-12 public school teachers to work with scientists and university faculty to formulate innovative curricula for use in North Carolina classrooms. Additionally, Kim published the following:

Brown, K. (2009). Instructor's manual with test bank. In J. A. Abruscato & D. A. DeRosa, *Teaching children science: A discovery approach* (7th ed.). Boston: Allyn and Bacon.

5. Did the cluster connect to any co-curricular or extracurricular activities this academic year?

Yes No Don't know

If yes, please detail these _____

6. Does your cluster have a website, blog, moodle or other communication forum?

Yes No Don't know

If so, please describe: _____

7. Have you done any formal or informal assessment of your cluster's effectiveness?

Yes No Don't know

If so, please describe: _____

8. Please identify the courses (all sections) in your cluster that were taught this academic year.

EDUC 322001 (both semesters) _____

EDUC 382001 (fall semester) _____

PHYS 107W01 (spring semester) _____

PSYC 101 - 5 sections (both semesters) _____

9. Please identify any courses you may wish to drop from the cluster.

None at this time – the cluster will end after next year

10. What do you believe has been successful about your cluster this academic year?

Students seeking teacher licensure, who already have to take extensive hours due to taking courses for both their major and the license, were able to fulfill the cluster requirement in an efficient manner. Additionally, the students who participated in this cluster and are seeking a K-6 license were able to more deeply explore Physics, which is an often neglected science strand in the elementary realm. Finally, cluster participants were able to experience an online course with PHYS 107.

11. What plans, if any, do you have to improve your cluster in the next academic year?

None at this time.

12. Please take the space below to share anything about your cluster that you feel should be added to our information about it.

It would probably be wise to inform students of the following. Kim has sent this information to her advisees and the education department faculty, but the announcement should continue to be distributed as widely as possible.
Cluster 11 is currently in the second year of existence. After the third year of the cluster, it will be dissolved. If you are using Cluster 11 for your ILS requirements, you know that PHYS 107 is the sole Natural Science course in this cluster, which means everyone using this cluster must take PHYS 107. **Please be advised that PHYS 107 is offered only in the spring, which means that the last time the course will offered will be Spring 2010.**
Therefore, if you are using Cluster 11 you should make plans to officially declare the cluster as soon as possible (the cluster declaration form is available in the OneStop Office and take PHYS 107 spring 2010.

