



THE NEWSLETTER

INTEGRATIVE PATHWAYS

OF THE ASSOCIATION FOR INTEGRATIVE STUDIES

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William H. Newell, Editor

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AIS Board Endorses Name Change Proposal and Recommends Constitutional Amendment

The Board of Directors of the Association for Integrative Studies unanimously endorsed at its March meeting a change in the name of the organization to Association for Interdisciplinary Studies. The Board felt that this new name more accurately reflects the focus of the organization.

The Board has considered this proposal carefully for some time. A subcommittee of the Board prepared a report that examined the pros and cons of changing the name, and looked at the experience of other organizations that had changed their name. An informal discussion occurred at the wrap-up session of the 2011 conference, and the proposal received overwhelming support. The past presidents of AIS were surveyed by e-mail shortly after that conference, and unanimously recommended change. They commented on how “integrative” had been a good choice given intellectual currents when the Association was founded in 1979, but that “interdisciplinary” more clearly reflects the organization’s focus today.

Such a change requires an amendment to the Association’s constitution. Any amendment needs to be discussed at a conference, and then put to a vote of the membership after the conference. This article serves as the official notification of

a proposed constitutional amendment. This amendment will be discussed at the 2012 conference during the Thursday afternoon business meeting. All members are invited to attend. It is our intention to then use electronic voting shortly after the conference.

The amendment will change “integrative” to “interdisciplinary” everywhere the organization’s name is mentioned in the constitution. It will also employ the phrase “integrative and interdisciplinary” on several occasions where only one of these appears at present. We thus wish to maintain an emphasis on integration. (See the subcommittee report and proposed changes on page 7).

The Board intends to change the name of our Journal (but not the newsletter) should the membership approve the change of the organization’s name. We have ascertained that changing to Issues in Interdisciplinary Studies will not interfere with the journal’s continuity from its past.

The subcommittee report and the proposed constitutional amendment (and this article) are now also accessible from the What’s New section of the AIS Website.

Rick Szostak, President



AIS Conference Beckons Attendees to Dialogue

Attendees to the 34th Annual Conference of the Association for Integrative Studies will gather in the fall beauty of Rochester, Michigan, to join in a rigorous “dialogue” about the policy



potential of interdisciplinary studies.

The conference will be hosted by Oakland University and its Bachelor of Integrative Studies Program October 11-14, 2012, at the Royal Park Hotel, a luxury hotel on the banks

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www.muohio.edu/ais

2012 Conference

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of Paint Creek in Rochester. Scott L. Crabill, director of the Integrative Studies Program, is the conference coordinator.

“Public Policy and the Promise of Interdisciplinary Dialogue” will be the theme of the conference, and presentations are expected to focus on higher education and the public good; risks and rewards of being interdisciplinary; urban reclamation, surveillance, privacy, and security; and creativity and innovation.

Torin Monahan, Associate Professor of Human & Organizational Development at Vanderbilt University, and Jeff Williams, chief executive officer of Public Sector Consultants, will be the keynote speakers.

Monahan’s recent books include *Surveillance in the Time of Insecurity* and *Schools Under Surveillance: Cultures of Control in Public Education*. His main theoretical interests are in social control and institutional transformations through new technologies, and his current research is on the social implications of surveillance and security systems. He is an associate editor of the academic journal *Surveillance & Society*.

Williams serves as a senior consultant to his firm’s clients in the areas of K-12 general education and special education policy, information technology, public finance, large-scale program implementation, and evaluation and survey research. He is the project manager for Michigan SAVES, a multimillion-dollar statewide energy efficiency project. He has been with the firm since 1991. Prior to that, he was a program officer for the Midwestern Higher Education Commission.

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Oakland University and its Bachelor of Integrative Studies program are the hosts for the 34th annual AIS Conference. Among the sights on campus is a statue of Oakland’s mascot, The Golden Grizzly, at left.



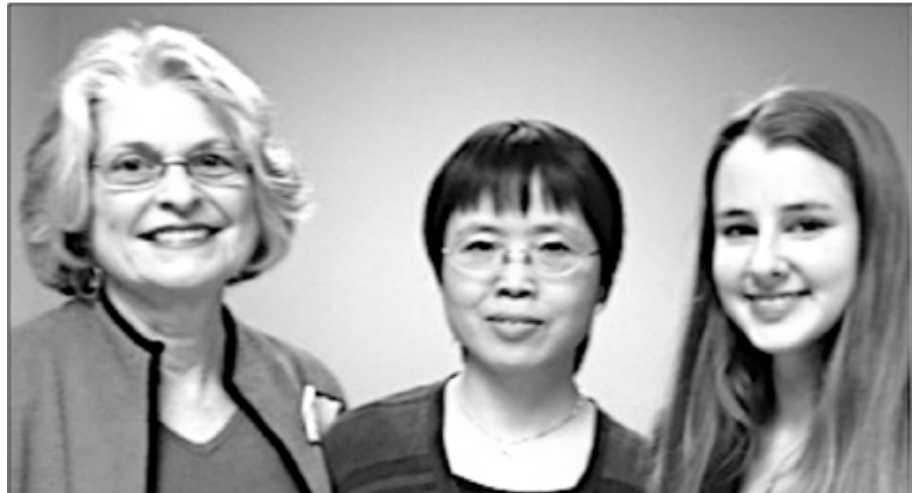
Students walk to classes on the campus of Oakland University in Rochester, Michigan, where AIS members will gather in October at the Royal Park Hotel for the 2012 Conference. Online registrations begin in May.

Educator's Visit Latest Evidence of AIS's Global Influence

By Amy Fowler, Graduating Senior
Interdisciplinary Studies
University of Maryland Baltimore County

The expanding global scope of the Association for Integrative Studies' interest in interdisciplinary research and education has reached into Shandong Province in the People's Republic of China. Dr. Zhiqin Jiang, a Professor of Comparative Literature at Shandong Normal University in Jinan, China, is an educator interested in interdisciplinary research. Dr. Jiang is currently a visiting scholar at the University of Maryland, Baltimore County (UMBC) with the goal of conducting research on the relationship between literature and science. Her path to UMBC was fostered by relations that she had with AIS.

While undertaking her post-doctoral research on U.S. and British perceptions of China through literature, Dr. Jiang came across and translated *Crossing Boundaries*, by Julie Thompson Klein, a past president of AIS. The book heightened Dr. Jiang's interest in the concept of interdisciplinarity and she considered how to incorporate it into her own work. Dr. Jiang's translation of *Crossing Boundaries*, has become very popular in China and has helped to increase awareness of interdisciplinarity and the work of AIS. Throughout the translation process, Dr. Jiang's contact with Klein and AIS was instrumental in enabling Dr. Jiang to continue her research on the relationship between literature and science in the U.S. Tapping AIS connections in the Washington, D.C. area Patricia LaNoue, director of the Interdisciplinary Studies Program at UMBC and a long-standing member of AIS, worked with the Asian Studies director, Constantine Vaporis, and the English department on campus to find Dr. Jiang an



Dr. Zhiqin Jiang is a visiting scholar at the University of Maryland, Baltimore County. Her visit was fostered by relations she had with AIS. From left are Patricia LaNoue, director of the Interdisciplinary Studies program at UMBC and a long-standing member of AIS, Dr. Jiang, and Amy Fowler, author of this article.

appropriate sponsorship for the tenure of her research at UMBC. This campus-wide collaborative effort was successful in bringing an international interdisciplinarian to

Interdisciplinary research has begun to find its foothold in China in the past 10 years. It is becoming more widespread and has been most notable in the humanities that focus on society and politics.

America and UMBC.

Interdisciplinary research has begun to find its foothold in China in the past 10 years. It is becoming more widespread and has been most notable in the humanities that focus on society and politics. The government has even taken notice of this change and has begun to provide funding

specifically for interdisciplinary research. At an annual conference for Comparative Literature in China, Dr. Jiang noticed that universities in China are beginning to undertake interdisciplinary research. At that conference another professor was focusing on the connection between French literature and science similar to Dr. Jiang's interest in American literature and science. The department of Comparative Literature at Shandong Normal University now also has an Interdisciplinary Research Program which includes the study of literature and other fields such as art, film, and music. A colleague of Dr. Jiang's at Shandong Normal University is undertaking interdisciplinary research focusing on Western theories of ecology. While Dr. Jiang has just recently moved into the field of interdisciplinary research she feels that many in China as well as other scholars worldwide are becoming more focused on integrating insights from diverse disciplines in their teaching and research.

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Educator's Visit

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However, the connections between disciplines are sometimes hard to define in China. Interdisciplinary work is often being done without defining it as such in the larger community.

Partnerships with professional organizations such as AIS are crucial to reciprocal understanding of interdisciplinary research and education. Dr. Jiang's previous research focused on American perceptions of China, approaching American literature within a wider context of American culture. She feels she needs a firm grasp on the relationship between science and literature before she can consider herself an interdisciplinarian despite her prior research. Materials in Dr. Jiang's research area and interest are often difficult to obtain in China. She hopes that exposure to the vast resources available from American and international scholars in the AIS network will help to guide her own interests in regard to her research of different literary periods and genres.

Dr. Jiang has also expressed interest in the workings of the American educational system and is interested in how the teaching methods in American classrooms differ from teaching methods in China. She has observed that in America students are encouraged to ask questions and to interact with the professor during class time. This practice is unusual in China, where students are expected to ask questions after class or through phone and e-mail conversations. American undergraduate class sizes are also much smaller than their Chinese counterparts outside of general education core classes. A Chinese classroom typically numbers between 150 to 250 students, whereas an American classroom typically numbers between 30 and

50 students, and can often be smaller. The smaller class sizes allow for and emphasize discussion which would only occur at the graduate level in China. Dr. Jiang has also noticed that there seems to be a greater use of testing in classrooms, either through exams or written papers, throughout the course of the semester. In China, students are generally only

Partnerships with professional organizations such as AIS are crucial to reciprocal understanding of interdisciplinary research and education.

subjected to a midterm and final exam, as opposed to any other feedback throughout the semester. This often results in Chinese students being unaware of their progress or standing in the class until final grades are given.

With the emergent partnership of AIS in the new collaboration with INIT (the International Network for Interdisciplinarity and Transdisciplinarity), Dr. Jiang's visit to the U.S. and AIS members' helping making it possible is yet another indication of the expanding international outreach of the Association.

Biographical Note: Amy Fowler, a senior at UMBC, has a major in "Domestic Politics of Globalization in Contemporary China." She has studied and conducted research in Beijing and speaks some Mandarin.

References:

Marshall, L. (2011, October). INIT and the internationalisation of AIS. *Integrative Pathways*, 33(3), 1-3, 10-11.

2012 Conference

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The Royal Park Hotel will afford its guests comfort in the style of an English manor house. The four-star, four-diamond-rated hotel has 143 rooms and suites and an English-built conservatory. It is within walking distance of downtown Rochester and its 350 shops, salons, restaurants, and professional businesses.

Rochester, which was settled in 1817, was ranked by CNN/*Money Magazine* in 2009 as one of the top 100 best places to live. Waterways surround the city, and there is abundant green space with three city parks and two trails, both converted from former railroad lines. Also nearby are the Dinosaur Hill Nature Preserve and Nature Center. A farmer's market, open on Saturdays from May through October, features fresh produce, flowers, and other products exclusive to Michigan.

Oakland's Bachelor of Integrative Studies (BIS) degree is a university-wide degree program that enables students to custom design their own plan of study, integrating coursework from multiple disciplines to prepare for academic and professional goals in a world that increasingly bridges academic disciplines. More than 350 students are enrolled each semester.

Online registration for the conference is expected to begin in May, with the early registration deadline set for September 10. Members registering before then will pay \$325, and non-members will pay \$375. After September 10, the fees go up to \$375 for members and \$425 for non-members. Students are eligible for the discount rate of \$150.

More information on the conference can be found on the website: www.oakland.edu/2012AIS.

Case Studies Offer Look at Paradoxical Relationship Between Interdisciplinary Studies and Higher Ed

By Judie Wexler
Academic Vice President
California Institute of Integral Studies (CIIS)

As this intriguing book of essays notes, interdisciplinary studies stands in a paradoxical relationship to

contemporary American higher education.

At the same time that we are hearing extensive discussion of the importance of interdisciplinary inquiry and the expression by many universities of a commitment to facilitating interdisciplinary

work, we are seeing long-standing, successful interdisciplinary programs coming under siege and some being closed. Through case studies this book provides a valuable historical perspective on interdisciplinary programs, a view of new initiatives, and an analysis of the factors that have been significant in sustaining programs.

Tanya Augsburg and Stuart Henry have brought together essays by contributors with both scholarly and applied backgrounds in interdisciplinary education. This combination gives a depth to the book and makes it suitable for the reader seeking conceptually to understand interdisciplinary education as well as for the reader seeking ways to strengthen the sustainability of an existing or planned program. By providing a scholarly context for interdisciplinarity, the book places the concept within academic discourse; it is about more than managing innovation.

As is perhaps especially true of approaches that develop out of reform movements, the concept of interdisciplinary studies has multiple meanings. The Introduction provides a valuable overview of work that has been done to define interdisciplinary studies. Clearly there has been considerable growth in interdisciplinary subject-focused degrees, but these seem to morph into new disciplines. Moreover, in the discipline-focused culture of the modern university with its new emphasis on student learning outcomes, what students learn in the general interdisciplinary program is not obvious to the outsider. If, as contended

by the editors, integration is the key characteristic of interdisciplinary studies it becomes essential for the field to demonstrate how that is achieved. Allen F. Repko's essay on the University of Texas—Arlington and his attention to learning outcomes and the general interdisciplinary degree is very valuable in this regard. He provides a rationale for student learning outcomes that is grounded in learning theory and committed to articulating outcomes more connected to interdisciplinarity than to discipline-centered learning (p. 155).

In a number of places the book challenges us to articulate the nature of the contribution interdisciplinary studies makes to the university and, I think, to the higher education enterprise. We know what each discipline is about, but interdisciplinarity is by its nature not the study of a particular thing but is instead an approach, a commitment to integrating knowledge across boundaries. Newell suggests that this commitment to integration is also generalized to innovative pedagogies, programs and curricula. He challenges those in interdisciplinary studies to become more self-conscious about what they do and to explicitly address the nature of interdisciplinary studies. Jay Wentworth and Richard Carp, in their chapter on Appalachian State University, go further, saying "our subject is whatever makes the world whole" (p. 87).

...interdisciplinarity is by its nature not the study of a particular thing but is instead an approach, a commitment to integrating knowledge across boundaries.

The contribution they identify for interdisciplinarians is to look for the broader patterns and connections that emerge when one looks beyond disciplinary boundaries.

Many of the essays distinguish between general interdisciplinary studies programs, subject-based interdisciplinary programs, and programs that bring together courses from different disciplines without conceptually connecting them (e.g., many

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A Review: *The Politics of IDS*

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liberal studies programs). If interdisciplinarity is about integration and wholeness, this distinction is crucial. Ray Miller, in his essay on San Francisco State University, notes that many faculty members understand interdisciplinary approaches only in their weakest form, the bringing together of several disciplines for teaching or research (p. 127). An approach that highlights disciplinary differences without reflecting on their implications or how they can be brought together undermines the viability of interdisciplinary studies by eliminating the underlying vision.

As many of the essays note, undergraduate interdisciplinary studies programs have most often been developed as experimental approaches directed at improving the quality of undergraduate education in the face of the questions and critiques of the time. Interdisciplinarity, while a key commitment, is one of a panoply of innovations addressing reform. The book thus also speaks to the challenges involved in maintaining and explaining innovation within the context of an organizational culture not oriented to change. That we have seen numerous attempts at educational reform fail is not surprising in the face of powerful institutional forces that push against innovation within organizations. Infrastructure, vested interests, systems of reward, and long-standing cultural expectations support the status quo in the face of innovations intended to address problems, even when there is wide agreement that something needs to be done differently. Maintaining a stance of innovation is intrinsically a challenge, beginning as it does with a level of excitement and

commitment that is not sustainable over the long run. William Newell, in his essay on the interdisciplinary program at Miami University refers to this as he describes their messianic fervor and belief that they were setting up an educational utopia (p. 31). Even more significantly, the innovations began as part of strategic conversations about the nature of education and learning that led to the creation of countercultural innovations within

The various essays in this book provide a compelling case for the need for interdisciplinary studies as a force for the integration of learning and for the success of interdisciplinary studies in addressing student learning.

a portion of the existing system. The larger system did not change, however, and did not continue in the strategic conversation. The changes adjusted the organizations in which they were placed but did not change them and so were not difficult to eliminate.

The various essays in this book provide a compelling case for the need for interdisciplinary studies as a force for the integration of learning and for the success of interdisciplinary studies in addressing student learning. Yet, as universities are faced with increasing demands for improvement, excellence, and economy we are seeing more emphasis on universal standards, which may not be consistent with interdisciplinary studies. One such set of standards being adopted by some accrediting agencies is *The Degree Qualification Profile* developed by the Lumina Foundation and published in 2011. The Profile speaks to the importance of two types of knowledge: specialized and broad/integrative. While interdisciplinary studies programs excel in the area

of broad/integrative knowledge, it is not at all clear how such programs would provide the specialized knowledge defined as central to undergraduate education. Part of the challenge of interdisciplinary studies is the need to present the case on an ongoing basis and to craft it yet again in the context of the most current cultural articulation of the vision of university education.

Augsburg and Henry along with

Newell and Rick Szostak provide a powerful concluding essay to the collection. They articulate a vision for interdisciplinary studies and a realistic view of the landscape for innovation. Their conclusions about what does, and does not work, are especially important as many are counterintuitive for academics. They conclude that programs have not been saved by having strong national or international reputations or laudatory alumni or a history of administrative support. They urge becoming intentional about interdisciplinarity and continually educating key people and committees about interdisciplinary studies. They highlight the importance of being cost-effective and data driven and of being continually innovative and experimental. The extensive domination of the disciplines means that interdisciplinary studies need to continually assert a vision and claim its place in the university.

Reference

Lumina Foundation (2011). *The Degree Qualifications Profile*. Lumina Foundation for Education. ■

AIS BOARD SUBCOMMITTEE REPORT

Should AIS Change Its Name So That It Includes the Word 'Interdisciplinary'?

We can begin with a listing of the 'pros' and 'cons' as they have emerged from conversation over the years:

Pros:

- 1) 'Interdisciplinary' is the key word most interested scholars and students would use in searches. While we can ensure that the word appears prominently on our website, and thus that we are often found in such searches, it remains true that some people will be less likely to surf our site or attend our conferences because the title of the organization does not signal that our interest is in interdisciplinarity itself. We can hardly hope to be the 'go-to' source for information on how to perform interdisciplinary research, teaching, and administration unless the word 'interdisciplinary' appears in the title of the organization.
- 2) While 'integration' is considered central to interdisciplinarity by many AIS members, and has positive connotations among certain sectors of American academia, it is a word with very little recognition in Europe and elsewhere [See Appendix 2]. In North America the word signals to many a soft holistic orientation.
- 3) The present name is not as attractive for collaboration or funding applications for projects that explicitly require interdisciplinarity, as AIS first

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Proposed changes to AIS Constitution

The proposed changes are included in Articles I and II of the AIS Constitution. The proposed changes are printed here in capital letters so members may identify them.

ARTICLE I - NAME

The name of this association shall be the Association for INTERDISCIPLINARY Studies, Inc.

ARTICLE II - OBJECTIVES

Section 1. The Association for INTERDISCIPLINARY Studies, Inc., is a non-profit scientific, educational, and charitable corporation of the State of Ohio. The mission of the Association for INTERDISCIPLINARY Studies is as follows: The Association for INTERDISCIPLINARY Studies serves as an organized voice and a source of information on interdisciplinary AND INTEGRATIVE approaches to the discovery, transmission and application of knowledge. Its purposes are to:

–Articulate the nature of INTERDISCIPLINARY AND integrative studies and to document their importance for higher education and for society;

–Promote and pursue practices and standards for the conduct of INTERDISCIPLINARY AND integrative studies;

–Maintain a communications network for the exchange of scholarly and pedagogical information on INTERDISCIPLINARY AND integrative study among faculty and administrators in undergraduate and graduate education in the arts and sciences as well as the professions;

–Enhance research and teaching in INTERDISCIPLINARY AND integrative studies by promoting the development of RELEVANT theory, methodology, and curricular design;

–Serve as an organized voice and a source of information on INTERDISCIPLINARY AND integrative approaches to the discovery, transmission, and application of knowledge; and

–Become a broad-based professional home for reflective interdisciplinarians.

Section 2. In order to accomplish these objectives, the Association may hold scientific meetings, publish a newsletter and a journal, co-operate with other national and international organizations which promote INTERDISCIPLINARY AND/OR integrative studies, and in general, participate in activities in harmony with the powers and objectives contained here and in its Articles of Incorporation.

AIS Name Change Report

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needs to explain its position on that issue.

- 4) It is not as easy to find AIS on internet resources that relate to interdisciplinarity as could have been the case if interdisciplinarity were in its title. For example, the Wikipedia article on interdisciplinarity / interdisciplinary studies refers to Klein and Augsburg, and to CSID; whereas AIS is found in the article on 'Integrative learning'; 'interdisciplinary studies' does not show AIS in the first 20 pages; though there is mention of a Society For ID Studies, focusing on catastrophist information. [We might try to edit the Wikipedia entry, but this is likely an example of a wider problem].

Cons:

- 1) 'Integration' has also been an important descriptor of the organization's purpose. While not all AIS members stress integration, the vast majority of AIS members would see integration of disciplinary insights as the defining characteristic of interdisciplinary analysis.
- 2) There is a concern about loss of continuity. Given that people move in and out of AIS membership, and surf our website irregularly, there is a danger that any name change will result in some people failing to recognize the organization under a new title. There are strategies for mitigating though not eliminating this effect,

by indicating prominently on the website and elsewhere for some period of time that the organization has changed its name.

- 3) A name change may reduce our connection to the past if, once people become accustomed to the new title, they fail to search for documents under the old title. Again, in a digital age there are good though imperfect strategies for mitigating this effect, especially since we can ensure that all 'old' materials are linked to or included on the 'new' website (which indeed will only require fairly cosmetic changes).
- 4) There are some one-time costs of any change, such as changing letterhead and altering the website, plus re-registering the organization.
- 5) AIS has been struggling for recognition for over thirty years, and those efforts are finally starting to pay off. AAC&U, AAAS, Project Kaleidoscope, AGLS, ACTC, and most recently SciTS and td-net have started to officially recognize us as a (in some cases, *the*) voice of IDS in the U.S. The last thing we want to do is undercut that image and raise questions about the stability of the organization.
- 6) Searching for 'interdisciplinary organization' does turn up AIS as the second hit.

But it has been suggested that we should look outward at the literature on organizational name changes in order to identify what that literature has to say about when a name change is a good idea, and whether such changes are common.

The website of the American Society of Association Executives indicates that name changes are not uncommon and lists a variety of possible reasons: when its mission has changed, when that mission or the association's membership is no longer reflected in the name, when the outside world will better understand the association's mission with the new name, when it will attract an appropriate and new (additional) membership, etc.

We include some excerpts from the web-based literature in Appendix 1 (not reproduced here). Notable insights from this literature are:

- Even academic organizational name changes are not unheard of. These often involve adding a word thought to be important. It is notable that AAAI ensured that their acronym did not change.
- The literature highlights some negative criteria – we have been around a long time, have put some effort into advertising, and many people know us by our present name – and some positive criteria – we aspire to reach a much wider audience of academics concerned with interdisciplinarity who have little familiarity with us at present and would not automatically recognize our purpose from our name (our present name *may* thus hinder growth).
- One of the documents in the Appendix provides a list of eleven questions that might be employed in assessing the value of a name change. Members of the committee differ on how strongly or if these eleven criteria point to a name change. We

recommend that the Board review these criteria.

- One piece of advice is this: “If there is a serious problem with your name that is causing you to lose business or hinders your growth, it is seriously worth further consideration.”
- Another: “In choosing a descriptive name, consider the problem you solve and the main benefits you provide, as opposed to description of the actions you take.” It would seem that interdisciplinary best practices are our solution, and integration is one of the actions we take (though also *part of the solution*).
- We should ask our clients [and potential clients] what they think.
- We could lighten our conversation by considering non-descriptive names, but likely want to stick with descriptive.

Recommendation:

That [we consider whether] the AIS name be changed to “Association for Interdisciplinary and Integrative Studies.” or to “Association for Interdisciplinary Studies. Though somewhat cumbersome, the first title captures the goal of a new name while limiting the costs. We could alter our logo ever-so-slightly by attaching an exponent ‘2’ to the ‘I’. It might then be feasible to still use AIS as the association’s acronym – though this possibility calls for further discussion – or AI2S. Switching to AIIS increases the cost of lost recognition, though there are no major organizations with an AIIS acronym. It may, though, imply that ‘interdisciplinarity’ and ‘integration’ are distinct.

The second title is less cumbersome, it would minimize the loss of name recognition and brand loyalty, it does not raise unnecessary questions about differences between interdisciplinary and integrative, it responds most directly to the concern that ‘integrative’ is not recognized outside the U.S. (giving us a succinct credible explanation for why we are changing our name now), we would retain the same abbreviation so people could still refer to AIS, and we would retain the same logo (which other organizations now use to link to our Website, and which we have been distributing to institutional members).

Consultation process: One possibility is to hire a market research firm. But these have limited familiarity with the academic ‘market.’ We can ask people at the next conference. Our conferences always draw a group of longstanding AIS members and a number of new attendees. It would be useful to gauge the sense of both groups. It would also be useful to survey former AIS Presidents and Board members. We envision a recommendation by the Board at the midyear meeting in 2012, and a possible constitutional amendment at the Oakland U conference.

One important question is whether we begin the consultative process around the idea of “The Association for Interdisciplinary and Integrative Studies” or “Association for Interdisciplinary Studies” or whether we invite suggestions for names. ■

The subcommittee report and appendixes, and the proposed constitutional amendment can be found via the What’s New section of the AIS Website.

International Implications

The subcommittee examined the international implications of the proposed name change. The members found:

—The European Science Foundation www.esf.org gives 721 hits with ‘interdisciplinary’, versus 314 with ‘integrative.’ Moreover, ‘integrative’ is used most often as an adjective referring to a particular activity or approach, whereas ‘interdisciplinary’ is being used much more often in titles of organizations, conferences, texts etc.

—NWO.nl (Dutch Science Foundation) gives 1,000 hits with ‘interdisciplinary’ including a major program for ‘Interdisciplinary education’ and several ID research projects. Integrative gives half of it (521) and again mostly in a descriptive use. When searching with the Dutch equivalents, ‘integratieve’ returns 31 hits, whereas ‘interdisciplinaire’ gives tenfold, 375 hits.

—DFG.de (German Science Foundation, Deutsche Forschungsgemeinschaft) gives 204 hits with interdisciplinary, while returning again half (98) with ‘integrative’. However, the German version ‘interdisziplinär’ gives another 258 hits, whereas ‘integrative’ is identical in German – adding the hits for both languages would imply that ID = 462, integrative=98.

—As for France, their national academy (www.academie-sciences.fr) gives only 55 hits with ‘interdisciplinaire’ but even fewer with ‘integrative’: 15. It seems, however, that in French integrative is somewhat more common in the

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CONFERENCES

ISST Will Explore Theme of 'Time and Trace' in 2013 Conference on Island of Crete

The International Society for the Study of Time (ISST) seeks proposals for presentations at its 2013 conference on the island of Crete, on the theme of "Time and Trace." The ISST welcomes contributions from all scholarly, creative, or professional perspectives. The format features plenary presentations delivered over several days, creating a sustained interdisciplinary engagement among participants.

The 15th Triennial Conference will be June 30-July 6, 2013, at the Orthodox Academy of Crete.

ISST invites scholars, artists and educators to contribute to and co-create an interdisciplinary exploration of "Time and Trace," a theme that may stimulate reflection from many fields of inquiry, including (but certainly not limited to): physics and cosmology, geology, chemistry, music, drawing and painting, literature and literary theory, the biological and cognitive sciences, archaeology and paleontology, anthropology, engineering, and philosophy.

Proposals will be for 20 to 30-minute presentations in diverse formats: scholarly paper, debate, performance, overview of creative work, installation, and workshop. Proposals for interdisciplinary panels are especially welcome (each paper for a panel must be approved by the selection committee). In this latter case, three speakers might present divergent points of view around a central topic, and be responded to by a moderator. All work will be presented in English, and should strike a balance between expertise in an area of specialization and accessibility to a general intellectual audience.

Proposals, approximately 300 words in length, must be submitted electronically. The author's name(s) should not appear in the proposal, as the ISST does blind reviewing in selecting papers for its conferences. The deadline for submission is June 30th, 2012, with acceptances communicated by November 1, 2012. The Society also seeks session chairs, whose names will be included on the printed conference program.

The Call for Proposals can be found at <http://www.studyoftime.org/ContentPage.aspx?ID=5>

AAC&U schedules conferences

"Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning" is the topic of a conference scheduled by the Association of American Colleges and University for October 18-20, 2012, in Baltimore, Maryland. AAC&U is also planning a Network for Academic Renewal conference in conjunction with leaders from Project Kaleidoscope on the topic of "Next Generation STEM Learning: Investigate, Innovate, Inspire," November 8-10, 2012, in Kansas City, Missouri. More information on these conferences can be found on the AAC&U Website, www.aacu.org

AGLS will meet Sept. 20-22

The Association for General and Liberal Studies will have its 2012 national conference September 20-22 in Portland, Oregon. The theme will be "Degree Completion—The Critical Role of General and Liberal Studies." More information can be found on the AGLS Website, <http://web.oxford.emory.edu/AGLS> ■

AIS Name Change Report

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AIS sense, see e.g. <http://www.entre-sciences.msh-paris.fr/> .

—The ICSU.org (International Council for Science—including many national academies of science) gives 91 hits for interdisciplinary, including a 'table of interdisciplinary bodies' (some organizations, mainly on space, climate or bio-eco research). 'Integrative' gives a mere 7 hits, with the name only in descriptions.

—The Swiss academy (<http://akademien-schweiz.ch>) gives only 30 hits with 'interdisziplinär*' and 6 with the English version. 'Integrative' returns only 7 hits, all in German.

—A check in the University of Amsterdam library: (opc.uva.nl) shows 1,131 titles with 'interdisciplinary' and only 213 with 'integrative'. If restricted to journal title words, the results are even more clear: 201 journals carry 'interdisciplinary' in their title, against only 28 that carry 'integrative' in their title—all of which are from the life/medical and bio-sciences and none (but 1) of these belonging to the hard sciences, social sciences or humanities. This confirms the impression that 'integrative' has a much more specific and restricted domain of appliance than interdisciplinary.

In sum: 'interdisciplinary' is in most science foundations at least twice as common as 'integrative'—moreover, the former is often included in names of conferences, organizations, and journals, which is not the case with 'integrative'. 'Integrative' seems to be used in a much more restricted sense, referring to an approach and perhaps more related to the life/bio-sciences than to the other fields of research. ■

I2S Seeks to Create New Discipline That Is Both Interdisciplinary and Transdisciplinary

Integration and Implementation Sciences (I2S) is an Australian-based intellectual hub for scholars interested in creating a scientific discipline that is both interdisciplinary (hence “integration”) and transdisciplinary (hence “implementation”). See its website at i2s.anu.edu.au

I2S compared to AIS and INIT:

Much like the International Network for Interdisciplinarity and Transdisciplinarity (INIT) which several AIS members helped found last summer, I2S is focused on understanding and addressing complex, real-world societal and environmental problems by providing concepts and methods for conducting research that synthesize disciplinary and stakeholder knowledge. Both I2S and INIT are more ambitious than AIS in that they are concerned with including stakeholders and policy makers/administrators as well as disciplines, and with the practical challenges of addressing complex issues as well as the intellectual challenges of integrating disciplinary insights. What separates all three groups is their overall strategy: I2S seeks to create a new discipline, AIS has focused on creating a profession, and INIT is taking the more modest approach of creating a network of networks (such as td-net), organizations (such as AIS), and groups (such as I2S). To implement their respective strategies, AIS became a membership organization with an elected Board of Directors and open membership from the U.S. and then increasingly from other countries; and INIT was formed by representatives of td-net, AIS, and CSID (Center for the Study of Interdisciplinarity) and

is now organized by a volunteer steering group that expanded itself to also include representatives from I2S and SciTS (the Science of Team Science). I2S was formed by a small group of scholars at the Australian National University who have formed a team that organizes the activities and resources of I2S. That team is led by Gabriele Bammer (a name familiar to some AIS members from earlier conferences she attended). Gabriele is a professor and director of the National Centre for Epidemiology and Population Health at the Australian National University and a Research Fellow at the Kennedy School of Government at Harvard University.

I2S Resources and Activities:

The I2S website is the portal to a rich array of resources of interest to interdisciplinarians. These include the *I2S News* (an electronic newsletter worth signing up for), a growing bibliography including works on interdisciplinary studies and related fields you are unlikely to encounter outside Australia, I2S publications including journal articles, book chapters, reports, presentations, and books (most of which may be downloaded electronically without charge), repositories of case studies, conferences, links to professional associations and networks, current projects, and online courses for professional development or graduate credit. The I2S-sponsored books are on the topics of dialogue methods, knowledge brokering, and uncertainty. To subscribe to *I2S News*, go to <http://i2s.anu.edu.au/i2s-publications/newsletters/i2s-news> and scroll to I2S Updates at the bottom of the vertical menu on the left. ■

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INTEGRATIVE PATHWAYS

JOBS IN INTERDISCIPLINARY STUDIES

The Association for General and Liberal Studies (AGLS)

seeks an executive director who will be responsible for day-to-day operations and the organization, preparation, and operation of the Annual Conference, and will support the work of the Executive Council and the selection process for AGLS awards. Applications received by May 15, 2012, will receive full consideration.

Michigan State University has a posting for a Learning Outcomes Research Specialist (post-doctoral) for a two-year position to assist with the assessment of undergraduate

learning in integrative studies courses at the institution.

Grand Valley State University

seeks a Director of Integrative Learning and Advising. The Director reports to the Dean of the Brooks College of Interdisciplinary Studies. The position is responsible for connecting and integrating programs that promote high impact practices across the college, and providing support for the academic advising processes of the college.

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

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 integration of insights from narrow disciplinary perspectives into a larger, more encompassing understanding. 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 501(c)3 educational association in the state of Ohio.

ON THE WEB:

www.muohio.edu/ais

■ WHAT'S NEW

Find the latest news about the Association and integrative studies.

■ CONFERENCES

Registrations begin in May for 34th annual AIS Conference.

■ PUBLICATIONS

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

■ RESOURCES

Resources include the 2nd edition of *Intentionally Interdisciplinary: Master's Interdisciplinary Program Directory*, SOITL section, Peer-reviewed Syllabi, and more.

■ MEMBERSHIPS

Renew for 2012 online.