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INTEGRATIVE PATHWAYS

OF THE ASSOCIATION FOR INTEGRATIVE STUDIES

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Finding IDS: What Factors Attract Students

By Kathleen L. Sitzman
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and Associate Professor of Nursing,
Weber State University

Introduction

In January 2008, I became director of the Bachelor of Integrated Studies (BIS) Department at Weber State University (WSU) in Ogden, Utah. At that time, I inherited 345 incoming student surveys collected between 2003-2008. The surveys provided simple yet interesting information related to how students found out about the BIS program, why they chose to enter it, and what they planned to do with the degree after graduation. In an effort to better understand BIS students at WSU, I set out to document the results of the surveys. The interdisciplinary studies literature

advocates developing and maintaining a clear vision and articulation of IDS through collection of data aimed at documenting student interests and tracking patterns (Henry, 2005; Seabury, 2004; Welch IV, 2003). Exploring questions related to what students will do with interdisciplinary learning after graduation also emerged as an important topic: "... interdisciplinary learning ... should also lead students to connect and integrate the different parts of their overall education, to connect learning with the world beyond the academy, and above all, to translate their education to new contexts, new problems, new responsibilities" (Schneider, 2003). The information contained in the surveys addressed these points effectively for our program. After Institutional
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Creating a Teaching Commons for Interdisciplinary

By Gretchen Schulz, Contributing Editor
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Those of us savvy about academic acronyms will recognize those in the name of this column—the first of a series of columns on the same subject—as designating the Scholarship of Teaching and Learning in Interdisciplinary Studies, which subject we will also designate by the even less elegant but still more efficient acronym of SOITL (that is, the Scholarship of Interdisciplinary Teaching and Learning). Interest and activity in this subject area go back through many decades, certainly, but focus on the subject so *designated* can be traced to 1990 when Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, published *Scholarship Reconsidered: Priorities of the Professoriate*, a groundbreaking study of the state of academe based upon work the

Foundation had done in the '80s confirming that "most professors spent most of their time teaching while believing they worked in

SOITL

an environment that valued research more highly."

What was groundbreaking was not that information, of course, but Boyer's suggestion for addressing the situation by redefining scholarship to include work other than research meant to yield discovery in one's discipline. Boyer famously identified four kinds of scholarship deserving of recognition and reward—scholarships of discovery, integration, application, and teaching. He insisted that academics and their institutions needn't choose between commitments to research and teaching since research into teaching could itself be seen (and valued) as "an intellectual act that contributed to the transformation of knowledge."
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Finding IDS

(continued from page 1)

Review Board approval, this report was created so that other IDS scholars would have the opportunity to learn from the findings.

Why This Report Was Important

A frequent perception at WSU is that BIS students choose to pursue interdisciplinary studies either because they have too many credits and just want to graduate, or they cannot make up their minds about what to study and what to do with their lives once they graduate. This did not appear to be the case based on daily observations and interactions with BIS students; however, this perception could not be addressed without formal data. A second concern was related to uncertainty regarding how students most commonly found out about the BIS program. With state funding reductions looming, it was important to discern the most fiscally efficient way to reach students with information about this program option. The incoming student survey shed light on both issues. This report presents results related to why students chose to enter the BIS program, what career goals they planned to pursue when they entered the program, and how they found out about the availability of the BIS degree.

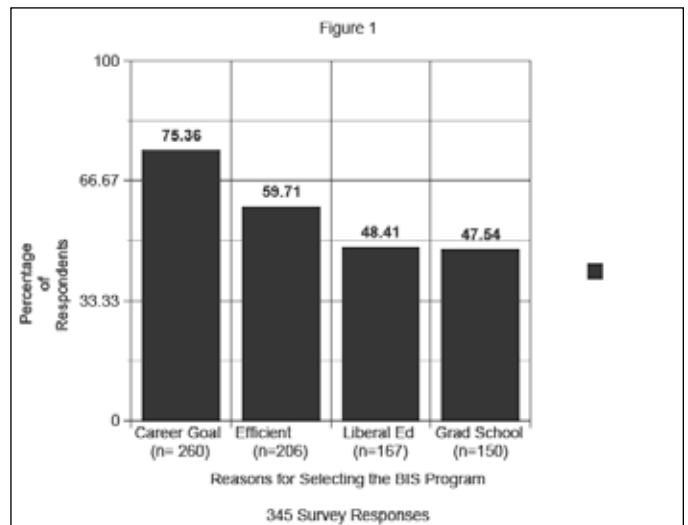
Why Students Chose BIS Program

The first question asked the student to select the best answers to the following (they could choose more than one response): "I selected the BIS program primarily because: I have a particular career goal, which is...; I want a wide-based liberal education...; This is the most efficient way for me to graduate...; My three areas of emphasis prepare me for graduate school in...; Other..." This question was created to assess student intent in

light of common perceptions related to why students choose to enter the BIS program at this institution. Out of 345 total responses, 75% (n=260) indicated that they had a specific career goal in mind, 48% (n=167) wanted a wide-based liberal education, 59% (n=206) indicated that it was the most efficient way to graduate, and 47% (n=150) had graduate school preparation in mind. See Figure 1.

Discussion

The results indicated that entering students had multiple reasons for completing a BIS degree. The fact that over half of the students viewed the BIS degree as the most efficient way to graduate seemed to validate common campus perceptions. However, half the respondents also indicated that obtaining a broad-based liberal education was important to them, and the majority had specific career goals in mind. The finding that half the respondents planned to attend graduate school is roughly in line with the national average for all college students and students who attend WSU, with 41% of national freshmen undergraduates indicating that they plan to attend graduate school (Council of Graduate Schools, 2008). It appears that the BIS students who responded to this survey were goal-directed and interested in reaching educational and occupational aims related to higher ambitions than simply completing a college degree, although efficiency in terms of graduating was also a goal.



Career Goals

Overall, 84 different career goals were listed by the respondents. This fact alone clarifies the importance of integrated studies degrees in meeting the unique needs of some students. The career goals listed by at least 10 respondents were: medical doctor (23), dentist (22), nutritionist (19), lawyer, (16), educator in private schools (15), writer (12), armed forces officer (11), health industry, not licensed (10).

Discussion

This list of career goals reveals that the BIS program is the program of choice at WSU for pre-medical, pre-dental, and pre-registered dietician students. It also reflects strong student interest in health-related professions, with 33% (n=115) of the respondents expressing interest in a health-related field. This is considerably higher than the national average, where (between 1966-2008), 7% of bachelor's degrees were earned in the health professions (Postsecondary Education Opportunity, 2009). In order to meet graduate school pre-requisites, pre-dental and pre-medical students must complete coursework from multiple disciplines, leaving little opportunity for degree completion in just one major. The BIS degree is an excellent

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AIS Conference 2010: Vignettes from San Diego

By AIS Board Members

Rick Szostak, Stuart Henry, Karen Moranski, Jennifer Dellner

Interdisciplinary commoners commonly speak of how interdisciplinarity is needed to cope with the complex problems that afflict contemporary society. At this year's AIS conference in San Diego, with its theme "the ethics of sustainability," that commonplace observation came to life. In presentation after presentation we were reminded of how the very future of our planet depends on success in interdisciplinary research and education. Only an interdisciplinary outlook that takes into account the multiple interrelated dimensions of the problem can both energize the citizenry and design appropriate comprehensive paths forward.

Interdisciplinarity is a means to many good ends, and this year's conference was a powerful reminder of how important it is to infuse the academy with quality interdisciplinarity. Thus there was a natural synergy between sessions that focused on the conference theme and those which emphasized strategies for enhancing interdisciplinary research, teaching, administration, and policy.

And the location provided a further synergy. How better to appreciate the need to maintain our natural environment than to stroll between sessions along the shore of beautiful San Diego Bay, or watch the boats bobbing in the marina, or sit and listen to the harbor seals (who seem never to sleep)?

Rather than attempt a detailed overview of this diverse conference we provide here a few vignettes:

Keynotes:

The San Diego conference offered participants two relevant and thoroughly interdisciplinary keynote presentations, the first by Dr. Geoffrey Chase, Dean of Undergraduate Studies at San Diego State University, and the second by Dr. Naomi Oreskes, Provost of University of California San Diego's Sixth College. Both presentations challenged conference participants to integrate sustainability with new directions in higher education and interdisciplinary research. They provided rich exemplars of theory and practice, both in a classroom setting and in broader social change movements.

Dr. Chase described the work of SDSU's Ponderosa Project, a faculty development initiative aimed at helping faculty incorporate sustainability issues, themes, and concepts into their courses. The Ponderosa Project, which has now spread to 175 other campuses in the U.S. and Canada, represents a paradigm shift in higher education. It places community issues and problems at the forefront of the educational process and encourages



Dr. Naomi Oreskes



Dr. Geoffrey Chase

Above, AIS Board members and student volunteers greeted attendees as they arrived. From left, SDSU student Erik Behl, AIS Board President Karen Moranski, Conference Coordinator Stuart Henry, AIS Conference Liaison Roslyn Schindler, and Dawn Rosemier, who anchored the volunteer operation.

CONFERENCES



Attendees gather to share a meal and discuss presentation sessions and other highlights of the 2010 AIS conference

faculty to help students contextualize problems like global climate change and consider the importance of place as part of interdisciplinary research and critical thinking.

Dr. Oreskes offered an inside look at the interdisciplinary research process that led to her new book, *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*, co-written with Erik M. Conway. As an historian of science, Oreskes described a deliberately constructed debate regarding the scientific reality of global climate change, a debate ironically fostered by a group of scientists. These hawkish Cold-War era scientists lent their names and reputations to non-scientific efforts to deny climate change and before that the real health effects of tobacco and the environmental dangers of fossil fuels. The presentation demonstrated

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October 2010

Dear Colleagues,

Please join us for the Association for Integrative Studies' 33rd Annual Conference October 13-16, 2011. The Brooks College of Interdisciplinary Studies and the Liberal Studies Department will host the conference at the Amway Grand Plaza Hotel located in downtown Grand Rapids. The theme will be "Traditions and Trajectories: Interdisciplinarity and Integrative Learning."

Grand Valley has had integrative and interdisciplinary learning at the core of its mission, vision, and values since its founding 50 years ago. Members of our faculty have participated in AIS conferences from the organization's inception in 1979. We welcome you here to reminisce with and gain insights from colleagues—past and present—talk about the highlights and future of teaching interdisciplinary classes, share best practices in administering, sustaining, and assessing interdisciplinary programs, and discuss key theories and research about interdisciplinarity and integrative learning.

We're planning an informative, engaging, and enjoyable conference. You will fly into Grand Rapids' Ford International Airport, catch a shuttle, and be at the conference hotel in fifteen minutes. You'll have plenty of time to interact with people from across the country who are also involved in integrative and interdisciplinary teaching, service, and research. And we hope you'll present your work and insights. You'll be able to enjoy the crisp fall days and cool nights and visit local sites such as the Ford Museum, Grand Rapids Art Museum, Van Andel Arena, Fred Meijer Sculpture and Botanical Gardens, and downtown restaurants. Weather permitting, you may also be able to enjoy a fall color tour, wander among Art Prize exhibits, or take a half hour drive to enjoy Michigan's breathtaking shoreline and a walk along Lake Michigan.

We look forward to seeing you in Michigan for the 2011 AIS conference!

Warm regards,

Christine Drewel
Conference Planning Chair

Wendy J. Wenner
Dean, Brooks College of Interdisciplinary Studies





CALL FOR PROPOSALS

Association for Integrative Studies 33rd Annual Conference
October 13-16, 2011 - Grand Rapids, Michigan

Traditions and Trajectories: Interdisciplinarity and Integrative Learning:

It is essential to examine and reflect on the roots and histories of interdisciplinarity and integrative learning, with the future of our profession in mind. In this call for proposals, we challenge participants to explore this conference theme. We welcome proposals for papers, panels, workshops, roundtables, and posters that address issues in the following categories:

Biographies and/or Autobiographies

Individual and group narratives involving interdisciplinarity and integrative learning, and focusing on key contributions, articles, experiences, successes, and obstacles. Who were the early contributors? What can we learn from them? Whose scholarship is essential and why? What stories need to be told? Retold? What can scholars gain from these stories and anticipate for the future of interdisciplinarity and integrative learning in higher education?

Institutional and Administrative Realities

Examples of successful or challenged integrative practices. What administrative structures have cultivated and/or curtailed integrative learning or interdisciplinary studies? What concerns and dangers do undergraduate programs face? What concerns and dangers do graduate programs face? What are the best practices, programs, and structures in integrative learning and interdisciplinarity and how have they responded to challenges, concerns and dangers? What incentives, resources, and technologies are available to help new programs and scholars?

Sustainability and Teaching and Learning Models

Best curricular, co-curricular, sustainable, and service learning designs and practices. What pedagogies help foster integrative learning and interdisciplinary pursuits? What do community-based projects and collaborations have to offer? How can programs and courses help students apply their learning beyond the classroom? How can we integrate civic engagement and sustainability in and out of the classroom?

Outcomes and Assessment

What are the characteristics of interdisciplinarity and integrative learning? What are the goals and aims of integrative and/or interdisciplinary programs, and how are they assessed? How do programs or individual courses offer opportunities for students to move past fragmentation and develop meaning and purpose in their lives and careers?

Integrative and Interdisciplinary Theory and Research

Cutting edge integrative and interdisciplinary theory, method, and scholarship. Where do scholars anticipate their work heading? What ideas and developments are happening in integrative and interdisciplinary theory and praxis?

Proposal Deadline: MARCH 31, 2011

See conference website for proposal submission form
www.gvsu.edu/aisconference



AIS Conference Vignettes

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how interdisciplinary problem solving helped untangle the web of disinformation that cast doubt on evidence about major health and environmental concerns issued by credible scientists.

Ethics, Sustainability, and Interdisciplinarity:

The discussion of the practice of sustainability extended to presentations about the challenge(s) interdisciplinary programs face to sustain themselves; the electronic networking of intellectual communities, the scholarship of interdisciplinary teaching and learning, and even imagining interdisciplinarity itself as an organic environment to which strategies of sustainability could be applied.

The discussion of ethics took two broad paths: one, that an interdisciplinary, problem-based approach to the environment and other issues is a unique opportunity to examine the relationship between belief and action, and to become an agent of change. A number of papers demonstrated the fruitfulness of interdisciplinary inquiries into social policy issues and offered solutions to problems such as sustainable ecologies, housing, and provision of basic needs in forthright, challenging, and original ways. One could return home glad that such projects (and such interaction between disciplines and levels of academia—professors, graduate students, and undergrads) are on their way to making ours a better world. The second path addressed this dynamic and asked how to imagine an ethics of integrative practices within the academy and in the community.

The Numbers:

The conference drew 169 registrants. These represented 11 nations plus the United States and

while the majority of representatives were domestic, delegates were registered from Argentina, Australia, Brazil, Canada, England, Nepal, Netherlands, New Zealand, and Thailand, with Netherlands and Canada having the greatest numbers each with four presenters. Of the 28 states represented at the conference the conference home state of California was, not surprisingly, top with 20, followed by Texas (19), Georgia (12), Virginia (12), and Michigan (11).

The conference also saw a large number of students both attending and presenting, 35 in all representing undergraduate to doctoral level. Indeed, as one doctoral student said:

“Thanks once again for another excellent gathering. The theme was of utmost importance, and I hope that the dialogues sparked at the conference continue to grow, spread, and, well, sustain. I enjoyed the conversations, and had the opportunity to connect with a lot of interesting folks whom I hope to continue talking with going forward. It’s encouraging to interact with such a welcoming group and to see the kind of work that’s being done around the country. It leaves one full of promise.”

It was also great to see the San Diego State University’s College of Professional Studies and Fine Arts Civil Core students volunteering in the registration and books sales area, led by Dawn Rosemier, a criminal justice major who was the anchor for the support operation.

One student-related outcome of note: Considerable enthusiasm was expressed for the idea of an undergraduate Interdisciplinary Honors Society. The AIS will work on creating such a society.

The International Outlook:

This AIS conference had the

greatest international participation ever. Coincidentally, the AIS is actively engaged in outreach to interdisciplinary organizations on other continents. As a result, there was both a session and a breakfast meeting devoted to possibilities of international collaboration: These include study abroad opportunities for students, internet interactions or videoconferencing among students, online courses, and faculty exchanges. As a follow-up, the AIS intends to establish a space on its website where opportunities for international collaboration can be posted. [More details will be forthcoming, but those with ideas should contact Machiel Keestra at m.keestra@uva.nl]

The Wrap-up Session:

As usual, the conference closed with a wrap-up session on Sunday morning. We had a fruitful conversation about the visibility of the organization: Whether “interdisciplinarity” should appear in its title, whether newcomers to the organization know what to expect, and how we might draw more people into the AIS conversation. Most of the discussion focused on sessions that might occur at next year’s conference: Panels were suggested on online courses, individualized major programs, interdisciplinary PhD programs, area studies courses and programs, and the forthcoming edited book, *Case Studies in Interdisciplinary Research*. It was suggested, too, that a permanent feature of the conference should include a theory/practice session on the State of the Field that would include the leading theorists/thinkers. There was also a general endorsement of sessions devoted to applying interdisciplinary analysis to contemporary problems. These are all good ideas, and organizers of the next conference will work on making them happen.

(Other conference listings are on page 10)

Works Affirm Need to Cross Disciplines to Solve Societal Ills

By Joan Fiscella, Contributing Editor
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AIS is pleased to introduce a regular bibliographic essay in the newsletter, an addition to the regular in-depth reviews of interdisciplinary-related books. This column will bring together at least two books or articles to engage an interdisciplinary conversation. Your comments will be welcome to continue the conversation or to make suggestions for other groups of works. Please contact Joan Fiscella (jbf@uic.edu) or use the AIS Website: (<http://www.units.muohio.edu/aisorg/Contact/feedback.shtml>).

Works discussed in this column:

- Bhaskar, R., Frank, C., Høyer, K.G, Næss, P. & Parker, J. (Eds.). (2010). *Interdisciplinarity and Climate Change: Transforming Knowledge and Practice for Our Global Future*. London: Routledge. Pbk ISBN13: 9780415573887, ISBN: 0415573882. \$44.95. Also available as an e-book.
- In't Veld, R.J. (Ed.). (2010). *Knowledge Democracy: Consequences for Sciences, Politics, and Media*. London: Springer. ISBN13: 9783642113802; ISBN: 364211380X. ~\$179.00.
- National Research Council. (2010). *Data on Federal Research and Development Investments: A Pathway to Modernization*. Panel on Modernizing the Infrastructure of the National Science Foundation Federal Funds Survey, Committee on National Statistics. Division of Behavioral and Social Sciences and Education. Washington, DC:

The National Academies Press.
ISBN13: ISBN: 9780309145237;
ISBN 0309145236. \$31.00.
Also available as an e-book.

Three recent books affirm awareness of and importance of crossing disciplines in understanding and developing solutions for significant societal issues (see complete citations above). Two, *Interdisciplinarity and Climate Change* and *Knowledge Democracy*, are compilations of papers. *Climate Change* is comprised of studies about the (still-controversial) extent of changes in the climate and potential solutions. The chapters making up *Knowledge Democracy* are revisions of selected participant contributions to the 2009 international conference, Towards Knowledge Democracy. In contrast, *Data on Federal Research and Development Investments* is a research report of the (U.S.) National Research Council regarding investment in basic and problem-based research funding.

In all three works significant themes of inter-, multi-, or transdisciplinarity appear not so much in the negotiations about disciplines as such, but more in governance. Within these themes authors also grapple with the language of the conversations; that is, how to talk about and implement research, policy, and action in ways that draw on knowledge derived from all participants in the issues. While some authors merely mention interdisciplinary work, others explicitly recommend finding ways to work in an interdisciplinary or transdisciplinary manner. Further, they differ in the extent to which they explicitly define their use of the terms. Not surprisingly, the problems are those that cannot be addressed outside a specialized domain without drawing on and integrating the expertise of others. They are

overarching, complex, filled with uncertainty, and are significant —“wicked,” in the parlance of some.

BIBLIOGRAPHIC ESSAY

Interdisciplinarity and Climate Change contextualizes the question of global warming in Roy Bhaskar's philosophical stance of critical realism (CR), a theory that asserts a separation of epistemology and ontology, argues against reductionism, and affirms interdisciplinary research. Authors of other chapters return to CR and interdisciplinarity, but give different weights to one or another. For example, some focus on the necessity of interdisciplinarity to deal with global warming using critical realist tools as supportive to interdisciplinary work (Cornell and Parker's work to set a research agenda; Cornell's work on negotiating across both physical and social sciences for solutions; Costanza's call for a transdisciplinary vision to direct action). Others focus on CR, recommending individuals to integrate a critical realist understanding of global warming to their social, political and professional practices to help determine necessary action (Cheryl Frank's analysis of Bhaskar's theories to study media representations of social problems).

One of the strengths of *Climate Change* is the rich use of examples of projects, studies, and conditions related to climate change likely to benefit from interdisciplinary work. Authors most often draw examples from European countries projects and their frameworks for analysis. Karl Georg Høyer argues against limiting global warming to the production of gas emissions by discussion of conceptually

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BIBLIOGRAPHIC ESSAY

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“reuniting” CO₂ with important developments such as consumption or sustainable development. Kjetil Rommetveit et al. urge political action to deal with climate change problems, referring to assessment reports of the International Panel on Climate Change (IPCC). Høyer’s concluding essay on conference tourism (alluding to David Lodge’s novels) is a humorous and painfully ironic comment on the state of conducting climate change scholarship in a way that can support action.

The papers in *Knowledge Democracy* are concerned with the relationship of the production and dissemination of knowledge and its use in the context of democratic institutions. One of the themes throughout *Knowledge Democracy* concerns who the appropriate producers of knowledge are, or what their various roles could be in its production: the expert researchers (e.g., scientists); those responsible for policy or application of the knowledge (government); a wider group of citizens (other stakeholders). Although I list them here as separate, in fact the thrust of several papers is exactly that the categories are no longer mutually exclusive. Technological advances that open up communication through media, including internet access, an ability to generate and disseminate knowledge, and the ability to get access to a wide range of knowledge make the concept of knowledge democracy possible, but also help generate complexity.

Indeed research on social problems must be interdisciplinary [integrating the knowledge from multiple fields (concepts, methods and processes)] as well as transdisciplinary (which Julie Thompson Klein describes as

cooperative problem-solving that involves different parts of society and of science—the stakeholders—to untangle complex societal issues).

Some papers deal with the interaction among representatives of different sectors in a democracy (Kreijveld’s discussion of the wisdom of the crowd; Basten’s analysis of ways to research what she calls “publics”; Edelenbos et al., on interactive knowledge production). Others look at the role of citizens in developing science research agendas: ideals, failures and possible

One of the strengths of *Climate Change* is the rich use of examples of projects, studies, and conditions ... likely to benefit from interdisciplinary work.

solutions (Jacobi et al., Termeer et al., Benders et al.). Chapter authors draw on similar problematic areas to those in *Climate Change*: food, climate, and sustainability.

While the books on climate change and on knowledge democracy are a combination of research studies, reflections on politics and policy, analyses of directions for action and statements of the need for interdisciplinary and transdisciplinary study, the research report, *Data on Federal Research*, is a much more narrow project dealing with a kind of “technical” problem. How do government agencies report on the use of their investment of funds into research in a way that conveys the important results of the research and provides opportunities to build on or implement those results? The report emphasizes the implications of the data in determining policy for science and engineering research: whether enough federal funds are awarded to a particular field, whether the money is balanced among high priority fields, whether inadequate allocation of funds is undermining U.S. competitiveness in sciences

and engineering.

Although outcomes of R&D investments are an important issue, the focus of the report is the difficulty in collecting significant data to document how R&D funds are spent. Specifically the report concerns data collected by the NSF Division of Science Resources Statistics (SRS), federal funds survey, and federal support survey. Key problem areas are the quality of the reported data, the lag in providing the information to agency users and those organizations or individuals who could use the data

to set policy, and the insufficiency of categories and classifications of the data to capture in a meaningful way current directions and innovations in research.

Of most interest to those whose focus is interdisciplinary research and education would likely be the strong thread that runs through the report noting the major shift in knowledge creation from developing disciplinary fields to developing knowledge to help “resolve critical societal challenges, such as infectious diseases, climate change, energy, and food changes” (p. 9). With its current infrastructure, NSF is unable to collect significant data to throw light on these questions. And of course, these questions and others are multi-, inter-, or transdisciplinary. The panel responsible for this report is explicit about the concern in both science and science policy communities about whether such hyphenated disciplinary work is being adequately supported or whether, instead, it is being actively discouraged.

How can data collection either help or prevent (throw up barriers)? The issue concerns the categories

and language by which research in science is described. Rooted in descriptions dating back to 1978, data are categorized in disciplinary terms rather than that of topics, problems, matters of concern, as well as emerging fields. The typical "other" category (not elsewhere classified) is a kind of dumping ground, with not enough granularity to capture the focus of the research nor a standard way of grouping research that might offer opportunities for collaboration.

In this report, the panel offers recommendations for change, placing them in a time frame covering short-term changes, mid-term changes that will take somewhat longer to institute, and finally, long term changes requiring a great deal of study and consultation. This phased process will also attempt to preserve and take into account the data that have been accumulated over a number of years in order to allow some measure of consistency and comparability as changes are made.

All three works discussed here are concerned with recognizing and supporting research, results, and applications of the transdisciplinary or interdisciplinary studies. Whether it is to properly document research outcomes, to find solutions to complex problems such as climate change, or consider newly developing policy and action in democracies with greater access to information and the ability to create and disseminate information from perspectives of experts, and stakeholders, politicians, the authors and editors are coming to grips with social and organizational implications and developing processes to take advantage of the resources available.

Acknowledgment: Thank you to Julie Thompson Klein, Professor of English, Wayne State University, for her collaboration in selecting the books and suggestions for revision. ■

Interdisciplinary Approach Critical in Implementing Undergrad Biotech Degree

*By Philip MacKinnon
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The absolute need for a strong interdisciplinary approach within undergraduate science education became apparent to us as we researched and implemented a new undergraduate degree at Monash University in Australia which would develop the skills and knowledge necessary for a career in biotechnology.

To ensure the program was correctly focused, we consulted the biotechnology industry extensively. Overwhelmingly the industry told us they wanted graduates who had competence in a scientific discipline. But there was a second message which, while not articulated in these terms, demanded an interdisciplinary approach. The industry recognized the need for skills beyond the technical which would allow graduates to work within the commercial setting of biotechnology. It also wanted new employees capable of taking initiative, who could work with limited supervision and bring new insights and knowledge to the workplace.

To address the demand for skills beyond the scientific discipline, it was clear we needed to move beyond science and integrate the experiences of other disciplines and professions, not the least being ethics, law and business.

Undergraduate studies at Monash are divided into four units in two semesters per year, so that one unit is one-eighth of an academic year. We set up an interdisciplinary core composed of a unit at each year level in the first three years and two units in the fourth and final year to develop the knowledge and skills that the

biotechnology industry wanted.

Each year level had a theme. For example, the second year unit had the theme of regulation and

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ethics, and had contributions from bioethicists, academic lawyers, patent attorneys, and clinical trial experts. The academic leader of the unit played the important role of tying these threads together. Active assessment, such as creative controversy¹, was used to bridge the different contributions, and to develop important teamwork, communication and leadership skills was used.

We found the interdisciplinary core went some of the way toward making science the basis for a general liberal education. We placed breadth alongside depth and linked science to the needs of society.

One of the objections from traditionally minded scientists has been that we have weakened the academic rigor of the program. This is a common response of the technician who feels unease outside the rigorous structure of science. But we have no choice but to extend students beyond the narrow confines of the scientific discipline if they are not to become insular and irrelevant to the needs of society.

Dr. Philip MacKinnon spent seven years leading the Bachelor of Biotechnology at Monash University, and is currently teaching at the University of Melbourne.

Lorraine Marshall is the Contributing Editor for International Perspectives. Contact her at LMarshall@ Murdoch.edu.au

¹ Johnson DW, Johnson RT & Smith KA., (2000) "Constructive Controversy: the Educative Power of Intellectual Conflict" Change January/February 29-37.

CONFERENCES

AAC&U Annual Meeting in January

The Association of American Colleges and Universities (AAC&U) will hold its annual meeting January 26-29, 2011, in San Francisco, California. The theme will be "Global Positioning: Essential Learning, Student Success, and the Currency of U.S. Degrees." A pre-meeting symposium is scheduled for January 26, 2011, on the subject of "Integrating the Sciences, Arts, and Humanities: Global Challenges and the Intentional Curriculum." The symposium is sponsored by Project Kaleidoscope and Shared Futures: Global Learning and Social Responsibility. More information on these conferences can be found on the AAC&U website, www.aacu.org.

AAAS: 'Science Without Borders'

The American Association for the Advancement of Science (AAAS) will hold its annual meeting February 17-21, 2011, in Washington, DC. The meeting's theme is "Science Without Borders," and the program will highlight science and teaching that cross conventional borders. scientific content to illustrate the interface of different disciplines and will exemplify a multidisciplinary approach to problem solving. More information can be found on the AAAS website, www.aaas.org.

SVHE Welcomes Proposals

The Society for Values in Higher Education (SVHE) has announced its Call for Papers for its annual meeting, July 27-31, 2011, in Elmhurst, Illinois, (just outside Chicago). The theme is "Immigration and Identities: Academic Cultures in Transition." Review of proposals begins January 15. The deadline is April 1, 2011. Proposals from all disciplines are welcome. The CFP can be found on the SVHE website: <http://www.svhe.org/content/2011-call-papers>.

Science of Team Science (SciTS) Conference in April

The second annual International Science of Team Science (SciTS) Conference will be April 11-14, 2011, in Chicago. The conference is a forum to enhance understanding of how best to engage in team science to meet society's needs, an important conduit for translating empirical findings about team science into evidence-based effective practices for scientific teams and funders of team science—a bridge between the praxis and science of team science. The conference aims to serve as a point of convergence for team science practitioners and

investigators studying science teams, to engage funding agencies to provide guidance on developing and managing team science initiatives, and to afford data providers and analytics developers insight into team tracking and analysis needs. More information can be found on the conference website, <http://scienceofteamscience.northwestern.edu/>.

Links to these organizations' websites can be found on the Interdisciplinary Connections page of the AIS website, www.muohio.edu/ais. From the homepage, click on Resources>>Connections. ■

JOBS IN INTERDISCIPLINARY STUDIES

Netherlands Organisation for Scientific Research (NWO) has openings for two postdoc positions and seven PhD positions in its Division for the Humanities. NWO is the largest financer of scientific innovation in the Netherlands and operates as an intermediary between researchers, (international) science centers and society. The NWO Division for the Humanities funds scientific research in the area of history, art history, archeology, language, literature, theology, philosophy, film, music and theatre studies. The NWO Division for the Humanities invites candidates to apply for the positions within the research program titled: What can the humanities contribute to our practical self-understanding? Successful candidates will be employed at one of the Dutch universities involved in the program.

Columbia College Chicago seeks to fill the position of Dean of the School of Media Arts. The Dean is expected to be a strong leader with vision and imagination demonstrating the ability to develop collaborative and interdisciplinary relationships within the School and College, with other institutions

and organizations, and with the community, while expanding regional, national, and international relationships which advocate and represent the importance of media and the arts. Anticipated starting date is July 1, 2011.

Grand Valley State University's Frederik Meijer Honors College invites applications for two tenure-track positions at the rank of Assistant or Associate Professor, beginning Fall 2011. The Meijer Honors College offers an alternative, interdisciplinary undergraduate general education program, which encourages active learning.

Montclair State University's Department of Political Science and Law anticipates a tenure-track faculty line in jurisprudence for fall 2011 at the rank of Assistant or Associate Professor. Candidates must have expertise in law, legal theory, and public policy, as well as a research agenda focusing on the relationship between law and issues in the humanities or social sciences.

Look for more information on these position openings in the Jobs in Interdisciplinary Studies section on the AIS Website, www.muohio.edu/ais. ■

Finding IDS

(continued from page 2)

educational fit for these students. More generally, the study reveals that the majority of BIS majors are not, as commonly perceived, undecided about a major or career.

How Did Students Find Out About the Program?

Responses to the question, "How did you find out about the BIS program?" indicated that recommendations from students, teachers, and advisors were the most common ways that prospective students found out about the BIS program, with 38% (n=131) hearing from other students and 24% (n=84) receiving information from teachers or university advisors. Another 15% (n=54) found out about the program by doing an Internet search. The university catalog informed 9% (n=31). Recommendations from family and friends comprised 3% (n=13) of the responses. Posters placed around campus advertising the program attracted the attention of 1% (n=6) of the respondents. A booth at the university Major Fest, where each department presents information to undergraduates related to the types of majors available at the university, provided information for 5 of the respondents. See Figure 2.

Discussion

Over two-thirds of the respondents learned about the BIS program by word-of-mouth through interactions with students and teachers/advisors on campus or from family and friends who support the BIS program. The Internet was also a significant source of information for prospective students, although considerably less important than direct interaction with students and teachers/advisors. Only a small minority learned about it from conventional forms of publicity. The most interesting finding was

that formal publicity of any sort by the program was not nearly as important as informal word-of-mouth communication.

In the months following the analysis of these data, the WSU BIS homepage was upgraded which resulted in a significant increase of students coming into the program after finding out about

what their career goals are, and how they found out about the program. The data turned out to be quite useful in documenting the inaccuracy of some negative perceptions of BIS students, but also in documenting the importance of positive perceptions of the program by faculty, advisors, and former students. Finally, the survey

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it on the Internet. In the future, it is anticipated that the Internet will be a major source of information, and efforts are underway to continue improvements to the WSU BIS homepage. Viral or buzz marketing strategies may be useful in the future for reaching prospective students who rely on social networking and word-of-mouth communication to inform choices related to what they will study in college.

Dissemination of information through the use of posters and participation in the campus Majorfest event seemed largely ineffectual. The decision was made to minimize, though not eliminate, expenditures related to both of these approaches.

Overall, the combined percentage of 62% (n=215) for students who found out about the BIS program from other students or teacher/advisors highlights the fact that the positive opinions of others within the university, and also family and friends, form the foundation of continued success for this program.

Summary

Results of the incoming students survey were analyzed in the hopes of clarifying why students are attracted to the program,

results are in line with current social networking habits related to how students obtain information, i.e., word-of-mouth communication far surpasses any other form of information gathering as prospective students determine what academic program they will pursue. It would be useful to adapt marketing strategies to those changes in the future.

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Teaching Commons

(continued from page 1)

In 1997, as Lee Shulman assumed the presidency of the Carnegie Foundation, three Carnegie scholars published a follow-up to Boyer's *Scholarship Reconsidered, Scholarship Assessed: Evaluation of the Professoriate*. In it, Charles Glassick, Mary Huber, and Eugene Maeroff argued that all four of the forms of scholarship Boyer identified should and could meet the criteria long-since established as necessary for the scholarship of discovery (i.e., scholarship traditionally defined). Thus, they explained, the scholarship of teaching, properly done, would involve clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. They also offered a more fully developed and carefully nuanced definition of the scholarship of teaching, including a clarification of the difference between scholarly teaching and the scholarship of teaching that was particularly helpful.

Though their statements on that subject (like the whole of the study) are not available online, a Carnegie-sponsored essay on the same subject is ("The Scholarship of Teaching: New Elaborations, New Developments," by Pat Hutchings and Lee Shulman, 1999). In a significant set of passages much quoted in the SOTL literature since, the authors begin with the obvious point that "all faculty have an obligation to teach well, to engage students, and to foster important forms of student learning." They add that when such teaching "entails [as it now usually does entail] certain practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, when it invites peer collaboration and review, *then* that teaching might rightly be called scholarly." But,

a scholarship of teaching takes scholarly teaching further.

"A scholarship of teaching will entail a public account of the full act of teaching—vision, design, enactment, outcomes, and analysis—in a manner susceptible to critical review by the teacher's professional peers and amenable to productive employment in future work by members of that same community.

"[In short] A scholarship of teaching is *not* synonymous with excellent teaching. It requires a kind of "going meta," in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like how to deepen it, and so forth—and do so with an eye not only to improving their own classroom but to advancing practice beyond it. ... It is the mechanism through which the profession of teaching itself advances, through which teaching can be something other than a seat-of-the-pants operation, with each of us out there making it up as we go. As such, the scholarship of teaching has the potential to serve all teachers—and students."

The Carnegie Foundation Website (www.carnegiefoundation.org) offers more fully developed views on the subject:

"Most faculty care deeply about their teaching and their students' learning; many today are trying new classroom approaches in the hopes of strengthening the learning of students from increasingly diverse backgrounds and levels of preparation. But much of this work is lost to the larger academic community because it is private, undocumented, and untested. To build useful, shared understandings about teaching, growing numbers of faculty are now bringing their knowledge, skills, and commitments

as scholars to their classroom work.

"The scholarship of teaching and learning invites faculty to examine their own classroom practice, document what works, and share lessons learned in ways that others can build on. Many campuses are now recognizing and rewarding such work, which is characterized by:

- A clear focus on student learning. The scholarship of teaching and learning is driven by questions about how to help all students develop deeper understandings, flexible abilities, and habits of mind and action needed in today's world.
- A strong disciplinary foundation. Different fields bring different goals, methods, and questions to their work on teaching and learning. Many have redefined scholarship to include serious work on pedagogy and have long-standing communities that engage in such work.
- Multiple methods, both qualitative and quantitative. Scholars of teaching and learning employ interviews with students, comparative analysis of alternative sections of a course, questionnaires, "think aloud" protocols, close reading of student work, and other approaches suited to the purpose and discipline.
- Peer review. The scholarship of teaching and learning, like other kinds of scholarly work, will deliver on its promises only if critically reviewed by peers. Thus, it is important to make work on teaching and learning public and available for review in an array of scholarly forums and formats.
- Sharing work across disciplines. The scholarship of teaching and learning is

strengthened by exchange across disciplinary boundaries; ... collaborative, cross-disciplinary work on teaching and learning is especially valuable in promoting the goals of undergraduate education.”

In 1998, the Carnegie Foundation joined with the American Association for Higher Education (AAHE) to advance the scholarship of teaching and learning by creating CASTL, the Carnegie Academy for the Scholarship of Teaching and Learning. Its purpose was “to promote scholarly approaches to teaching and learning that 1) improve the learning of all students; 2) advance the profession and practice of teaching; and 3) bring to teaching the recognition and rewards afforded to other forms of scholarly work in higher education.” (Again, we are quoting from Website material.)

Shulman and his Carnegie colleagues hoped thus to address the need for “teaching’s reconnection to the disciplinary and professional communities in which faculty pursue their scholarly work—a change that would require faculty to document their pedagogical work and make it available to their peers.” As Shulman had put it in an earlier article, foundational in the SOTL movement, “We must change the status of teaching from private to community property.” (The 1993 article, since reprinted in a 2004 collection of Shulman essays that shares its name, was in fact called “Teaching as Community Property: Putting an End to Pedagogical Solitude.”) And CASTL did indeed offer many means to the end Shulman and others so desired, the building of a “teaching commons,” “an emergent conceptual space for exchange ... among faculty, students, administrators, and all others committed to learning as an essential activity of life in contemporary democratic society.” As Carnegie Senior Scholars

Mary Huber and Pat Hutchings put it in a piece called “Surveying the Scholarship of Teaching and Learning,” the first chapter of *The Advancement of Learning: Building the Teaching Commons*, published in 2005, other sorts of scholars have always enjoyed such a commons, and scholars doing research in teaching and learning should be able to do the same, for “without a functioning commons, it is hard for pedagogical knowledge to circulate, deepen through debate and critique, and inform the kinds of innovations so

Major thinkers and doers on the interdisciplinary scene ... began doing SOTL work on interdisciplinary teaching and learning before the acronym and the buzz-phrase it represents had even come into being.

important in higher education today.”

Even in 2005, that commons had become enough of a reality that “college teaching [was] beginning to look more like other professional fields, with a literature and communities that study and advance critical aspects of practice,” and what was true in 2005 is even more true today. Support for those who would pursue the scholarship of teaching and learning abounds. Splendid work has been done already—and splendid bibliographies of the articles and books that have made that work public have also been done already. Whole journals are now devoted to SOTL (done in the U.S. and done elsewhere in the world, as well). Conferences devoted to SOTL abound, too, with more and more of those that aren’t nonetheless welcoming presentations in this burgeoning scholarly field. Moreover, most of this work is available in the virtual commons of the Internet so that it is, as Shulman long ago suggested it should be if it were to be proper scholarship, “susceptible to critical review by [a] teacher’s professional peers, and amenable to productive employment in future work by members of [his or her]

community.”

HOWEVER (and that’s a big “however,” which is why we’ve printed it big). Relatively little of the SOTL work now being done involves interdisciplinary teaching and learning. Some books have addressed the subject, certainly, like the 2002 collection of essays called *Innovations in Interdisciplinary Teaching*, edited by Carolyn Haynes in response to a proposal by the AIS Board that she “ask noted experts in various innovative pedagogies ... to integrate their current theories and

practices with those advanced in interdisciplinary education” such that each chapter might combine “insights from each pedagogical approach and from the interdisciplinary scholarly literature.” The result was SOITL in spades. And, of course, SOITL work has found its way into books, journals, and conferences devoted to SOTL-in-general or willing to welcome work of this sort, with some of the best to be found in other AIS-sponsored books, in the AIS journal, *Issues in Integrative Studies*, and in the presentations offered at the Association conferences over the many years. Major thinkers and doers on the interdisciplinary scene and the AIS scene in particular—scholars like Bill Newell, Executive Director of the Association, and Julie Klein, so indefatigable and inspiring in what she’s done and published, published in this area—began doing SOTL work on interdisciplinary teaching and learning before the acronym and the buzz-phrase it represents had even come into being. And perhaps needless to say, they’re doing such work still.

Carnegie has promoted much work related to interdisciplinary studies,

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Teaching Commons

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through the CASTL initiative and otherwise, earlier in collaboration with AAHE (the American Association for Higher Education) and later in collaboration with AAC&U (the American Association of Colleges and Universities), and a browse through the Carnegie-sponsored publications listed on the Foundation Website—as available for purchase or, often, available for downloading—will reveal titles that clearly belong in the SOITL category. Browsing through the titles available in such series of monographs as *The Academy in Transition* (from AAC&U) and *To Improve the Academy* (from Jossey-Bass) will also reveal scholars reporting on interdisciplinary teaching and learning and attendant theory and practice. Of particular interest to interdisciplinarians (and perhaps especially those in the AIS constituency) is the substantial amount of work that has been done on so-called integrative learning and the kind of teaching that can yield this kind of learning, which most involved in higher education (and indeed all levels of education) now agree to be essential to the educational endeavor.

In the public report that issued from the Integrative Learning Project, a three-year collaboration of the Carnegie Foundation and the AAC&U which began in 2004 and concluded in 2007, those involved asserted that “Breadth and depth of learning remain hallmarks of a quality liberal education,” but also asserted that “there’s a growing consensus that breadth and depth are not enough.” There is, they maintained, a crying need for something more: “Fostering students’ abilities to integrate learning—over time, across courses, and between academic, personal, and community life—is one of the most important goals and challenges of higher education.” And they cited a much quoted earlier statement by Carol Geary Schneider,

president of the AAC&U, explaining that educators are “taking seriously the fragmentation of knowledge, not just in [their] courses, but through the knowledge explosion in the world around us” and adding that “Many of the most interesting educational innovations clearly are intended to teach students what we might call the new liberal art of integration.” (We are quoting from the report *Integrative Learning: Opportunities to Connect*, available in its entirety, along with excellent discussions of relevant work on curriculum, pedagogy, assessment, and faculty development, on the Carnegie Website, in their downloadable e-library material.) Interim reports by Pew Scholars who worked on integrative learning are available online, too, in the dedicated issue of *Peer Review* which came out in the spring of 2005.

It should be noted that the Integrative Learning Project did not focus attention on interdisciplinary means to the end of integrative learning though they did acknowledge that “interdisciplinary study is perhaps the most familiar” of the many means to that end. However, the major project on integrative learning that might yield the capacity to integrate so many see as necessary now, undertaken by faculty from the Harvard Graduate School of Education under the aegis of co-investigators Veronica Boix-Mansilla and Howard Gardner in 2000 and ongoing still, *has* focused on interdisciplinary studies and skills and understanding. Called the Interdisciplinary Studies Project, in fact, it has been examining “the intellectual, organizational, and pedagogical qualities of interdisciplinary work as it takes place in exemplary expert institutions, collegiate and pre-collegiate educational programs.” (We are quoting from the Website.) The years of work with educators nationwide have enabled them to

“establish preliminary parameters for a pedagogy of interdisciplinarity” and for effective means of assessing the results of such pedagogy. They have succeeded in doing what the best SOTL work—and the best SOITL work—should do, making the results of their scholarly efforts available as “usable knowledge about how to teach for interdisciplinary understanding, assess student outcomes, and support professional development.”

And yet it’s time for another **HOWEVER**. Wonderful and useful as the SOITL work we’ve mentioned here has been (as has work of the sort which we haven’t had time to mention, including some exciting work that’s being done abroad) interdisciplinarians still can’t lay claim to a robust commons for scholars doing research into teaching and learning in this field in particular. Even as recently as two years ago, in the very year when AIS Board member Allen Repko published *Interdisciplinary Research: Process and Theory*, one of the best examples of a SOITL text there’s ever been, Don Stowe, another member of the Board, felt he had to devote his conference presentation to a plea for a full-fledged teaching commons, “a conceptual space where interdisciplinarians can exchange ideas about teaching and learning.” He suggested AIS publications and conferences might do more to create such a SOITL commons. And he suggested such a commons might take a virtual form with the help of the AIS Website, too.

We have heard Don’s plea, and we are beginning to act upon it (as multiple members of the Board have in fact been desirous of doing for many years). For one thing, we have committed to a regular column on all things SOITL in *Integrative Pathways*, the AIS Newsletter, a column for which Board member Gretchen Schulz will sometimes provide,

sometimes solicit contributions. And we should also mention that Association International Liaison Lorraine Marshall has agreed to coordinate a column on IDS initiatives in her native Australia and elsewhere abroad (the first of which she wrote for the October 2010 issue). Gretchen Schulz was also able to organize a panel devoted to SOITL for the October 2010 San Diego conference, (wo) manned by scholars supremely well qualified to address the scholarship of interdisciplinary teaching and learning: Mary Huber, Senior Scholar Emerita of the Carnegie Foundation for the Advancement of Teaching; Veronica Boix-Mansilla, Principal Investigator of the Interdisciplinary Studies Project at Harvard University; and Colleen Tremonte of Michigan State University, an expert in interdisciplinary theory and pedagogy who is currently directing an initiative in SOTL and graduate education: the Interdisciplinary Inquiry and Teaching Fellowship Program. We plan to offer panels devoted to SOITL at future conferences, as well.

The section of the Website devoted to Peer-Reviewed Syllabi is itself a center for SOITL work, containing, as it does, not only “A Collection of Interdisciplinary Syllabi” and links to other sites established by those who’ve submitted the syllabi but also links to “Useful Resources on Course Design,” with full-text tutorials provided by AIS members with expertise in interdisciplinarity. The separate Resources section of the Website is full of information useful to those pursuing SOITL work, particularly the bibliography of “AIS-Connected Publications on Interdisciplinary Studies” and the set of links to sites devoted to interdisciplinary studies at universities and other centers of academic activity here in the states and abroad. The INTERDIS LISTSERV has long allowed

for “free exchange of ideas and information about topics of interest to interdisciplinary researchers, teachers, and students.” And the Facebook option now available to those who access the Website allows for “discussions” as well.

In these ways, even before the creation of a new section of the Website specifically dedicated to all-things-SOTL-and-SOITL which we are announcing here, the AIS site has provided a virtual “commons” for people doing scholarly work of this special sort. Now, with this new section of the Website, we intend to offer still more support to those involved in the scholarship of interdisciplinary teaching and learning—and those who might like to get involved—including discussions of different aspects of this kind of scholarship (in its more general guise, as SOTL, and its more particular guise, as SOITL) and lists of resource sites and resource materials (for both kinds of work), including links to the sites, of course, and to as many full-text versions of the bibliographical materials as possible. Though anyone accessing this new section of our Association Website will see we have provided separate sections for sites and materials that deal specifically with SOITL, we would urge interdisciplinarians to browse the SOTL sites and materials as well since they offer much that’s easily applicable to interdisciplinary work or, indeed, actually identified as such.

Pace, Don Stowe—and all of the others who’ve been hoping AIS would do even more than it’s already done to build the teaching commons that should help all of us involved in interdisciplinary and integrative studies to teach even better than we already do, researching and sharing the theory and practice that enable us to do so with everyone else, as (*pace*, Ernest Boyer and his fellow Carnegie scholars) the truly scholarly do. ■

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AIS NEWSLETTER

INTEGRATIVE PATHWAYS

Issues in Integrative Studies Seeks Referees

Rick Szostak and Allen Repko, co-editors of the 2011 edition of *Issues in Integrative Studies*, are compiling a list of potential referees.

If you might be interested in refereeing a paper, please email rick.szostak@ualberta.ca with a brief bio and a description of the topics for which you have expertise/interest in refereeing. For more information, see Guidelines for Referees, <http://www.units.muohio.edu/aisorg/PUBS/ISSUES/referees.shtml>.

The 2010 edition of *Issues in Integrative Studies* is a special book-length edition, titled

Interdisciplinarity in School: A Comparative View of National Perspectives. It is edited by guest editors Yves Lenoir of the University of Sherbrooke and Julie Thompson Klein of Wayne State University. It will be published in late December, with copies mailed to members in early January.

In addition, prospective authors may submit articles for consideration for future editions of *Issues in Integrative Studies* to Rick Szostak (rick.szostak@ualberta.ca). Instructions for Authors can be found at <http://www.units.muohio.edu/aisorg/PUBS/ISSUES/authors.shtml>.

About AIS

The Association for Integrative Studies is an international professional association for interdisciplinary teachers, scholars, and researchers. The use of “integrative” in its name emphasizes the key feature of interdisciplinary activity, namely the integration of narrow disciplinary perspectives into a larger, more encompassing perspective. AIS serves as an organized professional voice and source of information on integrative approaches to the discovery, transmission, and application of knowledge. Founded in 1979, it is incorporated as a non-profit educational association in the state of Ohio.

ON THE WEB:

www.muohio.edu/ais

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Find the latest news about the Association and integrative studies.

■ CONFERENCES

Look for photos from the 2010 Conference in San Diego.

■ PUBLICATIONS

Find current and past editions of *Integrative Pathways* (formerly the *AIS Newsletter*), *Issues in Integrative Studies*, and other publications.

■ RESOURCES

A new SOITL section will join other online resources in early 2011.

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Renew your 2011 membership online.