



THE NEWSLETTER

# INTEGRATIVE PATHWAYS

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*"State of the Field" observations*

## ACTC Promotes Collaboration

*The following is a talk given during the State of the Field external presentations at the AIS Conference, October 22, 2015, summarized by J. Scott Lee.*

I want to thank the Association for Interdisciplinary Studies, its Board, Machiel Keestra, Roz Schindler, long-time colleague Bill Newell, as well as Rick Szostak, Gretchen Schultz and Susan Marine, who, over time, have made ACTC feel welcome at AIS and in common cause about many aspects of higher education. Their invitation extended to ACTC's president, Rick Kamber, and to myself to join this conference was most welcome.

There are many of you who are unfamiliar with the Association for Core

Texts and Courses. A description of ACTC will lead to mentioning two possible joint efforts that I think ACTC and AIS could undertake. In this way, I hope to fulfill my "state of the field" obligations.

ACTC is a professional, non-profit liberal arts association dedicated to the use of core texts, that is, world classics or texts of major cultural significance from ancient to modern times, in undergraduate education: For example, Aristotle, Confucius, Christine de Pizan, Shakespeare, Racine, Newton, Basho, Austen, Darwin, DuBois, Freud and King.

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## Online Learning for the Common Good Should "common good" be exclusive?

By Marcus N. Tanner, Ph.D.  
Texas Tech University

Of the many wonderful discussions during the recent AIS conference, one was how online learning could be used to impact the common good. A good education has long been thought to be one mechanism for which societies could achieve a collective advantage. The notion of providing for the common good permeates almost every facet of the higher education experience, partially, in that educators philosophically work toward shaping productive members of society. Some might argue that the common good may not be all

that common; that some groups of people, whether separated by class, race, or some other privilege, do not have the same access to experiences that help mold the common good, thereby creating a "common good" that is exclusive. Obtaining a college degree is one such experience that remains elusive to some people; perhaps not because of exclusivity but because there remains a lack of access to college and university educational resources.

### Brief History of Distance & Online Learning

Over the last several decades, many colleges and universities around the world

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‘State of the Field’

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Twenty-two years old, we are an international organization that has grown from an original conference of 23 institutions and 33 participants to an annual conference of between 275 and 400, with 66 supporting institutions and about 100 other institutions sending faculty to either our annual conferences or special projects. ACTC divides into two parts: our annual conference, which may be thought of as attending to general matters of liberal arts, core text education, and our Liberal Arts Institute, located on the Concordia University—Irvine campus, which helps to fund, plan, and enact special projects.

ACTC is non-political, non-ideological, and pluralistic. We are very deeply interdisciplinary, drawing from the physical and social sciences, as well as the humanities and fine arts. There is, of course, a large theoretical discussion about liberal arts education using classic texts that has extended for well over two-thousand years. Increasingly, this discussion is inquiring into multi-civilizational comparative experiences in core text educations. This body of literature deeply informs ACTC, but we are fundamentally a group concerned with interpretive and curricular practice inside of programs embedded in colleges and universities.

Programs that send faculty and administrators to ACTC

range from degree-granting, unified programs, through three-year and four year majors, to extensive core programs, to alternative track programs through general education. Two year institutions, honors programs, institutions with two-course sequences, and, aspiring faculty whose institutions have no core text programs fill out most of our membership. While many of the programs are interdisciplinary, some are quite disciplinary.

ACTC exists to promote exchanges among faculty across

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*Since we don't have a list of canonical works nor a standard set of disciplinary arguments on which to base conversations, we ask presenters to think about a defense for why their text should be considered a "world classic or text of major cultural significance."*

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institutions, texts, programs and disciplines. Since we don't have a list of canonical works nor a standard set of disciplinary arguments on which to base conversations, we ask presenters to think about a defense for why their text should be considered a "world classic or text of major cultural significance."

At ACTC conferences the conversation might move in the direction of rhetorical persuasion if it induces someone outside a discipline to consider a text for inclusion in a liberal arts program, or induces faculty from an institution to consider building a core text program. But it becomes dialectical if the conversation is part of a way to see what the liberal arts, a discipline, a text, a program, or an idea contributes to our under-

standing of education. In short, we offer the conference, less so participants can talk about liberal arts core text education, and more so that they can directly experience it with colleagues. Many AIS leaders have remarked that ACTC core text conversations are like the flip-side of a coin of the interdisciplinary discussions AIS seeks to encourage.

Beyond the conversations, ACTC has focused on four concerns: (1) building programs within institutions, (2) understanding what the future holds for programs and institutions, (3) assessment, and (4) the sense that interdisciplinary and liberal education have suffered public attacks that have proven difficult to mount successful

defenses against. Our Liberal Arts Institute is a consortium of institutions drawn from the membership ranks of ACTC institutions which are willing, for the sake of core text liberal arts education, to provide leadership, funding, and participation in special projects.

Grant agencies, foundations, and institutional partners in a wide variety of curriculum-faculty development seminars and special topic conferences include: the NEH, the Cherokee Nation, Teagle, Bradley and Apgar Foundations, Columbia, Rhodes College, Pepperdine University, St. John's College, St. Mary's College of California, University of Chicago, Yale, the University of

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'State of the Field'

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Notre Dame, and Concordia University—Irvine, the new home of our Institute.

European liberal arts colleges have grown to about 20 in number over the last 20 years. So, at the 2014 ACTC Conference, we planned an Institute supported event on the “Liberal Arts and Sciences and Core Texts” in Europe. The event was held, last month, at the Amsterdam University College, neighbor to AIS President Keestra’s home institution. We are in the prospective stage of planning conferences on Women and the Core, and Global Core. In all of these activities the consortial resources of the Liberal Arts Institute contribute leadership, funding and planning.

The Chinese government has concluded, recently, that China is not innovative enough because it does not offer general education. This unusual conclusion has opened up refreshing discussions in Asia about liberal education. I quickly note two developments.

First, for Chinese institutions, defining general or liberal education is a brand-new discussion. They research the West, experiment in their own institutions, and come up with fresh takes on the question.

Second, since these institutions are staring out fresh with no institutional curricular histories in

core text education, they sometimes achieve a balance between Eastern and Western texts that Western institutions find difficult. Consequently, the Global Core Conference I mentioned promises to rejuvenate discussions on this continent.

ACTC is caught up in the effort to convince the American public that liberal arts education, especially using core texts, is worth the candle. One of the problems that liberal artists face is that our aspirations have, over time, become hidden from the public, and much the same can be said of our

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*One of the problems that liberal artists face is that our aspirations have, over time, become hidden from the public, and much the same can be said of our accomplishments. In part, those difficulties arise from the fact that the curriculum has become a black box; in assessment, we move from our goals to our student outcomes, often measured statistically instead of instanced by telling examples.*

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accomplishments. In part, those difficulties arise from the fact that the curriculum has become a black box; in assessment, we move from our goals to our student outcomes, often measured statistically instead of instanced by telling examples.

In 2012, ACTC proposed to the Association for General and Liberal Studies (AGLS) a joint project, employing their Guide to Assessment and Program Review, which sought to link mission, program goals, courses, core texts read in courses, student re-

ception of texts, and student accomplishments with the courses. We sought less to create statistical data than to develop what might be called briefs about programs. Since through selection of core texts an institution can often uniquely characterize its identity in undergraduate education, we were interested in encouraging institutions to describe, through narratives, their program’s particular characteristics and to exemplify, through quoted materials from student products, the quality and learning that those programs produced.

The reports that have been issued don’t replace statistical data, but they have been received by administrators, including heads of IR departments, and transmitted to accreditors. AGLS produced a booklet called *Judgements of Quality*, centering on the effects of general education programs spanning four years;

we produced the first volume of our Qualitative Narrative Assessment, centering on the nature of core text liberal arts education within each institution. The QNA draft is on our website; a hardcover publication will follow soon. A second cohort is more consciously asking “how can we use these qualitative findings to inform our local, public constituencies?”

ACTC wishes to craft cooperative efforts with associations whose interests intersect with core text, liberal arts education.

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## Online Learning

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have been working to increase access to educational opportunities for people who do not live in close proximity to a campus.

Distance education or correspondence education was an early attempt at providing access to people who could not physically attend classes on a campus. In 1883, one of the first correspondence universities was created in Ithaca New York (Williamson, 2009).

With the advent of television and radio in the early 1900s, distance learning expanded, so much so that the National Home Study Council was established to monitor the quality of correspondence courses.

Over the next 100 years, continued advances in technology would exponentially increase the number of course offerings as well as institutions who focused primarily on providing this kind

of unprecedented access to eager learners around the world. In the 1960s, The University of Illinois is credited with creating the first online classroom system using linked computer terminals. The University of Phoenix was the first to offer complete undergraduate and graduate degrees online in 1989. In 1994, CalCampus introduced the concept of a complete online curriculum. In 2003, WebCT, now Blackboard, announced more than 6 million students and 40,000 instructors teaching 150,000 courses per year at 1,350 institutions in 55 countries. In unprecedented fashion, President Obama, in 2009, pledged \$500 million for online courses and materials. Today, 96% of traditional brick and mortar universities offer some kind of online coursework that may or may not lead to a completed degree (<http://www.onlinecolleges.net>).

### Provisions of Online Learning

Online learning is one mecha-

nism that may increase access to higher education for those who are not able to physically attend a traditional brick and mortar campus. Advances in technology have significantly increased the ability to offer quality educational experiences to online learners.

To be clear, although technologies and best practices for online pedagogy exist, not all course offerings are considered quality by experts in the field. This disparity increases the negative view of online teaching and learning. However, there are a great number of high quality online degree programs and courses offered by traditional colleges and universities.

Massive Open Online Courses (MOOCs) have emerged as part of the open educational resources movement, well funded by Obama's e-learning initiative. The early reception of MOOCs from traditional higher learning institutions was not positive. In part, MOOCs were seen as a way

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## 'State of the Field'

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Our two associations' mutual interests in interdisciplinarity present opportunities. In Amsterdam discussions, Machiel Keestra and I arrived at a possibility that the Board of AIS is favorably disposed toward. We might co-develop, for faculty, a course that would integrate a core text approach and interdisciplinarity. Texts such as Aristotle's *De Anima*, Nikolas de Cusa's *De Mente*, Galileo's *Letter of 1623* (on mathematization), Vico's *Scienza Nova*, Darwin's

Origin, on up to Rittel & Weber's 1973 text on "wicked problems" could be used to show that integration on different disciplinary problems has been around for a long time.

Such a course might work well both to lay a foundation for cross-disciplinary studies in the later years of an undergraduate curriculum or, possibly, to suggest a liberal-arts intersection with theoretical discussions of interdisciplinarity at the graduate level.

At this conference in a panel, Rick Kamber and I continued a dialogue with AIS leadership on the intersection of liberal arts core

text education and interdisciplinarity. The discussion focused on how such an intersection might have practical implications for developing a public intellectualism which, in turn, could change public perceptions of the worth of such education. That, then, is the state of liberal arts core text education today, from ACTC's point of view. ■

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## Online Learning

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to move away from the strictures and structures of many state-funded colleges and universities. Many administrators and faculty had concerns about the quality of educational content offered in a MOOC, as well as the quality of students admitted. There are also unanswered questions centered around funding.

As MOOC providers have moved away from the idea of changing the landscape of higher education, the backlash has died down. However, the number of MOOC courses increased from fewer than 10 in 2011, to nearly 4,000 by the end of 2015 (Wexler, 2015). Whether courses are free or generate funding through a traditional model, greater access to higher education is allowing more people to earn a college degree. Advances in technology have helped enable this access.

One myth of online learning is that it costs less to deliver the same content to a traditional learner. Ruff (2016) noted that using technology may reduce instructional costs but it must coincide with a process change to the model of instruction. For example, at my institution, we use a technology called Mediasite by Sonic Foundry for capturing lecture content. It is a great tool for offering online learners a “real” instructor with a voice and face. It offers a number of add-ons for captioning, voting, real time streaming, etc.

Although I use and highly recommend the product, the institutional cost is high. If we were to adjust our model to include less faculty and more teaching assistants, as an example, who acted as graders, the technology might reduce instructional costs. While I am not suggesting this be done, the example illustrates how technology can be useful if it is implemented in a way that also changes the model for instruction; if not, then

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*One way that online learning is crossing over the borders of conventional higher education is by allowing some institutions to experiment with unbundling the traditional package of a degree. Instead of offering a one-size fits all degree experience, some institutions are leading the way in offering learning modules, where courses are divided into units and students choose what units or modules they need for their personalized course of study.*

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it could actually increase instructional costs. Still, online learning platforms can allow for more experimentation in how courses are offered and degrees are granted.

One way that online learning is crossing over the borders of conventional higher education is by allowing some institutions to experiment with unbundling the traditional package of a degree. Instead of offering a one-size fits all degree experience, some institutions are leading the way in offering learning modules, where courses are divided into units and students choose what units or modules they need for their per-

sonalized course of study. Instead of earning grades for a course, students might earn badges for particular modules. Once they have earned all the badges required for a particular degree, they may graduate. It reminds me of the progression of earning Eagle Scout, no easy task, I hear.

Although badging and micro-credentialing are relatively new notions, they may have particular importance to interdisciplinarians.

Interdisciplinarians intentionally seek out opportunities for personalized learning. Instead of being forced into earning a disciplinary degree or a degree with little brand recognition, unbundling the experience may provide a good model for training future interdisciplinarians.

### **Interdisciplinary Online**

Is online learning interdisciplinary? Interdisciplinarity has been defined as “a mode of curriculum design and instruction in

which individual faculty or teams identify, evaluate, and integrate information, data, techniques, tools, perspectives, concepts, of theories from two or more disciplines or bodies of knowledge to advance students’ capacity to understand issues, address problems, and create new approaches and solutions that extend beyond the scope of a single discipline or areas of instruction” (Rhoten, Boix Manislla, Chun and Klein, 2006, p. 3). Adopters of online learning, whether they realize it or not, are integrating the use of technology, multiple medias, ped-

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# CALL FOR PROPOSALS

“Interdisciplinary Approaches to Health, Wellness and Sustainable Communities”  
 38th Annual Association for Interdisciplinary Studies Conference  
 October 27-29, 2016 • University of Ottawa

Human health and health-care are complex, multi-faceted phenomena that unfold within multiple, interacting contexts—from the cellular to the societal and environmental. Obesity, for example, may involve not only bodily systems and sub-systems, but also diet, exercise, lifestyle, socioeconomic factors, city planning and cultural norms.

Furthermore, these crucial “health determinants” cannot be divorced from issues of education, embodied experience, equality, diversity, autonomy, family dynamics, aging, technology and sustainability.

Health and wellness are often widely contested terms, as is community. Electronic communications and social media are expanding ideas of what community means, and may both contribute to and ameliorate marginalization and mental and physical illness.

Diverse perspectives are therefore required to better understand and address health, wellness and sustainability in human populations.

Especially important are interdisciplinary and transdisciplinary approaches that draw upon and integrate diverse professional and stakeholder perspectives. These approaches may take many forms: for example, individual or collaborative activities; leading-edge research or cross-

disciplinary teaching initiatives; creative and innovative forms of knowledge production and translation; or public health education campaigns that consider biological development, peer group dynamics, socioeconomic influences, environmental exposures and epidemiological trends.

Association for Interdisciplinary Studies (AIS) conferences are



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broad and inclusive. We welcome presentations on a wide range of activities related to interdisciplinary education and research.

This year we hope to focus on challenging and re-thinking the norm of who is considered a health researcher. We also wish to examine the role of the academy in fostering interdisciplinary collaborations, creation and dissemination of new knowledge, and ultimately, evaluation of academic and research excellence in interdisciplinary fields of study.

We consider health in a very broad sense: in persons, in edu-

cation, in communities, in ecosystems, in society, in the arts and the body politic. The aging process, disability, and diseases like cancer, diabetes or dementia have traditionally been understood chiefly in terms of suffering and biomedical treatments. We wish to broaden the focus and ask what it means to live well and sustainably across the lifespan and within various physical and social contexts.

Effective health interventions require not only interdisciplinary approaches, but also collaborations with health professionals, patients and community stakeholders. We encourage research that demonstrates meaningful participation of and engagement with marginalized peoples, such as collaborative health research with Indigenous, LGBTQ, disabled, homeless, immigrant/refugee, and other communities.

We hope to attract interdisciplinary researchers with an interest in this broad concept of health and in the concept of community, broadly defined.

In addition to including general submissions, we plan to host topic-specific sessions focused on the following subthemes: trajectory of health changes across the lifespan (e.g. pregnancy, childhood, adolescence, adulthood, aging), communication, commu-

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## The Biological - Cognitive Divide: The Rise of Our Fiery Consciousness

By John F. Decarlo

*... hovering, hovering, hovering -- above  
bacteria, plants and reptiles, but below angels and moon*

*but knowing how its wiring of 100,000 miles of grey and white matter  
could circle the planet four times over, we shall call it our quadraphonic globe*

*but how did our fiery minds rise up from such soft and muddy  
neurological clay, its malleable muddiness so malleable, that  
even broccoli braininess has been molded into a fire speaking species?*

*as leaves are of roots and roots of leaves, might we imagine --  
how the green earth emerges from yellow limestone as deep as black shale  
how the plasticity of the biological, so amendable to pressures and needs, and  
how even the electrical chemical machine, neurotransmitters sparking pistons in motion,  
might be re-sculptured from muddy delta clay, to a hot, hot savannah blaze?*

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*... slithering, slithering, slithering -- virtually sinking  
in the murky muddles of quick-sanding brainy tissues...*

*but like a muscle that adapts to the pressure placed upon its sinewy fibers  
and bones of calcium carrying the extra load, regional brain clusters  
become more intensified, beginning to lift a bit higher,  
no longer contained in self-contained caves*

*the instinct to transcend instinct:  
to learn is to grow, to make connections, to cross the river  
to climb the mount, to see a new vista,  
to traverse across the open plain, to gaze upward at the open sky,  
to revel in the wings of clouds and to rejoice in the eyes of the sun;*

*Continued on page 8*

### '...Fiery Consciousness'

*Continued from page 7*

*to be enlightened, to master a craft of rock, club, arrow and spear,  
evolving on the hunting and gathering wave of cognition*

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*...slithering, slithering -- in the same three pound mush of fleshy mud,  
the hippocampus vaguely recalls fibers touching drier land, but  
not yet firmly based on the rock solid chirp of crickets*

*like the rooted trunk of trees, fostering branches, twigs and leaves,  
the REM-ing brain dreams of sparkling and sizzling, even under somber skies,  
for the electrical-chemical brain, full of the intent of gusty winds and breezes,  
begins to yearn for more photon-catching proteins, just as the  
crow cries out from the dark shadows of the sunlit tree*

*and a lone wolf cry from deep within the sunken pit of the reptilian brain stem,  
resonates with serotonin violins and cellos, brass and percussion cortexes chiming in --  
inspiring mammalian altos and tenors to sing in a new temporal lobe harmony*

*as fiery bronze is smelted and molded out of Siberian snow  
millions of neurons meld to the parietal inclinations of a wider vision  
not only scaling cliffs, but transcending old prehistoric fangs and claws*

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*... hovering -- like petals of rainbow blooming flowers  
and a bold blue jay streaking across the shadowy forest,  
the incubation of novel verbal thoughts and affection, engenders  
new neuronal connections to emerge like pearls within an oceanic shell*

*but oddly enough, just like the innards of worms and rats and monkeys,  
much of the circuitry is a grid, intersecting at right angles, and not all inhabitants  
of the fertile valley are communing with each other: neurons are picky  
about who they will chat with, often having a single best companion,  
and it's often not the dendrite living in the next hut or tent*

*like the mammalian breast emerges, leaving the reptilian egg in the shadows  
heightened introspection remolds the cauliflower-like geography, entailing subtle  
back channels, deep seated genetic rivulets meandering around mountain tops and  
through molecular caverns, culminating in polyphonic symphonic mental states,  
embodying villages of 20,000 protein coding genes, all sparkling like  
diamonds rising out of ashes of carbon compressed coal*

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*... hovering, hovering -- like an alpha state --  
almost as lofty as heavenly angels, but still yearning  
to ignite the flint between brain and mind:*

*Continued on page 9*



### ' . . . Fiery Consciousness'

*Continued from page 8*

*cerebral cholines foster memory, memories fostered by motherly love  
chains of neuropeptides spawning ideas, ideas spawned by the chain of being  
origami folds for complex thoughts, thoughts about the complexity of folds  
25,000 human sagas in a miniscule piece of brain tissue,  
endless tales and myths and veins of Transylvania...*

*and within the dizzying anticipation of beholding your pre-historic African smile,  
lies the sweetness of surprises seeping into almost forgotten synapses;  
of the ardent yearning of savoring your broad Asian presence, the corpus callosum  
bridges constellating currents of rushing rivers throughout right and left hemispheres;  
of the feeling of engaging in conversation with your Romanesque eyes -- one can  
readily sense noradrenaline tingling in synch with cells of the quickened heart-beat;  
of the gaiety of sharing your Amazonian laughter -- snow-capped mountains of neural  
interconnections, never before connected, melt into lakes and pools of mercurial mind*

*and of the sublime gravity of holding hands and the rhythmic dance of  
our planetary bodies hovering between steps, such a rush of cerebellum consciousness  
that the intercultural inter-facing of embracing our embrace -- culminates in a joyous chorus  
melding into a dopamine beta surge of star-gazing homo sapien awareness! ■*

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## Call for Proposals

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nity health, policy, sustainability, health technologies, minority populations' health, and women's health.

While the program committee welcomes sharing best practices, we are especially interested in presentations, events and conversations that include non-academic stakeholders in their research agenda.

We welcome proposals for presentations in multiple formats, including, but not limited to, roundtable discussions, integrated panels, papers, poster sessions and performances. We also encourage submissions from

junior scholars, including undergraduate and graduate students.

Please note: if you are a current graduate student (verification of student status is required), you are eligible for up to \$200 in travel funds if your proposal is accepted. Up to 10 such awards may be granted on a first come, first served basis. Please contact AIS Office Manager Shaunda Mankowski (mankowski@oakland.edu) for more information as soon as you have received your notice of acceptance.

As always, AIS welcomes more general presentations that advance its mission to promote the interchange of ideas among scholars, administrators and practitioners in all of the arts and sciences on intellectual and organizational issues related to advancing interdisciplinary studies.

All submissions must be made electronically using the proposal submission form on the 2016 Conference website, which will be accessible through the conference website (<http://crecs.uottawa.ca/ais2016>) and the AIS website (<http://wwwwp.oakland.edu/ais/>).

The following are required for all submissions: contact information for presenters and co-presenters, proposal title (20 words or less), short description of 50 words, an abstract of 250 words, relevant keywords, and the type of presentation (paper, panel discussion, roundtable, etc.).

For further information, contact [ais2016@uottawa.ca](mailto:ais2016@uottawa.ca).

The submission deadline is April 15, 2016, with responses anticipated by June 10, 2016. ■

2015 AIS Conference

## Panel Explores Health, Healthcare, and Aging

By Jenny Sasser, Ph.D.

Human health and healthcare are complex, multi-faceted phenomena that are embedded within and shaped by multiple, interacting contexts—from the cellular to the personal, sociocultural, political, economic, historic, and environmental. Traditionally and even still today, human aging or diseases such as cancer, diabetes or dementia have typically been problematized from a biomedical perspective.

But recent interdisciplinary and transdisciplinary theory, research and practice have deepened and broadened the focus to include embodied experiences of the life-long aging journey; relationships with families, caregivers, and care professionals; socially and narratively constructed meanings of health and illness; and the ways in which social determinants influence cumulative advantages and disadvantages over the increasingly long life course.

These and other provocative and timely topics and issues are the special focus of the Health, Health Care and Aging Section of AIS, co-convened by Angus McMurtry and Jenny Sasser.

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### Online Learning

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agogy, and andragogy. However, the better question may be: can the content in an online course be interdisciplinary? Of course. Some interdisciplinary courses are topic based, taught by several faculty members from different disciplines. The content of these types of courses could easily be transferred to the online learning environment by recording lecture content of each faculty member and constructing assignments that require students to integrate the perspectives in ways that provide new insights on the course topic.

Other interdisciplinary courses may be taught by one faculty member who has some expertise in multiple disciplines. The mode of curriculum design can incorporate the notions of interdisciplinarity as cited above in an online learning environment. There are many ways in which we describe our courses as interdisciplinary

and that they fit in the context of interdisciplinarity. Perhaps not all, but many courses and degree programs could be offered online with the same rigor expected in a traditional course.

### Conclusion

Online learning, while not necessarily less expensive than traditional learning, does provide an opportunity for students to learn and achieve a higher education. Personally, without distance learning and online learning, I may not have been able to obtain a college education. Not only was I placed bound and not able to attend a traditional university campus but I was a non-traditional, first generational college student; working full-time in a demanding profession with a growing family. Learning in a non-traditional way helped me realize a dream. Just as many interdisciplinarians do not want to be reined, necessarily, by disciplinary strictures, I believe there to be a large constituency of learners who do not want to be saddled by traditional

classroom models. I believe there is a constituency of learner that wants to be a part of the “common good,” to contribute to that good. Perhaps creating online learning courses and habitats is a way to provide access for that type of student.

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## Health, Healthcare, and Aging

*Continued from page 10*

This new section commenced officially at the 2015 conference, sponsoring a presentation in which panelists focused on the following questions:

- **Jennifer Cellio**, Ph.D. • Associate Professor and Director of Writing Northern Kentucky University: *What are the implications of rhetorics of science for individuals' embodied experiences of disability and mothering?*
- **Rudy Garns**, Ph.D. • Associate Professor in Philosophy and Interim Director of Integrative Studies • Northern Kentucky University: *How might an integrative perspective enhance health care delivery? Are there models of health care delivery that might serve as models for higher education?*
- **Gaetano Lotrecchiano**, Ed.D., Ph.D. • Assistant Professor of Clinical Research and Leadership • George Washington University: *How do we develop the "collaboration readiness" of members of a team of health professionals? How might we use a transdisciplinary approach for change management and leadership development in healthcare settings?*
- **Shannon McMorro**w, MPH, Ph.D. • Interim Director of the MPH Program & Assistant Professor of Kinesiology • University of Indianapolis: *How might interdisciplinary approaches be used to improve the socio-cultural relevance of public health interventions and reduce health disparities?*
- **Angus McMurtry**, Ph.D. • Professor in the Health Professions Program • University of Ottawa: *What are the epistemological lenses through which we view complex phenomena related to health? What are our approaches to learning, knowing and teaching? What is entailed in employing a multi-layered, contextual and initiative approach? What are we attempting to integrate?*
- **Jenny Sasser**, Ph.D. • Coordinator, Age Friendly Program at Elders in Action and Educational Gerontologist • Portland, Oregon: *What are the various textures of the lived experience of embodiment, most especially in old age? How is aging embodiment shaped by intersectionality and time-place-space? In what ways does the dialectic between individual agency and social structure play out as we travel into the outer reaches of the life course?*

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## INTEGRATIVE PATHWAYS

### Health, Healthcare, and Aging

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As we continue to develop and refine the focus of the Section, we'd appreciate hearing about any work you or your colleagues are doing which might fall under the thematics of health, healthcare and aging.

As well, in future issues of this newsletter we'll focus on specific projects—research, writing, teaching, activism—that embody

an interdisciplinary or transdisciplinary approach to these issues.

For more information about the Section or to share with us your interests and ideas, please contact current co-conveners:

Jenny Sasser, [littlecoracle@gmail.com](mailto:littlecoracle@gmail.com);

or Gaetano Lotrecchiano, [glotrecc@gwu.edu](mailto:glotrecc@gwu.edu)

### About AIS

The Association for Interdisciplinary Studies is the U.S.-based international professional association devoted to interdisciplinary teaching (including service learning), research, program administration, and public policy. Interdisciplinarity integrates the insights of knowledge domains to produce a more comprehensive understanding of complex problems, issues, or questions. AIS serves as an organized professional voice and source of information on interdisciplinary approaches and the integration of insights from diverse communities to address complex problems in education and research. Founded in 1979, it is incorporated as a non-profit 501(c)3 educational association in the state of Ohio.

### ON THE WEB:

[www.oakland.edu/ais](http://www.oakland.edu/ais)

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