



ASSOCIATION FOR INTEGRATIVE STUDIES NEWSLETTER

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The *AIS Newsletter* is published quarterly by the Association for Integrative Studies, School of Interdisciplinary Studies, Miami University, Oxford, Ohio 45056. Phone: 513-529-2659 or 513-529-2213 Fax: 513-529-5849 E-mail: Phyllis Cox at coxpa@muohio.edu or Bill Newell at newellwh@muohio.edu

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are welcome!*

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Username: issues
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Carmichael offers look at ISP design: Book tells history of U of North Dakota's program

Tami S. Carmichael. (2004). *Integrated Studies: Reinventing Undergraduate Education*. Stillwater, OK: New Forums Press.

Reviewed by Edward J. Katz, Associate Vice Chancellor for University Programs, Office of Academic Affairs, and Professor of Literature and Language, University of North Carolina at Asheville, Asheville, North Carolina.

As a faculty member charged several years ago with leading a curriculum revision effort and now as an administrator with responsibility for its implementation, I have often found myself lamenting the lack of nuts-and-bolts resources for this kind of work, particularly for designing and instituting integrative and interdisciplinary programs for general education. Tami S. Carmichael's *Integrated Studies: Reinventing Undergraduate Education* tells the story of the Integrated Studies Program (ISP) at the University of North Dakota (UND). This program takes an innovative thematic approach, cutting across several disciplines, to the offering of first-year general education. ISP aims to put students at the forefront of the learning process, to shift, in John Tagg's words, from the "instructional paradigm" to a "learning paradigm." As ISP's current program coordinator, Carmichael points out that UND has

had a long tradition of curricular innovation and integrative pedagogy, from the 1970s forward when it implemented the New School experiment emphasizing integrative learning and assessment, a departure from traditional grading approaches intended to stress student learning. Later, the university implemented problem-based learning in its medical school, an early participant in a pedagogical reform movement that made its first appearance in medical education and engineering programs across the country, before spreading to other curricular areas (see Dochy et al.; Keller; Shore and Shore; Wilkerson and Gijsselaers). UND's Integrated Studies Program dates to 1986; using an interdisciplinary, team-teaching platform, ISP offers an alternative to the school's general education curriculum.

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An Interdisciplinary Syllabus:

What should it look like?

Have you developed an interdisciplinary course that others could learn from? Please consider submitting your course for possible inclusion in the AIS collection of interdisciplinary syllabi.

AIS is host to a peer-reviewed Internet site filled with fine models of good practice in interdisciplinary studies. The website, www.muohio.edu/ais offers syllabi and supplemental

materials for courses that are self-conscious about how the course draws on multiple disciplinary perspectives. Course samples range from general education to courses for graduate programs. The site additionally offers a section of samples of interdisciplinary syllabi that aim to be self-conscious about how the course helps students to integrate insights from multiple

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ISP design ...

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The Integrated Studies Program was rooted in the learning community movement. ISP's two co-founders, Patricia Sanborn and Gerald Lawrence, used an internal grant from UND's Office of Instructional Development to begin research into alternative models for general education programming. They were soon drawn to the Coordinated Studies approach at Evergreen State College, which was intended to promote integration across disciplinary boundaries and active, self-reflective student learning. In fall 1985 and spring 1986, Sanborn and Lawrence consulted with program leadership and faculty at Evergreen, laying out the foundations for what would become ISP. Barbara Leigh Smith, the Co-Director of the Learning Communities Project at Evergreen, notes in her Forward to Carmichael's book that the University of North Dakota was one of the first institutions "to take up the recommendation in the national study *Involvement in Learning* that all institutions establish learning communities to strengthen opportunities for intellectual dialogue and active learning" (vi).

One of the strengths of *Integrated Studies* is that it presents a history of the program design, specific steps taken to provide resources for those teaching in it, and examples of course schedules, reading lists, syllabus units, policies and assignments. Carmichael also makes room for several reflective pieces from faculty who have taught in the program. Most importantly, she takes pains to emphasize that ISP evolved to serve both as a new learning model for students, and as a faculty development program situated within a large research university context. From the beginning, ISP was set forth as a response to the problems inhering in general education, specifically in the research university setting.

As Carmichael argues, and as the literature has made clear for some time, general education curricula seek to introduce students to the disciplines through introductory courses, but students experience these courses in isolation from

one another. Frequently, they can only glimpse the connections between the way different disciplines address our society's most urgent needs and problems. In a world that increasingly demands integration of knowledge and analysis at the boundaries of disciplines, traditional general education curricula often discourage integration, interdisciplinary exploration, and application of knowledge to the solution of complex problems (Greater Expectations; Hershberg; Strong Foundations). Therefore, general and liberal education are often seen by students, faculty, and the general public as marginal enterprises, unrelated to our students' real purpose in college, and static as well, dealing with an unchanging battery of skills and content. This sense of fragmentation and isolation can be especially true of the sciences within general education curricula (Davis, 30-31), where specialization often leaves "interdisciplinary gaps" which affects learning and ultimately research (Bechtel, 399). For their part, ISP's designers wanted to address the perception, among students, that the humanities disciplines were becoming less relevant, "disembodied and anachronistic islands of quaint ideas and art from the past" (4), unrelated to what they were learning in the social and natural sciences.

Indeed, the problems afflicting general education are well known. Surveying sixty institutions, Jerry Gaff, Vice President of AAC&U and Director of its Project on Strong Foundations for General Education, has noted a consensus view that the difficulties outlined above arise out of five larger problems: 1) a lack of philosophy for general education and curricula "based on political compromises"; 2) a fragmented, menu-oriented approach to general education; 3) students' inability to see its utility; 4) faculty more interested in teaching majors; and 5) "a decentralization of responsibility for general education," in which departments deliver courses without a guiding vision for the curriculum and without any mechanism for development, oversight, or assessment (vi). UND's Integrated Studies Program sets out to address this catalog of challenges, aiming to give students a sense of responsibility

for their own learning and a clearer understanding of how knowledge is produced. ISP designers and faculty were motivated by the call from Ernest Boyer, echoed by other critics of undergraduate education, to address the fragmentation of the undergraduate experience and to revitalize the commitment to the truly broadening potential of the general education experience (83).

ISP delivers its curriculum through the structure of a first-year general education learning community. As an alternative to UND's general education program, ISP serves 80-100 students enrolled in clusters of 3-5 courses, through which they fulfill requirements toward the completion of their general education distribution. The curriculum within each cluster theme is team designed. Cluster themes are broad, in order to allow the greatest number of disciplines, including the sciences, to participate. Themes for the cluster include "Power and the Powerless," "People and the Land," "Love and Death," "Love and War," "Knowledge, Truth, and Reality," and "Land, Water, and People," among others (29-31). Pedagogy in ISP aims "to break down the barriers between disciplines and draw together various disciplinary areas into comprehensive, connective units that demonstrate the relationships between the different fields of knowledge" (6-7). Class sizes are small, and the total credit load is approximately 17 hours per semester. Clusters incorporate large group meetings and lectures, book seminars, writing groups, science labs and Cooperative Learning Units (CLUs). These CLU experiences are intriguing from a pedagogical perspective: in these units, students receive assignments requiring interdisciplinary learning and research, and then they are placed in the role of teacher, helping their peers to understand and apply new material to the cluster theme. Throughout most of the cluster experiences faculty are cast in the role of facilitators, and the students' voices are privileged in the learning process.

One of the virtues of the book is that it offers concrete examples of process that the program leadership has taken in developing

and refining this program. Following chapters on “The Need for Integrated General Education” and “Educational Theory and Curriculum Development,” which offer informative, if not exhaustive, summaries of the political debates on educational reform and theoretical positions on curricular design, Carmichael offers four chapters on topics ranging from the structure of the program to the integration of science and writing, from faculty development to program assessment.

There are two insights in this book that merit particular emphasis. First, Carmichael understands that institutional and curricular change is, fundamentally, about cultural transformation. Teaching and learning are, in important ways, a set of relationships and practices that are informed by institutional and personal history, culture and values, which in turn take shape over time. Designing and implementing a new program, then, are activities that must take place over time. The reason that many program revision and implementation efforts struggle or fail is that we tend to look at them as a set of abstract steps taken to put in place a set of abstract concepts called learning outcomes which are accomplished in discrete classes. Rather, we must look at curricular reform and implementation as a complex set of cultural interactions and practices that need to arise out of the evolving educational, pedagogical and administrative structures that are part of any revision. Faculty, staff and administration must all be given the space to develop the relationships and practices necessary for the success of a new program, but these are discovered empirically, through iteration and observation and continued reshaping.

Thus, the Integrative Studies Program places faculty development at the forefront of curriculum design. Preparation for the clusters takes place in retreats, at which faculty have an opportunity to build a sense of team dynamic, to create relationships, the outcome of which will be a shared sense of educational goals and a mutual understanding of each other’s pedagogical values. An emphasis on faculty development allows for

an openness to new approaches and a willingness to critique current ones. For example, faculty teaching in early iterations of ISP, out of a desire to enhance students’ opportunities for self-directed learning, created the Cooperative Learning Units and more ambitious Cooperative Learning Independent Projects. This desire also gave rise to Breakout Weeks, designed to accommodate unanticipated student and faculty interest in stopping their march through the cluster schedule, in order to spend more time studying a given topic in depth. A faculty development orientation to program design acknowledges that curriculum, particularly in the area of general education, should be ongoing; that we should never be so wedded to a specific program path or component that we blind ourselves to other possibilities; that changing curriculum means changing institutional culture, so faculty must have a regular forum for engaging a dynamic and evolving institutional environment.

Carmichael’s second important insight involves assessment, which she repeatedly and correctly observes, must follow, rather than lead, what we do in the classroom: “When concerns over assessment drive curricular change,” she writes, “the quality and relevancy of the educational experience are forfeited” (155). In Chapter 6, “Learning from Our Students and Ourselves: Assessment and Program Development,” Carmichael outlines her program’s assessment strategy. The discussion here is not overly detailed, but this can be excused, as assessment is not really her primary focus. More to the point, she clarifies the importance of assessment as continuous quality improvement, in which faculty are given primary authority in developing the learning outcomes as they emerge from the actual practice of teaching in the program. Faculty-led assessment places the responsibility for program review and the application of assessment results where it truly belongs: in the hands of faculty, who are closest to where learning occurs (see also Hinson and Stillion). This approach understands assessment as the study of learning: rather than a top-down imposition of outcomes and standards according to some

theoretical model or perceived institutional need for accountability, it leads us to see assessment as a tool for curricular and faculty development.

Integrated Studies paints a compelling picture of faculty motivated to improve student learning through integrated and interdisciplinary pedagogy. We are saddened to learn at the book’s conclusion, though perhaps not surprised, that the University of North Dakota’s identity as a research institution has led over time to diminished support for ISP and more reliance on adjunct faculty. Still, for faculty and administrators working in curricular reform and implementation, this book serves as guide for what we might accomplish in our own universities and colleges, in order to fulfill the promise of undergraduate education.

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Interdisciplinary Studies Today: Where Are We?

Lights, Camera, Action! Interdisciplinary Studies take center stage!

By Don Stowe, Associate Dean of the College of Hospitality, Retail, and Sport Management, University of South Carolina, and AIS President

In early November of 2005, Carolyn Haynes, Julie Thompson Klein and Bill Newell, each an AIS past-President, delighted a diverse audience on thirty-one campuses across the United States and Canada with a live two-hour broadcast titled *Interdisciplinary Studies: Where Are We Today?* The electronic conference was transmitted both through satellite and the world wide web. Colleagues from a number of veteran interdisciplinary studies programs, as well as faculty and friends from developing interdisciplinary studies programs, participated in this groundbreaking event.

Although there were many friendly faces in the electronic audience, the conference was intentionally pitched to colleagues who might not be familiar with the ongoing discourse regarding interdisciplinary studies. We remain hopeful that this exposure will attract new members to AIS and add new voices to conversation. The presenters discussed the following questions:

- What is interdisciplinary study?
- What are the outcomes of interdisciplinary study?
- What constitutes an interdisciplinary course?
- What constitutes an interdisciplinary program?
- What characterizes interdisciplinary pedagogy?
- Are there common standards for interdisciplinary efforts?
- Where can pertinent resource and consulting support be found?

Carolyn, Julie, and Bill presented their views on each of the preceding questions and then answered questions from the audience during the latter part of the telecast. The feedback we have received thus far on the teleconference suggests that the information was indeed timely and valuable to the participants. The conference met a number of diverse needs, ranging from faculty development to establishing credibility for interdisciplinary studies as a legitimate academic endeavor on a specific campus.

A DVD of the teleconference was provided to each subscribing institution. Additional copies of the DVD are available from AIS to original subscribers at the rate of \$10 per DVD. Others may purchase copies of the DVD at the rate of \$50 for institutions and libraries, \$35 for non-members and \$25 for regular and student members. For information on ordering a copy, contact the AIS Office, 513-529-2659 or email aisorg@muohio.edu.

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Teleconference Panel



Klein

Julie Thompson Klein, Professor of Interdisciplinary Studies at Wayne State University in Detroit, Michigan, is an internationally respected authority on interdisciplinary research, education and problem solving.



Haynes

Carolyn Haynes is Professor of Interdisciplinary Studies at Miami University, Oxford, Ohio. She also serves as Director of the Honors and Scholars Program and as Special Assistant to the Provost for Academic Planning.



Newell

William H. Newell is Professor of Interdisciplinary Studies at Miami University, Oxford, where he was a charter member of the faculty in 1974. He was the founding President of AIS in 1979, and he served as Secretary-Treasurer and Newsletter Editor from 1983 until his appointment as Executive Director in 1991.

**Contact AIS
to purchase
teleconference DVDs
Email
aisorg@muohio.edu
or call 513-529-2659**

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An Interdisciplinary Syllabus ...

(continued from page 1)

disciplinary perspectives.

We are continually looking for good models of interdisciplinary practice to add to this valuable resource for faculty and administrators. This site provides course designs that offer valuable

details for building and assessing truly interdisciplinary courses. Supplemental materials like student assignments, sample student papers, and reflective essays are included in the collection.

Please consider submitting your course

and relevant material for review. Send electronically to pgagnon@westga.edu. For further information you can contact Pauline Gagnon, phone 678-839-4706 or write her c/o Martha Munro Bldg 207B, University of West Georgia, Carrollton, Georgia 30118. ■■■

New Directions focuses on Katrina's lessons

Workshop in New Orleans takes integrative approach to challenges

The multi-institutional initiative *New Directions: Science, Humanities, Policy* (<http://www.ndsciencehumanitiespolicy.org/>) proposes to conduct a three-day workshop in New Orleans March 22-24 on the theme of "New Orleans, the Mississippi Delta, and Katrina – Lessons from the Past, Lessons for the Future." This workshop builds on previous *New Directions* efforts to promote the integration of ethics and values concerns with scientific and technical knowledge to address pressing societal issues.

This workshop will focus on the environmental and societal challenges surrounding the New Orleans/Mississippi Delta in the wake of Hurricane Katrina. Responding to the devastation followed by Katrina requires an appreciation of the interrelated perspectives of various fields, such as geology, hydrology, historical geography, ecology, economics, history, ethics, urban planning, policy, cultural analysis, and a host of other disciplines. This workshop will provide a forum to explore how to improve communication and integration across these fields. More generally, it will examine the relation of knowledge to societal needs and vice versa. Given the richness of information within each of these fields, how do we identify and integrate the *pertinent* knowledge necessary for addressing this catastrophe, as well as for anticipating and responding to similar possibilities in the future?

This workshop will build upon the work of a June 2004 workshop in St Petersburg, Russia, "Cities and Rivers: Interdisciplinary and International Perspectives." Presentations and breakout sessions will be combined with field trips across the area to give participants a sense of the current state of the Mississippi Delta region and New Orleans, stimulating them to critically consider the relationship between knowledge and action.

Each day's session will be structured around two or three themes, where specialists will give presentations on relevant topics, which will then be treated as catalysts for interdisciplinary discussion on the two overarching themes of the workshop. These themes are: 1) How does the particular disciplinary background of a given speaker inform our understanding of the complex, interwoven environmental and societal challenges facing the Gulf Coast? 2) How can we improve the relation between the supply and demand for knowledge? *The workshop hypothesis* is that scientific and technical knowledge can have a more beneficial societal influence when placed in an interdisciplinary context where the ethics and values dimensions of both knowledge and societal/environmental needs are made explicit.

The intellectual merit of this project is that it will deepen our understanding of

the interconnections between disciplines in addressing societal challenges. The natural sciences and engineering are good at providing knowledge about the physical world. The social sciences and humanities are good at providing knowledge of the social world. But as Katrina's devastation has demonstrated, we must also understand the intersection between things and people: between the natural environment, science and engineering, and social orders. The broader impact of this proposal lies in its potential for improving the relevance of scientific and engineering knowledge to the social realm and the relevance of ethics and social knowledge to the scientific and technological realms.

Results from this workshop will include publications and course development using New Orleans and the Mississippi Delta as means for exploring the importance of interdisciplinary research integrating the sciences, the social sciences, and the humanities in order to properly respond to crises like Katrina. Less standard deliverables will include the creation of new partnerships between academia, decision makers, and the public at large. Workshop and related materials will also be collected on the web for use by science, engineering, social science, humanities, policy classes, decision-makers, and the public to further interdisciplinary problem solving. ■■■■

JAE plans Katrina issue in September

The Journal of Architectural Education is looking for short (500-2,000 word) essays on Katrina, its aftermath and rebuilding for the publication's September 2006 issue.

JAE, the peer reviewed journal of the American Collegiate Schools of

Architecture (ACSA), is published by Blackwell and has a circulation of more than 5,000, mostly architects and architectural educators.

The deadline is March 15, 2006. For the actual call, see http://jaeonline.ws/katrina_oparch.html. ■■■■

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**Check
 'What's New'
 on the
 AIS Web site,
www.muohio.edu/ais**

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**Society for Literature,
Science and the Arts
20th Annual Conference
Call for Papers
Evolution: Biological,
Cultural, and Cosmic
New York, NY
November 9-12, 2006**

Plenary Speaker: Lynn Margulis;
Keynote Panel: Dorion Sagan and Eric
Schneider; Special Presentation: Neil
deGrasse Tyson; Site Chair: Victoria N.
Alexander, Dactyl Foundation for the Arts
& Humanities; Program Chair: Bruce
Clarke, Texas Tech University

The Society for Literature, Science, and
the Arts fosters the multi-disciplinary
study of the relations among literature
and language, the arts, science, medicine,
and technology. This year's conference
will be held in conjunction with the
first annual New York Science-Art
Festival. The hub of the conference will
be the Dactyl Foundation for the Arts
& Humanities on Grand St. in SoHo,
which will host registration, the opening
reception and one panel stream. Other
regular panels and lectures will take
place in nearby university, studio, and
gallery spaces, with forays to midtown
for evening events. See map at Dactyl
website: <http://www.dactyl.org/SLSA.htm>

CALL FOR PAPERS is at <http://www.dactyl.org/thought/SLSA2006/cfp.htm>
Deadline: April 15, 2006

Note that conference participants are
urged to submit their paper/panel
abstracts to the SLSA listserve, and
all listserve subscribers are invited to
respond to the abstracts with comments
and questions. For subscription
directions, see the call for papers or SLSA
Bulletin Board at this site: <http://slsa.press.jhu.edu/bulletin.html>

All conference participants must be 2006
members of SLSA. To join or to renew
membership, please go to http://www.press.jhu.edu/cgi-bin/associations/sls_membership.cgi, or call Johns Hopkins
University Press Journals at 800-548-
1784 (US & Canada only, all others
call 410-516-6987). Monday-Friday 8
a.m.-5 p.m. Fax 410-516-6968. Email:
jlorder@jhupress.jhu.edu.

**Call for Proposals:
AGLS Conference to meet in Indianapolis**

Proposals are now being accepted for the 46th annual meeting of the Association
for General and Liberal Studies. This year's conference—"Alignments and
Linkages: Strengthening Curriculum to Improve General Education"—is
hosted by Ball State University and Vincennes University and will be held in
Indianapolis, Indiana, at the Courtyard by Marriott, Downtown, October 19-21,
2006. Information on the conference and guidelines for submitting a proposal are
available on the AGLS website, <http://www.bsu.edu/agls>. Questions should be
directed to Paul Ranieri at pranieri@bsu.edu or Mike Gress at MGress@vinu.edu.

***AIS enlarges board membership
Conference liaison to be ex-officio member***

The Board of Directors of the Association
for Integrative Studies met February 17-
18, 2006, at Miami University, Oxford,
Ohio, for the annual mid-year session.

During the meeting, the board has adopted
an amendment to Article VI, Section
1, of the AIS Constitution, relating to
the position of conference liaison. The
change makes the conference liaison
an ex officio member of the board to
provide for better continuity in providing
guidance to organizers of the association's
conferences. The change enlarges the
board by one member.

The board has appointed Roslyn Abt
Schindler to the ex officio position. She
is resigning her at-large seat to which she
was elected last year. That open position
will be filled later this year.

Article VI, Section 1 was amended as
follows:

Section 1. The Board of Directors
shall consist of the six officers of the
Association, Information Technology
Director, Fund-Raising Director, Office
Manager Liaison, and four Directors
elected at large from the membership. Two
Directors at Large shall be elected each
year for a two-year term. The Information
Technology, Fund-Raising and Office
Manager may not be additional members
if one of the existing Directors is able
to fulfill these roles. The Editors of the
journal and newsletter and the conference
liaison shall serve ex-officio as non-
voting members of the Board. The current
Executive Director will continue to serve
as a non-voting, ex-officio member until
he elects to retire. ■■■■

ISP design ...
(continued from page 3)

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CALL FOR PROPOSALS

**28th ANNUAL CONFERENCE OF THE ASSOCIATION FOR INTEGRATIVE STUDIES
OCTOBER 5-8, 2006, ATLANTA, GEORGIA**

**Hosted by Emory University and Oxford College of Emory University
“Bridge-Building: Connecting Hearts and Minds, Arts and Sciences,
Teaching and Research, Academy and Community”**

The Association for Integrative Studies will hold its 28th annual conference in Atlanta, Georgia from October 5 to October 8, 2006 at the Westin/Atlanta North Hotel. Co-hosts Emory University, home of the Institute of Liberal Arts, the oldest freestanding department of integrative liberal studies in North America, and Oxford College of Emory University, one of only twelve Carnegie-sponsored centers for the Scholarship of Teaching nationwide, are working with other Georgia institutions such as the University of West Georgia to organize the conference. Given that the overarching theme of the 2006 conference is “Bridge-Building: Connecting Hearts and Minds, Arts and Sciences, Teaching and Research, Academy and Community,” we look forward to a broad spectrum of presentations dealing with the multiplicity of ways in which integration of human capacities, academic disciplines, career practices, and social institutions increasingly characterizes higher education in the United States and around the world. We welcome formal papers, panels, workshops, roundtables, book and research reviews, and poster sessions on topics such as the following:

***Hearts and Minds:** the roles which capacities like the affective, the ethical, the spiritual, the imaginative, the intuitive, the creative, and the physical can and do play in integrative teaching and learning, and programming issues involving diversity, multiculturalism, citizenship, and leadership.

***Arts and Sciences:** the many ways curricular offerings draw professors and perspectives from different disciplines into interdisciplinary coursework, especially coursework involving those supposed opposites, arts and sciences, and issues that arise with the liberal arts in connection to other kinds of education.

***Teaching and Research:** best practices in both, the integration of the two, those innovative redefinitions of both “teaching” and “research” which have evolved in the last decade, and the “Scholarship of Teaching” movement which has encouraged research into teaching itself.

***Academy and Community:** the variety of integrative programming that involves collaboration between those in educational institutions and those in local communities or in the larger world, such as service-learning courses, internships, and travel-study programs, and programming that draws faculty, staff, and students in educational institutions into community with one another and into collaboration in coursework and in other endeavors.

***Continuing Concerns of Educators Involved in Integrative Studies:** the challenges and opportunities individuals and institutions face in researching, planning, practicing, assessing, and altering interdisciplinary programming; the need for networking and outreach for moral and practical support as we seek to sustain initiatives and encourage new ones.

TO SUBMIT A PROPOSAL:

Complete and submit the Proposal Submission Form available on-line in the Conference website, or mail, fax, or e-mail the information requested on the Proposal Submission Form to AIS Conference Committee, c/o Gretchen Schulz, Associate Professor of English/Humanities, Oxford College of Emory University, Oxford, GA 30054; fax: 770-784-4660; e-mail: AIS2006@learnlink.emory.edu (On-line submission is preferred.)

GRADUATE STUDENTS ARE ENCOURAGED TO SUBMIT PROPOSALS:

There are some limited travel funds for those accepted to present. If their presentations focus on interdisciplinary issues, they may apply to the AIS for up to \$200 in travel funds (see website for applications: <http://www.units.muohio.edu/aisorg/conf/travel.htm>).

**PROPOSALS ARE DUE BY MARCH 30, 2006.
NOTIFICATION OF ACCEPTANCE BY MAY 30, 2006.**

28th Annual Conference of the Association for Integrative Studies

October 5-8, 2006, Atlanta, Georgia

Hosted by Emory University
and Oxford College of Emory University



**Bridge-Building: Connecting Hearts and Minds,
Arts and Sciences,
Teaching and Research, Academy and Community**



**OXFORD
COLLEGE**

CONFERENCE INFORMATION:

Conference website: www.ais.oxford.emory.edu

Conference e-mail: AIS2006@learnlink.emory.edu

Please send questions to the conference email address listed above. Someone will respond as quickly as possible. Should a question require a phone call, please call Melissa Shrader, Administrative Assistant in Humanities, Oxford College of Emory University, Oxford, GA 30054; phone: 770-784-8466; e-mail: mshrade@learnlink.emory.edu.



Association for Integrative Studies

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