Introduction
The goal of the InTeGrate curriculum implementation program within the El Paso education community (EPCC, local early college high schools (ECHS) and UTEP) was to ensure that students taking introductory earth sciences courses at any institution will be exposed to this "hands-on" run throughs of selected activities from the modules. Our first workshop held the first Friday afternoon of fall 2013. About 15% of the instructors had met one another and the workshop included time for social activities as well as covering instructional topics. A second workshop held in October involved 9 participants and a "hands-on" run throughs of selected activities from the modules. Graduate students and newer faculty were more likely to adopt InTeGrate materials in their courses following a workshop, with attending following up sessions to otherwise how their course syllabi could be matched with InTeGrate content. About 15% of the instructors did not go on to use InTeGrate materials, but they did report adopting other active learning strategies such as group work or another InTeGrate activity the next time they taught the course.

Impact of InTeGrate Materials on Student Outcomes:

Figure 1 shows the increase in number of instructors using InTeGrate since fall 2013. The increase in number of students exposed to InTeGrate materials per semester is shown in Figure 2. In spring 2015 we reached out on a one-on-one basis to recruit other instructors, but were not successful in gaining commitments. In spring 2016 course was taught by a different instructor who used same InTeGrate materials as used in 2015. In spring 2017 course was taught by a different instructor who used some InTeGrate materials as used in 2015.

Figure 3 – A) Distribution of students in classes where InTeGrate materials were used. B) Increase in number of students/semester using InTeGrate materials.

**Student outcomes have improved over time** (see Figure 4). In a spring 2015 Environmental Science course indicated they liked an InTeGrate activity the best, although only 30% of the course content was based on InTeGrate materials. Students reported more learning in classes where InTeGrate materials were used.

Figure 4 – A) Final score – Geology for Engineers and B) Final score – Introduction to Environ. Science.

Conclusions:
We have found that the best way to encourage instructors to adopt new curricular materials is to have seen introductory earth sciences instructors to discuss student reactions and outcomes as well as the challenges of teaching the materials. Next, we held a series of workshops to introduce other faculty to the new materials and teaching methods. Faculty who were interested in adopting/adapting the new materials could then follow up with one-on-one conversations, and discussions to observe how the materials were used and modified. Graduate students and newer faculty were more likely to adopt InTeGrate materials. About 15% of instructors who did not choose to use InTeGrate materials reported using other active learning strategies such as group work or other InTeGrate activities. In spring 2016 course was taught by a different instructor who used some InTeGrate materials as used in 2015.

**The Rewards and Challenges of Encouraging Instructors to Adopt InTeGrate Materials**

**Students enjoy the material!** Over 50% students in fall 2015 Introduction to Environmental Science course indicated they enjoyed the InTeGrate modules the best, although only 30% of the course content was based on InTeGrate materials.

**Students have improved!** Figure 4 shows final exam scores in Geology for Engineers and Environmental Science courses are based on InTeGrate materials. Though only 30% of the course content was based on InTeGrate materials, students reported more learning in classes where InTeGrate materials were used.

**Instructors enjoy the material!** Everyone who has used the materials has used them in a subsequent course and over 60% of instructors have increased their use of InTeGrate materials over time.

**Instructor institutional communication has improved.** Instructors are meeting to discuss the challenges they are facing in teaching the materials as well as the challenges of teaching the materials.

**The Challenges of Using InTeGrate Materials**

**Hitting Tight Time Limits:** Instructors have found that InTeGrate modules are difficult to use in large class sections, classes that only meet for 30 minutes or classrooms with internet access.