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Creating Interdisciplinary Campus Cultures: Klein's Latest Book Charts a Path Forward

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Reviewing a book as valuable as Julie Thompson Klein's *Creating Interdisciplinary Campus Cultures: A Model for Strength and Sustainability*

is a perilous enterprise. If I write too little, you may not feel the desire to read this excellent book. If I

write too much, you may not feel the need.

You need to read this book.

You crave this book if you find yourself in an institution like those described by AAC&U's President Carol Geary

A REVIEW

Creating Interdisciplinary Campus Cultures: A Model for Strength and Sustainability, by Julie Thompson Klein. Jossey-Bass, 2010. 240 pp. \$40. 978-0-470-55089-2 (hardback) or 978-0-470-57313-6 (E-book)

Schneider in the Forward or by Klein in the Introduction, an institution where "interdisciplinarity" is, at best, an empty signifier. You hunger for this book if you feel in your gut that your institution has untapped interdisciplinary potential. For you, Klein offers "pragmatic strategies for ... creating campus cultures conducive to interdisciplinary research and education" (5).

With an explicit goal of pragmatism, the book is wonderfully *useful* which makes it easy and tempting to skip around and pick out what may appear to be the most useful parts. Any of these fragments alone is worth the price of the book:

- A 20-page collection of resources, organized thematically. It offers many treasures.
- An abundance of case studies and

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Come to Grand Rapids for 33rd AIS Conference

Come to the 33rd annual conference of the Association for Integrative Studies and enjoy reflecting with your colleagues on the roots of interdisciplinarity and integrative learning amid the colors of fall, as the host institution, Grand Valley State University (GVSU), observes the half-century mark of its founding.

The Brooks College of Interdisciplinary Studies and the Liberal Studies Department at GVSU will host the conference October 13-16, 2011, at the Amway Grand Plaza Hotel in downtown Grand Rapids, Michigan. The theme of the conference is "Traditions and Trajectories: Interdisciplinarity and Integrative Learning." Judy Whipps is the conference coordinator.



Grand Valley State University's Brooks College of Interdisciplinary Studies (above) and the Liberal Studies Department are the hosts for the 2011 AIS conference October 13-16 in Grand Rapids, Michigan.

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Campus Cultures

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examples. Just scan through the index for your institution or others with which you are familiar. My institution plays a recurring role in this book, illustrating several of Klein's observations; her every observation of that case is spot on.

- A brief glossary at the end of the book—how refreshing.
- Chapters so well organized that readers concerned primarily with one issue (e.g., tenure policies) or one set of issues (e.g., strategies for change) will easily find what they seek.

The real value of this book, of course, is that its integrated whole is much more valuable than the sum of its parts. Klein lays out a conceptually sound and empirically grounded framework from which she presents many useful strategies for strengthening interdisciplinary efforts and institutions.

Chapter 1: Mapping National Drivers of Interdisciplinary Change

presents an elegant and concise historical and thematic mapping of where interdisciplinarity stands today and—at least in part—how it got there. I plan to assign this chapter as required reading to introduce students to interdisciplinary developments in technology, the social sciences, and the humanities, and also to illustrate how great scholars incorporate multiple disciplines to answer a complex question. Klein's presentation seamlessly integrates history, sociology, and linguistics while surveying important milestones, literature, and theoretical concepts (including some new personal favorites: pidgin and creole zones, adjectival anthropologies, and “inside out” interdisciplinarity).

Chapter 2: Bridging National and Local Maps

begins with an avalanche of data depicting the phenomenal growth, pervasiveness and variety of interdisciplinarity. Klein invites universities to inventory their interdisciplinary institutions and activities—even providing a great scorecard (56-7). The resulting data and analysis enable the identification of “points of convergence” (60) and

Klein lays out a conceptually sound and empirically grounded framework from which she presents many useful strategies for strengthening interdisciplinary efforts and institutions.

the possibility of charting a path forward. Klein ends the chapter with a realistic list of conditions one must consider before planning or implementing change, cautioning us to be sensitive to local conditions such as the institution's size, structure, resources, culture, and ambitions.

Chapter 3: Platforming Interdisciplinarity

is, as you might expect, a meaty chapter. Here Klein invites the reader to consider a multitude of barriers to interdisciplinary efforts as well as strategies to facilitate interdisciplinary efforts. Two tables itemize 32 barriers and 37 strategies (72-74). Reading them back-to-back is something of a bipolar experience, but the reader is left with the clear impression that platforming interdisciplinarity is a daunting but possible task. Klein convinces the reader first, that many diverse strategies are needed for success, and second, that the efforts must be taken to consolidate progress that will outlive a change in leadership or personnel by focusing on building structures for central oversight, a visible and useful presence on the Web (Klein even provides a detailed menu of essential website features on page 82), strong leadership (think

Michael Crow, Peter Lange, and Donna Randall), and designated funding.

Chapter 4: Fostering Programmatic Strength and Sustainability

begins with an unexpected treat as Klein succinctly and miraculously gives new life to two typically tired debates: first, that between interdisciplinarity

and disciplinarity (for which she provides a fantastic definition), and second, the debate over the desirability of institutionalizing interdisciplinarity—a debate which takes the reader from Fish's “normalizing practices” through Liu's “new uniformity” and Kleinberg's “Faustian bargain” to Henry's hegemony.

For those intent on creating strong and sustainable interdisciplinary institutions, Klein offers substantial guidance backed by literature and empirical cases. A departmental structure is preferred, and a critical mass (measured by 18 indicators listed in Table 4.1 on page 106) is essential. A habit of program review is also vital, and Klein offers five “interdisciplinary-specific” principles (111-113) that should accompany the standard criteria assessed in any disciplinary program review. This is followed by great all-purpose advice for any academic organization that must navigate the political economy of the modern academy. Experiences of the University of Texas at Arlington, San Francisco State University, Emory, Miami University, Wayne State, and many others serve to illustrate a variety of institutional environments and outcomes.

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Toward Interdisciplinary Studies as a Spiritual Exercise

EMERGING SCHOLARS FORUM

In this installment of the Emerging Scholars column, Matthew S. Haar Farris develops the groundwork for approaching interdisciplinarity as contemplative practice. This move centers the interdisciplinary enterprise in the “eye of the beholder,” the very mindset we employ as interdisciplinarians. It emphasizes the cultivation of openness to relationships that emerge from the complexities that surround us. Interdisciplinary practice is in many respects an attempt to loosen the reductionist tendencies inherent in the disciplinary organization of knowledge. Thus, its essential activities—crossing boundaries, embracing complexity and developing holisms—present the possible danger of experiencing a kind of intellectual vertigo. Navigating the interplay of multiple perspectives involves such traits and skills as inclusive thinking, a tolerance for ambiguity, and cognitive decentering. This is no small task for the uninitiated, for it implies a transformation of consciousness, a way of wrapping one’s head around complexity and finding holistic cohesion within dynamic interactions. Fortunately, this is not a new problem; the ancients developed spiritual and philosophical techniques for training the mind to deal with the complexity of the world. Following from this foundation, Haar Farris here offers ways to expand practices in adapting consciousness to complexity through the employment of spiritual exercises. Such training is, essentially, the cultivation of wisdom, a faculty indispensable to the adept interdisciplinarian. Matthew S. Haar Farris received his PhD in the Interdisciplinary Studies Area at Graduate Theological Union in Berkeley, California, last spring. His work operates at the intersection of philosophy and religious studies, especially contemporary continental philosophy and the theory and methods for the study of religion.

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By Matthew S. Haar Farris

Interdisciplinary studies can be much more than combining insights from disparate disciplines, or finding new ways to solve problems that require information and methods from multiple scholarly sources. In the ancient Greco-Roman tradition of *philosophia*, interdisciplinary work can be practiced as a spiritual exercise. In what follows, I first offer a brief explanation of what I mean by “spiritual exercises”; then, I propose what the interdisciplinary studies spiritual exercise of *relation* might entail.

According to Pierre Hadot, an acclaimed historian of Western philosophy, what most philosophers and historians have not adequately understood is that the history of Western philosophy is really a history of philosophy as spiritual exercises.

In the ancient Greco-Roman tradition of *philosophia*, interdisciplinary work can be practiced as a spiritual exercise.

Contrary to how we may think of ancient Western philosophy, “Greek philosophers did not aim, above all, to provide a systematic theory of reality, but to teach their disciples a method with which to orient themselves, both in thought and in life” (Hadot 2009, pp. 89-90). Simply put, this method is spiritual exercise, or spiritual practice, “the indispensable metamorphosis of our inner self” (Hadot & Davidson, 1995, p. 83).

Hadot’s fundamental insight is that he re-conceives Western philosophy in light of its ancient Greco-Roman roots: philosophy is essentially a spiritual exercise whose aspiration is *living well*. “Spiritual exercises can be best observed in the context of Hellenistic and Roman schools of philosophy. The Stoics for instance, declared explicitly that philosophy, for them, was an ‘exercise.’ In their view, philosophy did not consist in teaching an abstract theory—much less in the exegesis of texts—but rather in the art of living. It is a concrete attitude and determinate lifestyle, which engages the whole of existence. The philosophical act is not situated merely on the cognitive level, but on that of the self and of being. It is a progress which causes us to *be* more fully, and makes us better” (Hadot & Davidson, 1995, pp. 82-83). For the ancients, philosophy was truly *philosophia*—*philo* meaning “love,” and *sophia* meaning “wisdom.” As such, philosophy was a pragmatic mode

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IDS as a Spiritual Exercise

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for *forming*, more than informing about, the philosopher's relationship with the world and everything in it. Regardless of whether the "topic" of the philosophy happened to be politics, art, war, or the nature of reality, the true *philo-sopher's* aim was living well. This aim was achieved through philosophical practice, i.e., spiritual exercise. Moreover, Greco-Roman philosophy had by today's standards a radical scholarly agenda. Specifically, it had a *therapeutic vocation*: its purpose was healthy personal transformation in relation to a divinity-infused reality, and it involved a process of fundamentally shifting "the individual's mode of seeing and being" (p. 83).

To be clear, the exercises or practices in question are not just acts of thinking. As Hadot insists, they are *spiritual exercises*: "none of the other adjectives we could use—'psychic,' 'moral,' 'ethical,' 'intellectual,' 'of thought,' 'of the soul'—covers all the aspects of the reality we want to describe" (p. 81). Spiritual exercises involve our entire capacity for relating to the world: "[These] exercises in fact correspond to a transformation of our vision of the world, and to a metamorphosis of our personality. The word 'spiritual' is quite apt to make us understand that these exercises are the result, not merely of thought, but of the individual's entire psychism. Above all, the word 'spiritual' reveals the true dimensions of these exercises. By means of them, the individual raises himself [or herself] up to the life of the objective Spirit; that is to say, he re-places himself within the perspective of the Whole ('Become eternal by transcending yourself')" (p. 82). Thus, through spiritual exercises we re-orient *ourselves* in sublime ways to reality on every level, holistically, in which thinking is merely one aspect of a broader, fundamental transformation.

Philo-sophia need not be ancient history, and scholarship as a spiritual practice is hardly the bailiwick of any single discipline. I propose that we interdisciplinarians begin exploring avenues for contemporary interdisciplinary spiritual practice. Interestingly enough, the ancient Western philosopher practitioners did not pass on detailed descriptions of precisely *how* to practice philosophy's spiritual exercises. There's no Do It

It is important to note here that the disciplines are particular ways to work with particular aspects of reality, with theories, methods, and insights specially tailored to those aspects. Szostak contends, "different disciplines ... tend to shed more light on some facets [of multifaceted or complex questions or problems] than others" (2007, p. 51). Taking a different tack, Carp (2001) suggests that "We might instead imagine the disciplines

One of the most promising possibilities ... involves the practice of *relation*. The spiritual exercise of relation would entail becoming aware of the plurality of the disciplines and the profound array of ways we humans interact with, perceive, and come to know our world.

Yourself manual or any other How To text spelling out particular spiritual exercises. We are left to figure out the specifics for ourselves. For starters, I suggest we focus on spiritual exercises concomitant with the strengths of interdisciplinary study.

One of the most promising possibilities for interdisciplinary studies spiritual exercises involves the practice of *relation*. The spiritual exercise of relation would entail becoming aware of the plurality of the disciplines and the profound array of ways we humans interact with, perceive, and come to know our world. The multidimensional reality with which we contend is stunningly diverse, so our relations—both the things to which we relate *and* how we relate to them—exhibit a stunning diversity as well. Thus, interdisciplinary spiritual practice would involve the further development of our capacity to contend with, and relate to, the multiplicity of reality. The exercise of relation would fundamentally reorient us to a sublime appreciation for the wondrous proliferation of disciplines and their necessarily tailored engagements with specific aspects of a pluralistic reality.

as one sort of knowledge formation, of which there are several kinds, for example the knowledge of workers (carpenters, mechanics, website designers, farmers), the knowledge oppressed peoples have of those who oppress them," or "the knowledge of Songhay sorcerers" (pp. 74-75). As Newell observes, "In order to justify the interdisciplinary approach, its object of study must be multifaceted, yet its facets must cohere. If it is not multi-faceted, then a single-discipline approach will do (since it can be studied adequately from one reductionist perspective)" (2001, p. 2). While Newell's focus here is on what sort of problem or issue warrants an interdisciplinary approach, the implication of his "single-discipline approach" reference is that disciplines have the capacity to illuminate, explain, or contend with a delimited range of phenomena, i.e., *aspects* of reality.

Given this understanding of disciplines as knowledge formations particularly tailored to aspects of reality, a hallmark of interdisciplinary spiritual exercises focused on relation would involve becoming aware of, and more fully pursuing, the unique *vocation* we

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Come to 33rd Annual AIS Conference

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GVSU has had integrative and interdisciplinary learning at the core of its mission, vision, and values since its founding 50 years ago. Members of the faculty have participated in AIS conferences since AIS was established in 1979 to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on intellectual and organizational issues related to furthering integrative studies.

The conference will serve as a forum where attendees may reminisce with and gain insights from colleagues, 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.

Presentations will focus on examining the roots and histories of interdisciplinarity and integrative learning, including individual and group narratives, examination of best practices and how they have weathered challenge, the best curricular, co-curricular, sustainable, and service learning designs and practice, outcomes and assessment of integrative and interdisciplinary programs, and integrative and interdisciplinary theory and research.

Dr. Victor Villanueva from Washington State University, author of the award-winning text *Bootstraps: From an American Academic of Color*, will deliver the keynote lecture on Thursday evening. Luncheon speakers include Veronica Boix Mansilla from Harvard University's Project Zero and Azfar Hussain from Grand Valley State University.

Grand Rapids as the site for the 2011 conference offers many attractions to enjoy. Attendees may travel back in time to the era when AIS was founded by visiting the 1970s Gallery at The Gerald R. Ford Library & Museum, which is within walking distance of the hotel. The multimedia presentation recreates the sights and sounds of the 1970s, including video and sound bites of news events from the era and displays of such memorabilia as tie-dyed garments, love beads, eight-track tapes, and MIA bracelets. The Watergate exhibit examines the constitutional crisis that began with a break-in at the Watergate apartments in Washington, DC, and culminated in the resignation of President Richard M. Nixon. Other permanent exhibits at the presidential library and museum include replicas of the Oval Office and the Cabinet Room as they appeared during the Ford Administration.

Downtown Grand Rapids is the site of ArtPrize, which draws several hundred thousand people to Grand Rapids for a free public art exhibition. The exhibition officially closes on October 9, but many of the estimated 1,200 installations will still be available for viewing within walking distance during the conference. The Grand Rapids Art Museum, also in downtown Grand Rapids, hosts major touring exhibits and has permanent collections of 19th and 20th Century Art, and Design and Modern Craft.

And attendees who want to experience the scents and colors of fall can visit the Fred Meijer Sculpture and Botanical Gardens where thousands of flowering chrysanthemums will be featured in an annual celebration of autumn.



[E]njoy reflecting with your colleagues on the roots of interdisciplinarity and integrative learning amid the colors of fall.

The early registration deadline for the 33rd annual conference is September 10, 2011. Members who register prior to that date will pay \$275; non-members will pay \$325; and students will pay \$100. After September 10, 2011, the fees increase by \$50 to \$325 for members; \$375 for non-members; and \$150 for students. The pre-conference workshop fee is \$30. Online registration is available beginning in May via the conference website, <http://gvsu.edu/aisconference/>.

Information on the Amway Grand Plaza Hotel can be accessed at <http://gvsu.edu/aisconference/hotel-information-3.htm>. Attendees should ask for the AIS special conference rate of \$134 per night per room for 1-4 people. The discounted rate is available until September 12, 2011. Hotel amenities include a fitness center, an indoor pool, three restaurants, 24-hour room service, flat screen TVs, Internet access, and on-site shops. There are also several restaurants within walking distance of the hotel.

More information can be found on the conference website, <http://gvsu.edu/aisconference/>. ■

Next td-net Conference Looks at Research Evaluation

“Evaluation of Inter- and Transdisciplinary Research: Experiences and Reflections on Best Practice” is the theme of the annual conference of the Network for Transdisciplinary Renewal, td-net. The conference is scheduled for September 14-16, 2011, in Bern, Switzerland. The deadline for paper proposals is May 9, 2011. The Swiss National Science Foundation is a co-partner for the conference

Scholars will share their knowledge about evaluation models for inter- and transdisciplinary research proposals, processes and outcomes in scientific, socio-

political, and cultural contexts.

Speakers will include Gertrude Hirsch Hadorn, Julie Thompson Klein, Pasqualina Perrig-Chiello, and Daniel Stokols. Workshops will include “Measuring the Broader Impact of Inter- and Transdisciplinary Research” with organizers Bob Frodeman and Britt Holbrook of the University of North Texas and Christian Pohl of td-net.

The three major aims of the conference are: to present the state-of-the-art of evaluation criteria, procedures, and tools to measure the quality and potential for innovation of ID and TD research

projects; to critically review the values that underlie and drive those criteria and methods while respecting the plurality of scientific cultures and traditions; and to identify and prioritize the problems and needs that pertain to quality assessment in all fields of ID and TD research, practice and teaching as well as those that arise in individual fields or disciplines.

September 6, 2011, is the deadline to register for the conference. More information can be found on the conference website, <http://www.transdisciplinarity.ch/e/Conference/international/2011/index.php> ■

CONFERENCES

SLSA Extends Deadline

The deadline to submit proposals for the 25th annual conference of the Society for Literature, Science, and the Arts (SLSA) has been extended to May 15, 2011. The conference is scheduled for September 22-25, 2011, in Kitchener, Ontario, Canada. The theme is Pharmakon, that which can both kill and cure, as it relates to a number of research topics. More information can be found on the conference website, <http://litsciarts.org/slsa11/blog/>

AGLSP Accepting Proposals

The deadline to submit proposals for the 2011 conference of the Association of Graduate Liberal Studies Programs (AGLSP) has been extended to May 31, 2011. Skidmore College is the host for the conference, which is scheduled for October 13-15, 2011, at Saratoga Springs, New York. The theme will be “Source of Life and Strife: Multidisciplinary Perspectives on Water.” More information can be found on the conference website, http://www.aglsp.org/2011_Conf_Home.html

i-Society' Conference in June

The International Conference on Information Society (i-Society 2011) is scheduled for June 27-29, 2011, in London, England. The conference covers a wide spectrum of topics that relate to information society. The conference encapsulates the concept of interdisciplinary science that studies the societal and technological dimensions of knowledge evolution in digital society. More information can be found on the i-Society 2011 website, <http://www.i-society.eu/>

Computational Humanities Is Theme

The 13th International Conference on Informatics and Semiotics in Organizations, ICISO 2011, will be held in Leeuwarden, The Netherlands, July 4-6, 2011. The theme will be “Problems and Possibilities of Computational Humanities.” The objective of the theme is to apply computational science and information management to problems that form the core of the humanities. More information can be found on the conference website, <http://www.orgsem.org/2011/>

Holistic Learning Event Set

“Reconnecting with the Wisdom of the Earth: Transformative Spaces for Self and Community” will be the theme of the Holistic Learning: Breaking New Ground international conference October 21-23, 2011, at the Geneva Park Conference Center, just north of Toronto, Canada. The conference is jointly sponsored by the University of Waterloo and OISE, University of Toronto. More information can be found on the conference website, <http://www.holisticlearningconference.org/>

HASTAC To Meet in December

HASTAC has scheduled its 2011 International Conference for December 2-3, 2011, at the University of Michigan in Ann Arbor. “Digital Scholarly Communication” will be the theme. More information can be found on the conference website, <http://www.hastac.org/events/2011-hastac-international-conference>

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. ■

Resources for SOITL: New and Forthcoming

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Interdisciplinary scholars interested in the Scholarship of Interdisciplinary Teaching and Learning or SOITL have perhaps already discovered the wealth of information on that subject available to them in the new SOITL section of the AIS Website in which discursive material on the development of this special kind of scholarship is complemented by bibliographical material (lists of websites and publications) well worth consultation. We'd like to use this edition of our regular SOITL column to highlight the value of some recent additions to this set of print and electronic resources (as well as the value of a couple that will be forthcoming soon).

We would certainly recommend perusal of *The Oxford Handbook of Interdisciplinarity*, published last year, by the Oxford University Press, of course. Edited by Robert Frodeman, Julie Thompson Klein, and Carl Mitcham, it is indeed just what the OUP describes it as being, "a major new reference work" offering "by far the most broad-based account of inter- and transdisciplinarity to date" with "original essays" that "bring together many of the globe's leading thinkers on interdisciplinary research, education, and the institutional aspects of interdisciplinarity, as well as extended reflections on how knowledge is integrated into societal needs." Most useful to those interested in SOITL is the chapter by Deborah DeZure called "Interdisciplinary Pedagogies in Higher Education," in which she argues that in fact "[i]nterdisciplinary teaching and learning do *not* claim any unique set of pedagogies"

(emphasis mine). She thereby reiterates what Carolyn Haynes asserted earlier (in a hugely useful book on *Innovations in Interdisciplinary Teaching* that she edited for Oryx Press in 2002), explaining (as Haynes did before her) that "interdisciplinary teachers employ an array of instructional methods to promote and support interdisciplinary learning outcomes."

Many of these methods have been developed in the last several decades to promote the "active and experiential learning" we now understand to be the best sort of learning we can offer students at all educational levels. DeZure first discusses methods effective in courses of all kinds, disciplinary as well as multi- and interdisciplinary: "collaborative, cooperative, and team-based learning; case studies; ... problem-based learning; discovery-based learning; and field experiences, including internships, service learning, and study abroad." She then discusses methods more recently developed to promote the "integrative learning" that is now routinely described as a "core competence in undergraduate education," a competence that is perhaps best taught and learned in courses specifically (and fully) interdisciplinary using methods such as "student portfolios, particularly e-portfolios, keystone and capstone courses, [and] learning communities." She emphasizes that course portfolios in particular "provide an important model for the scholarship of interdisciplinary teaching and learning because they meet all the criteria for SoTL work and are able to document the complex process by which faculty and students engage in interdisciplinary problem solving," adding that "online repositories" of such portfolios are readily available to the many who might find them useful.

Faculty involved in interdisciplinary teaching are probably already familiar with the textbook many (including DeZure) have acknowledged as

SOITL

seminal in the field, Allen Repko's *Interdisciplinary Research: Process and Theory*, published by SAGE in 2008. Those who have attended the AIS conferences in the last two years will know that well-received sessions entitled "Teaching with Repko" have confirmed the value of the book, the first "that systematically guides [teachers and] students in how to approach and follow through on research projects that straddle disciplines." It is (as its cover says) "grounded in theory," but it is also "packed with examples of interdisciplinary research from the natural sciences, the social sciences, and the humanities," illustrating "how to achieve, produce, and express" the integration central to full-fledged interdisciplinarity and thereby develop the "core competence" of integrative capacity. IDS faculty will be happy to know that the second edition of Repko's book is on the way, offering an even more fully articulated description of the process that yields integration and interdisciplinary understanding, with still further examples of coursework in which we can see the process applied. Those interested needn't wait for further such examples, however, for Repko and his AIS colleagues William H. Newell and Rick Szostak have collaborated to edit another textbook already out (published by SAGE in early 2011) in which leading interdisciplinary scholars report on their experiences "teaching with Repko," offering a panoply of best practice techniques

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SOITL

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along the way. This invaluable book is appropriately entitled *Case Studies in Interdisciplinary Research*. And we would note that all three of its editors will be attending and presenting at the AIS conference at Grand Valley State this coming fall, with Repko discussing “teaching as Repko” in another offering of the hugely popular “Nuts and Bolts” workshop he has been doing with Pauline Gagnon (also an expert interdisciplinarian) over the last several years.

We’d also recommend that interdisciplinarians particularly interested in the integrative process that characterizes fully interdisciplinary work take a look at the wealth of information available on the oft-updated website of the Interdisciplinary Studies Project that’s been ongoing for more than a decade now under the aegis of co-investigators Veronica Boix Mansilla and Howard Gardner of the Harvard Graduate School of Education. As they explain on that website, their 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 outcomes of such pedagogy. The site puts the results of their SOITL work out there for perusal and download, making it a wonderful repository of “usable knowledge about how to teach for interdisciplinary understanding, assess student outcomes, and support professional development.” Among other downloadable material, you’ll find Boix Mansilla’s chapter from the non-downloadable *Oxford Handbook of Interdisciplinarity* mentioned earlier, a chapter entitled “Learning to Synthesize: Toward an Epistemological Foundation for Interdisciplinary Learning,” well

worth reading. AIS is pleased that Boix Mansilla will be presenting a plenary address at the AIS conference in the fall.

As you will probably know, but as we’ll remind you anyway, another organization much involved in work on integrative learning and attendant methods for enabling and assessing such learning is the

[DeZure] emphasizes that course portfolios in particular “provide an important model for the scholarship of interdisciplinary teaching and learning because they meet all the criteria for SoTL work and are able to document the complex process by which faculty and students engage in interdisciplinary problem solving.”

American Association of Colleges and Universities or AAC&U. Again, we would recommend that you turn to the website of the organization. There you’ll find information on their earlier Integrative Learning Project (and the downloadable report which emerged from that Project, *Integrative Learning: Opportunities to Connect*). And there you’ll find information on the work that’s emerging from their more recent LEAP initiative (the acronym standing for Liberal Education and America’s Progress). Of particular interest in that material is the work known by another acronym, VALUE, for Valid Assessment of Learning in Undergraduate Education. The Winter 2009 issue of the AAC&U periodical *Peer Review* (sold out in hard copy and therefore available for free download) is called *Assessing Outcomes: Lessons from AAC&U’s VALUE Project*. A 2010 collection of papers on the same subject is also available (for purchase from AAC&U), *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. If you check out either publication, you’ll see that the assessment rubrics developed by those involved

in VALUE work may prove as useful to interdisciplinarians as to disciplinarians. Also useful to people in IDS (and free for download) is the Winter 2010 issue of *Peer Review*, devoted to “articles that advance integrative and engaged learning in and across disciplines.” And we’d finally mention the Fall 2010 issue of another AAC&U periodical, *Liberal*

Education; focused on the topic of *Integrative Learning at Home and Abroad*, it has a lead article by AIS’s own William H. Newell, “Educating for a Complex World: Integrative Learning and Interdisciplinary Studies.” The whole issue cannot be downloaded free, but that article can.

We would finally encourage interdisciplinarians interested in SOITL to access the January edition of the *International Journal for the Scholarship of Teaching and Learning* or IJSOTL, the e-journal published twice yearly by the Center for Excellence in Teaching at Georgia Southern University. Celebrating the fifth anniversary of the journal’s founding, the edition is jam-packed with material those involved in this special kind of scholarship will find useful, though (as is so often the case) those doing interdisciplinary work may need to extrapolate the useful from the work of those who are disciplinarians. Particularly noteworthy are the featured articles in which the leading scholars in the field comment on the great progress already made in establishing the field and that

progress which must yet come if that field is to yield all it may. Lee Shulman, founder of the Carnegie Academy for the Scholarship of Teaching and Learning, or CASTL, now retired from the Carnegie Foundation, offers “The Scholarship of Teaching and Learning: A Personal Account and Reflection.” And Pat Hutchings, Mary Taylor Huber, and Anthony Ciccone, three of those who worked closely with Shulman in the Carnegie efforts to promote SOTL, offer “Getting There: An Integrative Vision of the Scholarship of Teaching and Learning,” in which they report on the results of the concluding phases of the CASTL program that focused on the extent to which SOTL has become or has yet to become fully integrated into the institutions where scholars are doing this sort of work. As they assert in this article and will assert, at greater length, in *The Scholarship of Teaching Reconsidered: Institutional Integration and Impact*, a book-length handling of the subject forthcoming soon from Jossey-Bass, “a deep level of integration [such as will be necessary if SOTL is to flourish fully] is still to come.”

Many others involved in SOTL work have published in this issue of the *International Journal*, too, some in articles focused on theory, some in articles focused on practice. There is, indeed, something for everyone. But *the* thing that everyone may appreciate most is the final section of the issue in which six (count 'em, six) experts in SOTL offer advice on getting SOTL work published (or sharing it with others in any of the various ways that do constitute “publication” now). That makes this issue of IJSOTL about as useful as a publication can be—for interdisciplinarians as well as for disciplinarians. And it's all available free for perusal and download if you'd like, at the IJSOTL site. Just Google it, and see. ■

Campus Cultures

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Chapter 5: Monitoring the Interdisciplinary Career Life Cycle sheds new light on the key stages of an academic life cycle: hiring, tenure and promotion, and faculty development. And like so much of what Klein does, the new light comes from her ability to integrate these elements across the career life cycle and within the context of interdisciplinarity. In addition to Klein's useful checklists—a comprehensive checklist for a memorandum of understanding, 17 ways to annotate an interdisciplinary CV, 15 strategies for interdisciplinary faculty development—she presents elegant ways to manage each stage of the cycle while keeping the whole cycle in mind and adapting everything to the interdisciplinary context. Klein presents (among many other things) various strategies of hiring (e.g., joint appointments, cohiring, cluster hiring), the compositions of committees (hiring and P&T) and evaluators, the need for appropriate criteria and well articulated guidelines, and the value of mentoring, collaboration, and social bonding.

Before closing her book, Klein offers a clever “Conclusion” organized around five “myths” of interdisciplinarity (i.e., it is new, uncontested, superficial, dangerous, and impossible). Each myth is followed by a summary rebuttal and thereafter by probing questions that invite the reader to extend and apply their experience with the book rather than close it and set it aside.

These probing questions make more apparent this book's greatest worth: throughout the reading, the reader is compelled to wrestle with the pervasive yet unwritten question, “How will I apply what I just learned?” As faculty and administrators, we cannot read this book and remain passive—a passivity justified by the false assumptions that we either have all power or none. Klein reveals circumstances in which we can

recognize scores of barriers and unique local circumstances, but for which we now have many new tools and strategies at our disposal. Klein presents a moment wherein we must

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be eternally vigilant and constantly striving.

I find this a very familiar, unsettling and energizing sensation. I joined ASU's faculty shortly before President Michael Crow arrived and presented in his November 2002 inauguration address his vision of the New American University (<http://www.asu.edu/president/inauguration/address/index.htm>) with “Intellectual Fusion” as one of its eight guiding “imperatives” (later renamed “aspirations”). Soon thereafter, Crow described the institutional implications of Intellectual Fusion:

If we are to advance knowledge in the face of its rapidly changing nature, and come to terms with the explosion of new knowledge that characterizes the academy in recent decades, a new and more fluid organization is urgently needed. Intellectual fusion is the cognitive norm in scholarship, whereas the fragmentation imposed by disciplinary categories is an historical social construct, however useful. Knowledge does not fall within strict disciplinary categories, yet we cling to an institutional organization that derives from the

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medieval academy. It is no longer sufficient to neatly categorize knowledge into disciplinary-based academic departments—the core disciplines are but one element of our intellectual identity. Accordingly, the New American University encourages teaching and research that is interdisciplinary, multidisciplinary, transdisciplinary, and post-disciplinary, leading, where appropriate to a convergence of disciplines, an approach that might more accurately be described as intellectual fusion. (<http://president.asu.edu/node/353>)

Today the design aspiration “Intellectual Fusion” is prominently displayed across ASU’s four campuses and as central feature of the university’s identity and branding (<http://www.asuchallenges.com/node/996>). In nine years, that aspiration has not changed, and because it has not changed, almost everything else has. I cannot name one college at ASU that has not been radically reorganized in the last nine years to better facilitate intellectual fusion. I do not know one policy or procedure that has not been revised or replaced at least once.

Reading Klein’s invaluable work through the lens of my experience at ASU prevents the easy misreading of Klein’s “model for strength and sustainability” as a model for stability. At ASU, the process of constant reorganization and reinvention has

become a central feature of intellectual fusion. I do not anticipate a day when this metamorphosis is complete and interdisciplinarity finds a peaceful

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place to settle down. I think its very nature prevents that. Nevertheless, within this energized and dynamic environment, Klein gives us the tools to greatly enhance the quality of our interdisciplinary culture and institutions and with them the quality of our interdisciplinary research and education. In doing so, Julie Thompson Klein has done us a great service.

¹ Kevin H. Ellsworth is a Senior Lecturer in the School of Letters and Sciences at Arizona State University. He joined ASU’s Bachelor of Interdisciplinary Studies faculty in 2001 and was appointed to direct the five-year-old program from 2003-2009. Ellsworth earned an MA in international relations from Brigham Young University and a PhD in political science from Arizona State University. He currently teaches international relations and manages the Applied Interdisciplinary Studies course. He serves as a University Senator, a university Ombudsperson, and on many other committees. ■

Syllabus Materials Added to AIS Website

Syllabus materials for an interdisciplinary writing course and a course entitled Language, Behavior and Global English are recent additions to the Peer-reviewed Syllabi section of the AIS Website.

The materials were submitted by Debra Parker, Adjunct Instructor at

the University of Illinois at Springfield.

Faculty who wish to submit syllabus materials for consideration for inclusion in the section may contact Pauline Gagnon, editor of the section, at pgagnon@westga.edu. Information on criteria for selection can be found on the AIS Website, www.muohio.edu/ais.

IDS as a Spiritual Exercise

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have as interdisciplinarians. We are called to explore new ways of interacting with and coming to know our multifarious world. What makes us distinct as *interdisciplinary* practitioners is that we bring various things *into relation*, and indeed, the process of integration is essentially relational. Such spiritual exercises would pursue the interdisciplinarian’s vocation by actively discovering or creating new relationships among aspects of reality, new ways in which reality might *be*, and how we might then relate to it. The interdisciplinarian, in practicing this rite of relation, would participate in the ongoing development, evolution, or construction of a more pluralistic reality, a more diverse and bountiful Whole.

Our responsibility as interdisciplinarians is to celebrate the plurality of our world by making new relations, fostering new relationships, and creating a more relationally hospitable world. Indeed, *relational hospitality* is our vocation as interdisciplinarians, and in the spirit of *philo-sophia* I would love to see us pursue it passionately: in our teaching, our scholarship, and in interdisciplinary studies spiritual practices yet to be conceived.

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June 1 Is Deadline To Propose Candidates (Including Yourself) for AIS Board of Directors

Proposals for director positions and at-large seats for the 2011-12 AIS Board of Directors are now being accepted.

For new members, the following gives a brief description of the process that the Board follows: While only one candidate is nominated for the offices of president and vice presidents, the nominating committee nominates two candidates for at-large positions and directorships. Thus, the overall membership decides who should enter the Board, while the nominating committee evaluates which entry-level Board members should advance to higher leadership positions. This change was approved by the Board of Directors in October 2009 and initiated for the 2010 election. The nominating committee is comprised of past presidents of AIS, who have the longest-term view of the Association and the greatest demonstrated commitment to it. This model of governance attempts to balance continuity and change, competition and collaboration.

There are four at-large positions on the Board of Directors with staggered terms, so two at-large positions become open each year. There are also two director positions with one-year terms: a director of development (fund-raising, membership, and relations with

other organizations) and a director of information technology.

To propose a candidate (yourself or another member) for consideration by the nominating committee, contact President Karen Moranski, kmora1@uis.edu, before June 1, 2011. The nominating committee considers the following, so be sure to address as many of these points in your proposal as possible:

- attendance and active participation at AIS conferences,
- service contributions to AIS (such as publishing articles in the newsletter or in *Issues in Integrative Studies*, participation on AIS committees or task forces, representation of AIS at other conferences),
- intellectual leadership in interdisciplinary studies,
- demonstrated ability to work collaboratively, and
- willingness to devote time and energy.

Not considered are academic rank and institutional affiliation.

Please note that the AIS Board of Directors serves without compensation or reimbursement of expenditures. Board members are expected to attend meetings the day before the annual conference begins as well as a three-day midyear meeting, generally a weekend in March. ■

Keck/PKAL Interdisciplinary Learning Project Summary Released

What Works in Facilitating Interdisciplinary Learning in Science and Mathematics, the executive summary from the Interdisciplinary Learning Project undertaken by the W.M. Keck Foundation and Project Kaleidoscope (PKAL), has been published.

The summary describes how 28 participating campuses

developed new ways to create, implement, measure, and sustain effective interdisciplinary STEM (science, technology, engineering, and mathematics) learning environments. It includes key recommendations supplemented by strategies and practical advice.

The 28-page executive summary is available from AAC&U Publications. ■

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AIS NEWSLETTER

INTEGRATIVE PATHWAYS

JOBS IN INTERDISCIPLINARY STUDIES

University of South Carolina

Upstate seeks a full-time, tenure-track assistant professor of interdisciplinary studies, starting August 16, 2011. The position involves teaching 12 credits per semester, advising, and doing curriculum development on the Spartanburg and/or Greenville campuses. Appropriate fields include Humanities, Social Sciences, American Studies, and related fields. A PhD is required before August 15, 2011.

Edgewood College in Madison, Wisconsin, seeks an assistant or associate director for its COR general education program. The

Associate/Assistant Director of COR provides collaborative leadership in implementing the COR General Education Program (cor.edgewood.edu) to support students' successful achievement of the COR Goals and Learning Outcomes. This is an 11-month, full-time, non-tenure-track position in the School of Integrative Studies. Appointment at the Associate or Assistant level is commensurate with experience. The position begins July 1, 2011.

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 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.

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Join us in Grand Rapids! Online registration for the 2011 AIS conference begins in May.

■ PUBLICATIONS

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

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Resources include the new SOITL section, Peer-reviewed Syllabi, Interdisciplinary Assessment, and more.

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