SELF-STUDY AND STRATEGIC PLANNING REPORT

Association for Integrative Studies
(http://www.units.muohio.edu/aisorg/)

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TABLE OF CONTENTS

I. Introduction
The Association for Integrative Studies is about to celebrate its 25th-year anniversary. In the last two-and-a-half decades, AIS has undergone many changes and improvements—including achieving greater national visibility and sponsoring a host of publications and other projects which have helped to raise the awareness of interdisciplinary studies and integrative learning across the country. At the same time that it has embraced change, it has also maintained a remarkable consistency, particularly in terms of retaining a loyal cadre of members as well as a highly effective and devoted executive director.

As AIS moves into its next phase, it is important that it continue to thrive and flourish by attracting talented and loyal members and leaders. In order to help ensure the organization's continued success, the AIS Board of Directors decided in 2002 to undergo a strategic planning process. This process included the following components:

1) Designating the Executive Committee (consisting of the current Executive Director, the president, and two past presidents) to steer the strategic planning process.
2) Creating three surveys—one for current Board of Directors, one for Past Presidents, and another for the AIS membership—and seeking verbal feedback on the surveys from the Board of Directors.
3) Administering the surveys on the AIS website.
4) Conducting benchmarking interviews with leaders of kindred organizations (see Appendix A for interview summaries).
5) Planning a strategic planning retreat for all current Board of Directors, Past Presidents and selected active members to occur in May 2003.
6) Writing a self-study report which includes information from the surveys as well as other AIS documents. The report will be given to retreat participants to review prior to the retreat.

This self-study report is designed to review the current operations as well as some of the strengths and challenges of the Association for Integrative Studies. Its purpose is to aid in making the strategic planning retreat discussions more informed and efficient. The goal of the retreat is to generate a new vision for the future as well as new strategies for addressing some key organizational concerns.

II. AIS Mission and Purpose
Founded in 1979, the Association for Integrative Studies is a national, non-profit professional association for interdisciplinary teachers, scholars and researchers. Its mission statement reads as follows:

The Association for Integrative Studies serves as an organized voice and a national source of information on integrative and interdisciplinary approaches to the discovery, transmission and application of knowledge.

The Association strives to:
1. Articulate the nature of integrative studies and to document their importance for higher education and for society.

2. Establish standards of excellence for the conduct of integrative studies in both teaching and research.
3. Maintain a communication network for the exchange of scholarly and pedagogical information on integrative study among faculty and administrators in undergraduate and graduate education in the arts and science and the professions.
4. Enhance research and teaching in integrative studies by promoting the development of interdisciplinary theory, methodology, and curricular design.
5. Facilitate the success of interdisciplinary endeavors by collecting and sharing information on supportive personnel policies, programmatic structures, and administrative methods.
6. Serve as an organized voice and a national source of information on integrative and interdisciplinary approaches to the discovery, transmission, and application of knowledge.
7. Become a broad-based professional home for committed interdisciplinarians.

The Association has a membership of approximately 1200 with 300 active members. (See Appendix C for the Secretary's Report on membership from 1985-2001.) The membership draws mainly from colleges and universities across the United States with selected members from Canada, Europe and other countries. AIS holds a conference each fall and publishes the refereed and annual journal *Issues in Integrative Studies* as well as the quarterly AIS newsletter. It has sponsored numerous books on interdisciplinarity. It is affiliated with the Association of American Colleges and Universities and the American Association for the Advancement of Science, and it has held joint conferences with the American Association for Higher Education (AAHE), the Association for General and Liberal Studies (AGLS), and the Society for Values in Higher Education (SVHE).

III. Governance
   A. Overall Structure
   AIS has the following administrative structure:
   - Executive Director (supported by a part-time secretary)
   - Board of Directors: Executive Director (ex-officio), President, President-Elect, Vice President for Development, Vice President for Relations, two two-year at-large positions, two one-year at-large positions, Editor of *Issues in Integrative Studies* (ex-officio), Past-President(s)
   - Standing Committees: Executive Committee, Nominating Committee, Boulding Committee, Editorial Board for *Issues in Integrative Studies*
   - Ad Hoc Committees or Task Forces (assigned by the Board)
   - Members
   See Appendix B for AIS By-Laws.

   B. Members
   AIS has approximately 300 active members who became members by paying dues which the AIS Board of Directors determines. Those who pay dues in full are considered active members. Active members have the right to vote, hold office, or sign referendum and nominating petitions. Active members receive the newsletter and *Issues in Integrative Studies* as well as any other AIS mailings. Membership in the Association corresponds to

the calendar year. Individual, institutional and student memberships are available. Individuals or institutions who become members prior to July 1 of any year shall have their membership dated back to January 1 of the same year and are entitled to any publications regularly distributed to individuals during that period. (See Appendix C for secretary's report on membership.)

According to the recent survey of members, most (52%) of the members are in their 50s, and there is an even number of males and females. Less than 1% of those surveyed are under 30. 15% are in their 30s, 20% in their 40s, and 13% are 61 or older. Most (54%) come from doctorate-granting institutions (22% from master's level institutions, 18% from baccalaureate colleges, and 6% from associate colleges). Almost all (95%) come from institutions whose primary mission is teaching or teaching and research. Few (5%) come from research-based institutions.

Who's the typical AIS member?

- A 50-year old male or female
- Works at a doctorate-granting institution with more than 5,000 students and with a mission that is primarily teaching or a combination of teaching and research
- Highest degree earned is interdisciplinary or this individual conducted interdisciplinary research as a graduate student
- Teaches in a interdisciplinary department or program
- Is a member of at least 4 other professional organizations
- Regularly teaches interdisciplinary courses
- Learned about AIS through a friend or colleague
- Has attended only one AIS conference

About half of member survey respondents come from home departments that are interdisciplinary. About 14% of those who do not come from an interdisciplinary home department are affiliated with an interdisciplinary program. 60% regularly teach interdisciplinary courses, and approximately 40% of respondents' highest degree is interdisciplinary. Almost all are members of other professional organizations, and approximately 40% are members of four or more.

On a scale of 1-7 (with "1" representing extremely valuable and "7" not at all valuable), member respondents rated on average the value of AIS at 2.55. Most commented that AIS's greatest value is in advocating for and raising awareness of interdisciplinary studies at the undergraduate level. Many noted that it is the only organization that provides a forum for a self-conscious and explicit discussion of interdisciplinary studies. When asked to state the purpose of mission of AIS, respondents gave answers that clearly related to AIS's stated mission and purpose. Comments such as "to promote and support interdisciplinary teaching and scholarship" or "to serve as a network for those interested in interdisciplinarity" were common.

C. Executive Director
According to the AIS Constitution, the Executive Director is to be appointed by the Board of Directors "for a three-year renewable term and shall serve at the pleasure of the Board." The Executive Director is to be a non-voting, ex-officio member of the Board of Directors.

The Executive Director's responsibilities entail: managing, investing and disbursing the AIS funds, keeping the books, preparing membership and financial reports, supervising the secretary and managing the AIS office, handling AIS correspondence, organizing the mid-year Board of Directors meeting, creating the AIS newsletter, assisting with the format, layout and printing of *Issues in Integrative Studies*, and organizing the membership tasks (dues notices, members packets, etc.). In addition, the Executive Director is an active contributor in Board meetings and correspondence and serves as an advocate for AIS and interdisciplinary studies. (See Appendix D for a longer description of the responsibilities of the Executive Director.)

What does the Executive Director do?

Office Manager—oversees membership, newsletter, journal printing, ballots, treasury, correspondence, mid-year board meeting, INTERDIS listserv, mailing labels (5-10 hours a week)

Executive Committee Member—confers about current projects and initiatives, personnel matters, agendas for meetings, and other administrative issues (5-7 hours a week)

Profession Advocate—monitors publications, catalogs, announcements, newspapers to find possible collaborations for AIS; serves as consultant or external evaluator, keynoter at other institutions and organizations (1-2 hours a week)

The current Executive Director receives no salary or release time for his efforts. His home institution, however, does provide the following in-kind support: computer with a membership database; free server use; telephone; advertising, hiring, sick leave and office space for a half-time Senior Administrative Secretary. For a more detailed discussion of the in-kind support, see Appendix E.

In the survey of current Board members as well as Past Presidents, respondents overwhelmingly applauded the current Executive Director's deep understanding of the AIS history and mission and the interdisciplinary field and profession, his dedication to the organization, his exemplary quality of his work, his ability to follow through on tasks efficiently, and the considerable amount of time he has devoted over the past 25 years to advancing the cause of AIS and interdisciplinary studies. Respondents unanimously agree that he is given autonomy to carry out his responsibilities and that he administers his responsibilities in a superb manner.

Perhaps because of the enormous dedication and extraordinary work of the current Executive Director, none of the respondents believes that it would be reasonable to expect future executive directors to assume the same level of responsibility with present resources, and only 15% thought that someone would be able to do this with even modest increases in resources. Given that the current ED plans to retire in the next six years, this finding is of major concern. In the "comments" section of the survey, one respondent noted that the ED position would not be appealing because it is workload-intensive and lacks clear boundaries. Another noted that commitment of institutional release time and space would be needed, and a new system of hiring, terminating and evaluating an Executive Director must also be created. One respondent in the member survey noted, "Although Bill Newell's tenure has been wonderful, no next person should shoulder his responsibilities."

Although the AIS Constitution calls for the ED to be elected to three-year terms, this practice has not been done, as the current ED has served in that role since 1983 (when the position was created). Moreover, although the Constitution describes the role of the ED on the Board as non-voting and ex-officio, most of the survey respondents seem to regard the current ED as a major player in decision making, and one commented that at times tensions have developed between the ED's agenda and that of the Board.

D. Board of Directors
According to the AIS Constitution, the Board of Directors consists of the four officers of the Association (President, President-Elect, Vice President for Relations, Vice President for Development), the three most recent past presidents, four members elected at large from the membership, as well as the Executive Director (ex-officio) and the editor of *Issues in Integrative Studies* (ex-officio). Two of the at-large positions serve for a two-year term.

Who's on the Board?		
Position	*Term*	*Responsibility*
President	Two years	Chair Board meetings, nominating committee
President-Elect	One year	
Vice President for Development	One year	Organizational development
Vice President for Relations	One year	Liaison with other organizations
At-Large Director	Two years	
At-Large Director	Two years	
At-Large Director	One year	
At-Large Director	One year	
Past President(s)	Three years	
Executive Director	Three years	Non-voting, ex-officio
Editor of *Issues*	Ongoing	Non-voting, ex-officio

The above chart spells out the general Board membership as specified by the AIS Constitution. Other than general descriptions for the two Vice President positions, the

Constitution does not specify the specific roles and responsibilities of each of the Board members. Traditionally, one Board member has served as a conference liaison (see Appendix I for job description of conference liaison). The other members have assumed responsibility for varying projects (e.g., chairing ad hoc committees, participating in task force on assessment, editing an AIS-sponsored book, creating materials for the AIS website--including an online graduate directory and guidelines for interdisciplinary general education accreditation).

The AIS Constitution specifies that the Board meet at least once a year, and a quorum shall consist of at least half the members. The AIS nominating committee nominates members of the Board (except the ex-officio positions); those names are then placed on a ballot and given to AIS members for formal election.

According to the survey of Board members, all of the Board directors find the work on the Board, including the meetings, to be highly satisfying and rewarding, and they unanimously agree that the morale of the Board is good. Board members regularly attend the meetings and participate actively in them. 85% believe that the Board officers are well qualified to fulfill their roles. As one respondent wrote, "We have great members—astute, engaged, energetic, thoughtful, effective at brainstorming, generous in spirit and practice, attentive to the needs of the organization in a way that is not narrowly focused on personal agendas." One of the two who felt that the Board could improve in this area noted that only a few who have served have lacked commitment. All of the current members believe that conflict among Board members has usually been resolved in a constructive way; two Past Presidents felt that there was some need for improvement, commenting "some old guard veterans resented changes urged by newer members."

In general, most Board members (60%) believe that they were well qualified to fulfill their role and their roles were reasonable in terms of expectations and were well enough defined. Several (particularly those assuming the editorship or the conference liaison roles) believe that the expectations were too demanding for one person. (See Appendix F for a description of the Editor's responsibilities.) In addition, most believe that Board members would benefit from a more clear indication of the expectations of their role (financial, time, expertise) before they assumed the position as well as from some training for new members. 30% believe that Board members should not be expected to do more, and 40% believe that they could be asked to do somewhat more. Virtually all believe that the Board would benefit from a greater diversity (in terms of racial, cultural composition) of members.

In the AIS member survey, respondents seemed to have a "general" idea about the AIS governance structure and role of the AIS Board. 14% noted that they would like to be more involved in AIS as a Board member or committee member, and 43% want more information about this. One person felt that the Board and other leadership positions seemed "to be rather in-house, with the same names rotating at every conference."

E. Committees
AIS has both standing and ad hoc committees or task forces. The standing committees are as follows:

1) <u>Executive Committee</u>—According to the AIS Constitution, the Executive Committee consists of the four officers of the Association (President, President-Elect, and two Vice Presidents). In reality, it consists of the President, Executive Director, President-Elect and the Past President(s). It exercises most of the major functions of the Board of Directors between the Board meetings. All actions taken by the Executive Committee are reported to the Board.

2) <u>Nominating Committee</u>—Begun in 1991, this committee is responsible for nominating persons to serve in the vacant positions on the Board of Directors. According to the Constitution, it is chaired by the President. With the advice and consent of the President, the Board of Directors is to appoint the remaining 3-5 members of the Nominating Committee. It should consist of 3-5 Past-Presidents or others who have "shown serious commitment to the Association." In practice, the committee has remained fairly stable, consisting of the Executive Director and 3-4 Past-Presidents.

3) <u>Boulding Committee</u>—Created in 1998, this committee is responsible for requesting AIS members to issue nominations for potential Boulding Award winners. The Boulding Award is "to be given to a person who has clarified or expanded the concept and the scholarly or public understanding of interdisciplinarity through a combination of the teaching, scholarship and integrative community involvement." The Boulding Committee consists of three members of AIS who are appointed by the Board of Directors. When feasible, past AIS presidents who have not already served on the Committee will be given priority to serve. Membership changes every three years. Each year, one member will rotate off and a new member is added to maintain the number at three. See Appendix G for Boulding Award Guidelines and Procedures.

4) <u>Editorial Board for *Issues in Integrative Studies*</u>—Founded in 1991, this committee is responsible for the major policies and editorial standards relating to the journal as well as for identifying referees or serving as referees for submissions. It consists of the Editor, Associate Editor, Editor Emeritus, and eight other members. In recent years, the Editorial Board has met once a year at each AIS conference, with follow-up email exchange.

In addition to standing committees, AIS has formed a number of ad hoc committees and task forces over the past 24 years. These committees are listed in the chart below. In most cases, Board members have chaired the committees (e.g., Assessment); and in many cases, Board members chair and form the entire membership of the committees (e.g., technology, general education accreditation guidelines, syllabi project, and guidelines for interdisciplinary scholarship).

Ad Hoc Committees or Task Forces	
Year(s)	*Committee Name or Responsibility*
1994, 1996	Evaluation of Institute in Integrative Studies Reader
1994-present	Technology (Website and Information Services)

1995	Undergraduate Directory
1996	Pedagogy Book Editorial Committee
1998-1999	Marketing Interdisciplinary Programs
1990, 1998-present	Assessment
1999-present	General Education Accreditation Guidelines
2001-present	Interdisciplinary Syllabi
2001-present	Guidelines for Interdisciplinary Scholarship

Below are specific collaborations (most often in the form of conference presentations) that Board members have initiated.

AIS Connections to other Organizations	
Year(s)	*Name of Network*
1991	AAHE Conference Presentation
1992-1994	Asheville Institute for General Education (AAC&U)
1997	Associated New American Colleges
2001-2002	First-Year Experience Conference Panel
2003	Anticipated presentations at National Collegiate Honors Council Conference, AAC&U, CCAS

F. Summary of the Strengths and Challenges of the AIS Leadership
The AIS leadership enjoys many assets. Among the most notable are:
- A highly effective, knowledgeable, and dedicated Executive Director
- An active, thoughtful, committed and creative Board of Directors
- A thoughtful set of members who have a clear sense of the purpose of AIS and some of whom are interested in assuming more leadership roles and responsibilities
- Good morale among the AIS leadership
- A recent and successful history of committee work that has produced some important papers, publications, guidelines and projects

Some of the challenges or areas for improvement include:
- Upcoming retirement of the Executive Director; and few believe that any one person can assume the current duties and responsibilities of the ED
- Lack of clear evaluation, hiring and termination policies for the ED
- Certain Board roles (Editor of *Issues*, Conference Liaison) may be overly demanding
- Lack of training for new Board of Directors and little briefing of expectations when nominated
- Lack of clear roles and responsibilities for all Board members (Note: some may see this lack as an actual strength as it allows for greater flexibility)
- Lack of younger members (under 40 years) and prospective leaders of the Association

Board members and past presidents also offered suggestions for future leadership models for AIS. Most suggested that it should include some combination of the following:
- Board where each member has a specific and stable role and set of responsibilities.

- Board which remains primarily advisory in nature but which oversees very active committees with specific goals and tasks.
- Strong executive director to replace the present one and an advisory board.

A few recommended the consideration of alternative models or collaborative models.

They also offered suggestions for further inducements for board participation:
- Pay travel/lodging at conferences.
- AIS President writes letter to Provost or Deans of Board members explaining their role and the importance of their work on the Board.
- Mentor Board members to convert their work into publications
- More support for presenting at other organizations' conferences
- Release time for Board members with heavy responsibilities (Conference Liaison, Editor)

IV. Financial Resources
A. Overview

The AIS Treasurer's Reports from 1994 to the present have shown that the organization has been able to meet all of its expenses. The largest source of revenue comes from membership dues. Over the past five years, the average annual revenue from dues (regular, institutional, and student) has been approximately $20,500 (with a median of $20,600 and a range from $26,905 in 1998 to $14,286 in 2000). Other sources of revenue are relatively minor and include sales of the directory, *Issues*, and labels, conference revenues, donations and interest. For more detailed information on the expenses and receipts over the past ten years, see Appendix H.

Over the past five years, the average amount of expenses has been $22,300 (with a range of $9,208 in 2000 to $41,388 in 2002). Expenses include publication of *Issues*, the AIS newsletter and other publications; services (participation at other professional conferences, special projects or committees, website coordination, consultant training), and operations (Board meetings, office and membership drives). In the past two years (2001, 2002), the treasurer's report has showed a shortfall of $7,501 and $22,316, respectively. These shortfalls reflect expenses for the assessment committee, conference presentations and consultant training. It is also important to note that these shortfalls were deliberate (i.e., done to draw down excess reserves by funding additional projects).

According to the survey of AIS members, 60% of the respondents believe that the present dues are reasonable given AIS's services, programs and publications and its members' capacity to pay. Almost 40% say that they could pay a modest amount more. However, in many of the comments included on the survey, members expressed concern that the current and projected budget cuts at their home institutions may preclude them from joining AIS in the future or attending AIS conferences. As one respondent noted, "We have a $100 cap for memberships at my institution. Thus I pay for AIS out of my own pocket and couldn't afford it if it became much more expensive." Several pointed out that a reduced fee for retired individuals or part-time instructors might be helpful. In addition, many (60%) did not seem to know how their dues were used.

The Board and Past-President surveys revealed that the Board could benefit from more attention to financial planning and development. Most did not feel that they were actively involved in financial planning; nor did most believe that they had a clear idea for how to sustain or increase future financial resources. Also, 40% of Board members and Past-Presidents feel that the present budget does not cover all of the organization's objectives.

B. Summary of Strengths and Challenges
The strengths of AIS's financial resources include:
- AIS has historically been able to provide adequate resources to meet its objectives.
- Most members believe the dues fee is reasonable.

Some concerns or areas needing improvement include:
- Little has been done in the way of financial planning or development for the future.
- Impending and current budget constraints at most colleges and universities may impact members' ability to pay dues and attend conferences.
- The Executive Director and some of the other Board members with demanding responsibilities may need more support in the future in order to do their jobs successfully.
- Many members do not seem to be aware of how their dues are used.

Board members and past presidents offered these suggestions for increasing financial resources:
- Seek out grants.
- Offer shorter papers for sale at conferences or on website.
- Increase membership; hold a membership drive.
- Sponsor workshops and teleconferences.
- Consider more partnerships with other organizations.
- Appoint a person to be responsible for money management.

V. Publications and Services
A. National Conference
Each fall, AIS holds a national conference. The location and host institution change from year to year, although three of the conferences have been hosted by the same institution (Wayne State University in Detroit). The conference typically lasts three days (beginning Thursday afternoon and ending Sunday morning) and revolves around a common theme. The conference often features a keynote speaker, special workshops, plenary sessions, and concurrent sessions along with several meals (dinners, lunches and breakfasts). See Appendix J for a list of past conferences and Appendix K for conference planning guidelines.

The conference is considered by AIS members, Board members and Past-Presidents to be one of the major benefits of the organization. Seventy-one of the 101 respondents in the member survey listed it as one of AIS's major strengths. Many commented that it is extremely helpful in providing a forum for exchanging ideas and bringing diverse people together to collaborate across disciplines. Several noted that it is especially helpful as an introduction to interdisciplinary studies. Given these enthusiastic comments, it is surprising that 65% of the member respondents have only attended 0-1 conferences; only 22% have

attended 2 or 3 conferences, and a mere 12% have attended 4 or more. Board members and Past-Presidents overwhelmingly reported that the conference had measurable benefits, was something to which they looked forward, and was generally satisfying to them afterwards. They also believe that it will continue to be useful to members in the future. Although the conference is widely considered to be successful, members as well as Past-Presidents and Board members identified some possible areas of improvement. Some board members noted that the Conference Liaison responsibility is burdensome and intensive. Others also pointed out that the quality of the conference proposal submissions could be improved, and a few commented on a need to create sessions that are attractive to seasoned interdisciplinarians.

In the member survey, some concerns were expressed about the conference fee (several noted that it was prohibitive given recent budget cuts on their campus), the topics of conference sessions (lack of sessions focusing on science, integrative arts, administration, practical rather than theoretical issues, graduate education, assessment using actual data rather than anecdotal evidence), and an uneven quality of presentations as well as uneven quality of the conferences from year to year.

Board members, Past-Presidents and members offered the following suggestions for improving the conference:
- Recruit good presentations, and mentor proposers
- Invite noted interdisciplinary scholars to speak; fewer "call for proposals" sessions.
- Increase the practical, "hands-on" sessions (focusing on teaching, administration)
- Follow up with emails to participants asking for specific feedback.
- Invite former panels to present "follow-up" sessions.
- Continue the recent emphasis on strategic integration and focus.
- Promote Board participation in more sessions; minimize overlap between Board meetings and conference sessions.
- Connect with larger organizations such as AAC&U, AAHE.
- Leave unstructured time for people to meet.
- Have sessions over a span of conferences on interdisciplinary theory, transdisciplinarity, issues in assessment and teaching, science and culture, interdisciplinary administration, ID program design.
- Identify first-time attendees with special badge or ribbon.
- Assign board members (past and present) to mentor new members one-on-one.
- More interactive, and less "show and tell," sessions.
- Expand poster sessions on integrative teaching.

B. Issues in Integrative Studies
Since 1982, *Issues in Integrative Studies* has been the journal of the Association for Integrative Studies. With the exception of the combined 1984/85 volume, it has been published every year (although never in the year labeled). Nineteen volumes have been published to date. Each issue contains 5-8 scholarly articles. Over the past twenty years, there have been a number of editors and guest editors. See Appendix L for details on the history of *IIS* editorship.

In the survey of Board members and Past-Presidents, respondents overwhelmingly reported that they understand the journal's purpose and find the content appealing and appropriate for the AIS membership. Approximately 60% of the members reported that they understood the journal's purpose, and 51% find the contents of the journal interesting and important. Approximately 30% said the contents were "only marginally" interesting and important. A little over half of the respondents believe that it is "an effective outlet for scholarship on interdisciplinary studies."

Comments made on the member survey concerning *Issues in Integrative Studies* were varied. Several noted that although every article is not of interest, many are. One noted, there is "some crucial stuff in there—KEEP ON including seminal standpoint/keystone material." Some of the concerns and comments for improvement were:
- Writing is sometimes dry or dull or too theoretical.
- Increase the articles that involve practical issues, rather than solely theory.
- Content is not of interest (e.g., would like more articles on graduate education, integration across the sciences and humanities, articles for undergraduate students and graduate students)
- Greater circulation in libraries across the country
- Too many articles written by the "in" crowd; try to expand the authorship
- Try soliciting articles on specific topics from specific individuals

Board members expressed some concerns over *Issues* and its future. No volume has ever been published within the year the journal is labeled. There has been a lack of submissions—particularly scholarly ones. A few noted that the editorship is a time-consuming responsibility. Providing feedback on multiple drafts of submissions can be labor-intensive. The most recent Editor has had difficulty securing in-kind support from his home institution, making the task of editing the journal daunting at times. In addition, the journal presently does not have a permanent Editor, and at least one Board member mused that the organization may be better served with publishing working papers, books and other smaller projects rather than trying to coordinate an annual journal. Board members and Past-Presidents offered the following additional suggestions:
- Pay the Editor.
- Increase number of issues.
- Get easier index.
- More pragmatic articles.
- Introduce assessment section.
- Create a system of clear deadlines, and offer a more aggressive approach to recruiting material.
- Improve the *IIS* website (http://www.highsouth.com/ais/); add more back issues.
- Work to make *IIS* more prestigious and visible nationally.

C. AIS Newsletter
The AIS Newsletter has been in existence since 1979. Beginning in 1983, and at the request of the President, the current Executive Director took over the management and editorship of the newsletter in order to provide greater consistency and stability; and from that time forward, it has been published quarterly. It contains book reviews, short articles on topical

issues, conference announcements, job openings and other communications from the AIS Board of Directors to its members.

In their survey, all of the Board members and Past Presidents reported understanding the newsletter's purpose and finding the content appealing. 80% of respondents in the member survey reported consulting or using the newsletter, and 45% listed it as AIS's major strength. 60% find the content interesting and important. One respondent noted, "To me the newsletter is the most important communication between AIS and its membership." Several pointed out that the book reviews are particularly useful. And the majority of respondents believe that the newsletter's visual layout is appropriate.

Some of the respondents suggested that the announcements of interdisciplinary events could be expanded, and more information on what members are doing would be valuable. One suggested that more experimentation with content and visual layout might be appropriate. Other suggestions include:
- Create a column on integrative "cutting edges."
- Include brief "show and tell" pedagogy tips.

D. Website
The AIS website was first created in 1996. AIS hired consultants to design the original page and organization. In the early years of the website, it was coordinated by one board member with student assistance. In 1994, a small committee for technology was created to provide additional support. As technology use has expanded, the need for website support grew beyond what a single Board member could reasonably do alone. As a result, in 2002, AIS hired a Website Coordinator to handle the maintenance and redesign of the website.

Currently, the website home page (http://www.units.muohio.edu/aisorg/) contains ten major links: Introduction to AIS; What's New?; The AIS Organization; AIS Annual Conference; AIS Publications (including a link to Issues); Interdis Email List; Interdisciplinary Connections; Feedback; Interdisciplinary Consultants; and Doctoral Program Directory. For a more complete overview of the website contents, see Appendix M.

Board members and Past-Presidents report that the website's purpose is clear, and it is organized effectively. Most (80%) believe it is visually appealing. 44% of members believe that the website provides relevant information (18% think it needs improvement in this area, and 35% don't know.) Several respondents commented that until recently, it was frequently out of date, and others noted that they have yet to access it. Some of the members' as well as board members' comments for improvement include:
- Increase the number of back issues of *Issues* that are available online.
- Improve and expand the amount of materials on the website.
- Visual layout seems bland.
- Expand job placement role of website.
- Make sure the AIS website is linked to other organizations' sites; build more links on the AIS site as well.

E. AIS-Sponsored Publications and Working Papers

Over the past 25 years—and particularly in the past 5 years—AIS has sponsored or AIS Board members and Past Presidents have produced an impressive array of books and working documents on interdisciplinary topics. Since 1998, there has been an edited volume on interdisciplinary pedagogy, an anthology of key essays, and edited book on K-16 education, an edited book on general education, and a published guide to resources. Board members and AIS committees have also created guidelines for assessment, guidelines for accrediting interdisciplinary general education programs, guidelines for interdisciplinary scholarship, and a directory of doctoral programs. See Appendix N for a more complete list.

F. Summary of Strengths and Challenges of AIS Publications and Services:
For a small organization, AIS has an impressive array of services and publications. Some of the particular strengths include:
- Annual conference that seems particularly welcoming and appropriate for new members and that offers a wide range of learning opportunities;
- Annual journal, *Issues in Integrative Studies*, which most members believe is appropriate and interesting;
- Quarterly newsletter that is used by most members;
- Newly updated website;
- Impressive output of high quality publications and working documents.

Some concerns or areas of improvement include:
- Perceived lack of human and financial resources to fully support all of the services offered (especially the conference liaison work and the editorship of *Issues*);
- Difficulty receiving quality submissions for *Issues*.

VI. Current Issues, Concerns and Hopes
The Board, Past President and member surveys all asked for respondents to articulate the critical concerns or priorities that AIS will or should face in the next 5-10 years. The most common responses were:
- Building a larger membership base, particularly younger ones;
- Creating national visibility for and acceptance of interdisciplinary studies and AIS;
- Securing strong AIS leadership and a new model of leadership to accommodate the retirement of the current Executive Director;
- Recruiting quality submissions to AIS conferences and *Issues in Integrative Studies;*
- Promoting ID scholarship in general;
- Expanding financial resources for interdisciplinary studies and for AIS;
- Expanding the focus of AIS to include graduate education, K-16 concerns, integrated science and arts, professions, international links, community colleges, interdisciplinary areas (women's studies, American studies, etc.);
- Offering greater opportunities for different institutions and programs to collaborate and share resources;
- Helping to increase the standards for and rigor of interdisciplinarity (by working toward more widely accepted paradigms of ID theory and research, facilitating research via ID partnerships and teams, demonstrating outcomes of ID teaching, maintaining a shared bibliography, articulating best practices).

VII. Retreat Outcomes

A strategic planning retreat was held on May 16-18, 2003 at Shaker Village in Pleasant Hill, Kentucky. The retreat participants consisted of 19 current AIS Board members, Past-Presidents and current members. The participants were:

1. Connie Ramirez, Past-President (retreat facilitator)
2. *Stanley Bailis, Former Editor of* Issues in Integrative Studies
3. Guy Beckwith, Member
4. Nelson Bingham, Past-President
5. Beth Casey, Past-President
6. Hue-ping Chin, Member, 2002 Conference Organizer
7. Sharon Cogdill, Board Member
8. Michael Field, Past-President
9. Joan Fiscella, Past-President
10. Chris Frost, Member
11. Pauline Gagnon, Board Member
12. Carolyn Haynes, President
13. Cheryl Jacobsen, President-Elect
14. Francine Navakas, Board Member
15. Bill Newell, Executive Director
16. Marcia Seabury, Vice President
17. Don Stowe, Vice President
18. Rick Szostak, Board Member
19. Jay Wentworth, Editor of *Issues in Integrative Studies*

Retreat participants generated strategies in three main areas: (1) governance and management of the organization; (2) future mission and experimentation; (3) publications. Below is a summary of decisions made in these three areas.

A. Governance and Management

After considerable discussion, retreat participants decided to move the organization toward a less hierarchical and more team-based, "flatter" governance model. This move would aid in involving more AIS members in leadership and help to fill the enormous gap that will remain once the Executive Director retires. By moving toward this model in the near future, AIS can utilize the expertise of the present Executive Director to mentor new leaders and experiment with new governance models before any permanent changes need to be made. It also allows AIS to embody in terms of its organizational structure the collaborative, integrative values its mission espouses.

Participants agreed to expand the Board of Directors modestly and to involve AIS members in teams or circles with specific areas of focus or interest. Circles would ideally involve 6-8 persons with differing talents and skills. Each circle would generate or be assigned a topic or issue, create action steps and a time line, and produce a tangible outcome (e.g., report, working paper, publication, conference session, website). Circles that are especially active or longstanding may be invited to send a representative to Board meetings (if one of the circle members is not already on the Board). Ideally, these circles would eventually constitute the major form of leadership of the organization.

To help move toward this more team-based model of governance, retreat participants agreed to the following changes:

- Add the following By-Law to the AIS Constitution: "The Board of Directors has the authority to experiment with the governance structure of the Association for a period of no more than three years in preparation for proposing possible Constitutional changes."
- Include a short summary of the retreat outcomes in the next AIS newsletter.
- Give current AIS Secretary (Denise) increasingly more responsibility related to office management. Consider increasing her position from ¼ to ½ time. Eventually, hire an Office Manager instead of a secretary who would assume responsibility for all bureaucratic and routine tasks associated with the organization (conference planning, website, membership, record-keeping, etc.).
- Over the next 3-5 years, the Executive Director will gradually transfer duties to appropriate persons on the Board or to the Office Manager. ED serves as mentor and guide over the next 5-7 years.
- Revise the AIS Constitution to reflect a modestly expanded Board of Directors composition as well as the elimination of the Executive Director (effective when Bill retires) and an increase in the Past-President term from 3 to 4 years. These Constitutional revisions will be published at least 30 days before the 2003 AIS Conference.
  1. President
  2. President-Elect (when there is one)
  3. Vice President for Relations
  4. Vice President for Development (one of the VP's will assume the secretary role)
  5. Immediate Past President
  6. Former Past President-serves as treasurer
  7. Newsletter Editor
  8. *Issues in Integrative Studies* Editor
  9. Member with expertise in information technology (If we can't locate a person with this knowledge, then this position remains unfilled.)
  10. Member with expertise in fundraising (If we can't locate one, then this position is unfilled.)
  11. Member who serves as the Office Manager Liaison (added if no existing Board member is able to do this)
  12. Four At-Large Positions—each would help to facilitate a circle. Circle topics would be scholarship, teaching and learning, and administration. One would be open, subject to the determination of circle members.

  The Executive Committee will consist of the President, President-Elect as well as the most immediate two Past-Presidents. Board members #9, 10 and 11 may not be additional members if one of the other, existing Board members is able to fulfill their roles.
- Hold an open business meeting at the 2003 AIS Conference in which the President presents the outcomes of the retreat and the new proposed Constitutional changes.
- Each year, the Board will select one of its members to host the Board of Directors mid-year meeting for the following year.

Publications

Retreat participants agreed to increase the visibility of the organization by slowly putting all regular AIS publications (*Issues in Integrative Studies* and AIS newsletter) online and by increasing the resources and information offered on the AIS website. Below is a summary of next steps:

- All back issues of *Issues in Integrative Studies* will be put on the *IIS* website, beginning with 1999 and working backwards. Back issues will be stored on two servers, and hard copies will be archived.
- Completed articles for *Issues in Integrative Studies* will be posted on the *IIS* website as they become available, until such time as the print version of the journal is published. All issues of the journal will also be posted. The Board of Directors will review the policy for password protection of past journals.
- The AIS website will eventually create a site for interdisciplinary job postings.
- The AIS newsletter will also be made available online. For the next two years, members will be able to choose whether they wish to receive it in print or electronic form. This choice will be made available on the dues notice. After two years, the newsletter will only be available online. The Board of Directors will review whether the newsletter will be password-protected.
- The 2003 issue of *Issues in Integrative Studies* will be edited by Roslyn Abt Schindler and Stuart Henry. The 2003 journal will feature articles from presenters at the 2003 conference. From 2004 onward, Issues will be edited by Joan Fiscella and Fran Navakas.
- The Board of Directors will consider instituting a voluntary sliding scale for membership dues (e.g., $40 for retired and assistant professors, more for associate and full professors).
- Board members will solicit ideas from AIS members for articles and information for Issues and the newsletter. "Circles" will also be used to generate material.
- Using the IDS PhD Directory, more concerted efforts will be made to reach out and involve graduate students and graduate faculty members in conferences, website job postings, and article authorship.
- Book reviews from past AIS newsletters will be archived on the AIS website.
- Find ways to galvanize more online conversations between conferences (e.g., threaded discussion forum for circles, guided discussions on INTEDIS). Eventually, consider possibility of creating one-day workshops, online mini-conferences, etc.

Mission and Ideas for Future Experimentation

Revise the mission statement as follows:

- Strike the word "national" entirely from the current mission statement.
- Eliminate the sentence: "Establish standards of excellence for the conduct of integrative studies in both teaching and research." Insert instead: "Promote and pursue practices and standards for the conduct of integrative studies."
- Change the phrase "committed interdisciplinarians" in item #7 to read "reflective interdisciplinarians."
- The mission statement occurs in two places on the AIS website. One of them has six items listed on it, and the other has seven. Make both of the mission statements read the same, with seven items listed.
- Consider the following experimental circle topics:
  - Exemplars for lively interdisciplinary teaching, scholarship about teaching

- o Interdisciplinary "breakthroughs" in which a problem is discussed that was originally handled disciplinarily and reached a dead-end and then was solved using an interdisciplinary approach. One example could be the breaking of the Mayan code. This could lead to a book.
  - o Disciplinary 'Color Wheels' that visually displays the (sometimes overlapping) relationships among disciplines
  - o Create a theme or question (e.g., What's the relationship of myth to history?)
  - o Other circle topics: assessment, pedagogy, innovative conferences, administration, ID teaching and research connected to the public world, ID course design
- Consider creating a "Council of Elders" circle which consists of long-time AIS members who still want to be involved.
- At conferences, give special ribbons to new members of AIS rather than Board members in order to help seasoned members identify and connect with new members.

Appendix A—Summaries of Interviews with Benchmark Organizations

The Association of Graduate Liberal Studies Programs (AGLSP)
Interview with
Dr. Richard R. Guzman
North Central College
Immediate Past-President of AGLSP
May 2003

1. What is the mission of the organization?
To nurture and extend the graduate liberal studies movement by providing a national organization where established programs can exchange ideas about curriculum, teaching, and administration; to help newer programs to mature; and to urge the development of new programs. Central to the graduate liberal studies movement is the importance of interdisciplinary study.

2. How many members does the organization have? How many are active? Has your membership been growing, declining or staying the same over the past five years?
152 members (101 full, 51 associate), of which roughly 90 are quite active. A slight decline about two years ago, but more associates are applying for full membership and their seem to be a dozen or so new programs seeking associate membership.

3. Can you describe its governance structure? Does it have a board, an executive director, committees, etc.?
Has president, vice-president/president elect, secretary-treasurer, and a six member board of directors. Also, an executive assistant housed at the University of Delaware.

4. What is the role of the executive director? How is this person compensated?
Executive director takes care of the day to day activities of the organization, including overseeing the association's web page and coordinating the workings of the officers and board of directors. Main event is the creation of the presidential newsletter and helping coordinate the yearly national conference. Is compensated on an hourly basis (at least $10.00/hour, but am not sure).

5.   How much time does this person devote to the organization each week? Is this person evaluated regularly? Is there a limit on the term?
Ten hours a week. No limit on term in office. Regular yearly evaluation.

6. Does the organization have staff members? How many? What are their roles? How much do they work? Do they work on an hourly or a salary basis?
No other staff except executive assistant.

7. What is the purpose of the board?
To decide on association issues such as budget, state and nature of journal and other publications, and workings of its various committees: membership, national faculty award, program development, outreach, nominations. Has major authority on the host, place,

theme, and structure of national conference, which is the association's major yearly undertaking. Discusses how to promote interdisciplinary study.

8. Do board members have assigned roles and responsibilities? If so, what are they? Approximately how much time do board members spend on the organization? Are any compensated for their duties? How long is each board member's term?
Each member of the board is assigned to each of the committees of the association, and, as such, acts as a liaison to the board. Each also has major responsibilities to make presentations at the annual conference's PRE-conference workshop where newer programs and universities contemplated graduate liberal studies programs come to find out how to best start and run a gls program. AGLSP officers serve 2 years, board members 3. None are compensated, except that during the Spring board meeting their hotel and major meals are paid for by the association. The board meets twice a year—once during the conference(usually held in October), once in the Spring (March to early May).

9. Do board members receive any training?
No formal training, except by experience. Officers are chosen for their expertise in gls programs, and so are board members, so much is learned and passed on by example and association. The board has always seemed to me to be a very genial and close-knit group, while at the same time exhibiting a rigor and depth of thought about interdisciplinary study. By the time I became president, for example, I had been a board member for three years, hosted the annual conference, and been vp for two years—a six-year training period.

10. How are board members recruited and selected?
Nominations committee, with much oversight and input from the board, mounts a slate of candidates for vacant positions each year. Attention is paid not only to a person's ability to contribute to AGLSP, but also to his or her experience in a local program, on insight, and on balance of gender and of geographics. We try to have representatives from the East, Midwest, South, and West/Southwest.

11. Does the organization have committees? Who constitutes the committees and gives them their charge? How many committees are there? What is their purpose? Are they ad hoc or standing committees?
See above in #7. Nominations fills national positions for officers and board members. Membership reviews applications for membership. Outreach recruits new members, encourages growth of new programs, and establishes contacts between like-minded national organizations like AIS, ACTC, etc. National Faculty Award selects winner of that award each year based on outstanding teaching, scholarship, and service to graduate liberal studies. Program Development reviews and awards grants to help gls programs carry on cooperative ventures to further gls and interdisciplinary studies. Site Selection does initial work on choosing host and site of annual meeting. The board as a whole reviews and works with the university chosen to host the annual meeting.

12. What services, programs, events, publications does the organization produce each year? What is the purpose of each? How is each doing? Is each one cost effective?

Puts on the annual meeting for the purpose of gathering gls programs together to year important ideas, problem solve, strengthen the gls movement, provide practical help and advice in starting and running gls programs. Both old, new, and contemplated programs benefit greatly. Publishes the Journal of Graduate Liberal Studies, *a journal to showcase the best student work in gls programs around the world. Also publishes and carries on statistical analysis of gls programs and the whole movement (analyzing such things as program size and administration, enrollment trends, etc.), and occasional papers on such topics as financial aid for gls students. Compiles books containing essays and syllabi on specific topics such as technology, science, and gls; visions of the good society; the nature of interdisciplinary study, etc. Provides grants to help a group of gls programs carry on joint ventures that further and strengthen gls programs and interdisciplinary study. Maintains a web site and list serve so programs can communicate year-round. Carries on the process of membership, which includes recruiting association members, and providing experienced site visitors when associates wish to move to full membership. These site visits not only help the program grow in its curriculum and administrative processes, but also help highlight gls programs within their home institutions. This process often results in better institutional support and understanding of the role and nature of gls programs in particular universities. Provides a constant source of advice and support for any and all problems that occur in any of its member programs, including such things as encouraging to program concepts such as a doctorate in liberal studies.*

13. How do you recruit new members?
Through word of mouth and initiative of association's most active members. Also, the outreach committee helps coordinate separate initiatives and attempts to become aware of potential new fields of opportunity—i.e. schools or school systems we know are contemplating gls programs.

14. Where do your primary sources of funding come from? Do you have a plan for increasing or sustaining funds?
Membership dues and conference proceeds. Have just begun talking about other funding sources, corporate and governmental.

15. How much does it cost to join the organization? What services, resources come with membership?
Dues are $150 a year. A copy of the journal, plus all services mentioned above in # 12 come with membership.

16. How much is the additional cost of attending your conference? How long is the conference? What meals are included?
Conference fee is usually around $300, which includes all meals, except Friday evening, and begins with dinner-reception-plenary on Thursday evening, and ends with lunch-final plenary on Saturday. Pre-conference begins early Thursday morning and costs an extra $100 on average, with lunch on your own. Special outings, if any, cost extra.

17. Does your organization assess programs and services regularly? Does it regularly survey members? How do you go about performing these assessments?

It's about time to do another association wide survey/ assessment. It's often hard to get responses, so we may at least begin this task at a conference in the near future instead of just relying on mail. Assessment is usually by questionnaire. Some assessment info is gathered from the experience of those veteran individuals in AGLSP who conduct the site visits required for full membership.

Interview with Dr. Marvin Kaiser, Executive Director, Society for Values in Higher Education, conducted by Michael Field on November 20, 2002.

1. What is the mission of the organization?

SVHE is deeply committed to the intersection of values and higher education through study, dialogue, and action.

2. How many members does the organization have? How many are active? Has your membership been growing, declining or staying the same over the past five years?

The active membership has been stable at approximately 1,200 for the last few years.

3. Can you describe its governance structure? Does it have a board, an executive director, committees, etc.?

It has a 20 member Board of Directors, an Executive Committee of 4, an Executive Director, and 8 committees.

4. What is the role of the executive director? How is this person compensated? How much time does this person devote to the organization each week? Is this person evaluated regularly? Is there a limit on the term?

The Executive Director is responsible for the overall administration of the organization. He/she sets and pursues strategic goals, and reports to the Board. Compensation consists of a stipend of $1,000 per month, which is contributed to the ED's retirement account. There is no regular schedule of evaluation.

5. Does the organization have staff members? How many? What are their roles? How much do they work? Do they work on an hourly or a salary basis?

There are two salaried staff members in addition to the Executive Director. One is assigned 50% time, the other 80%. There is one work-study student as well.

6. What is the purpose of the board?

The Board governs the organization and board members serve as liaisons to the membership. The Board sets the direction and raises funds.

7. Do board members have assigned roles and responsibilities? If so, what are they? Approximately how much time do board members spend on the organization? Are any compensated for their duties? How long is each board member's term?

Each board member is assigned to at least one committee. Members of the Executive Committee spend about 5 hours per week. There is no compensation for board members, but they do have expenses reimbursed for the winter meeting of the Board.

8. Do board members receive any training?

The only training they receive is a brief orientation when they join the Board.

9. How are board members recruited and selected?

They are chosen by the nominating committee and elected by the membership.

10. Does the organization have committees? Who constitutes the committees and gives them their charge? How many committees are there? What is their purpose? Are they ad hoc or standing committees?

There are eight standing committees, with obvious functions: Executive Committee, Development and Projects, Finance, Membership, Nominating, Program, New Teachers Workshop, and Communication.

11. What services, programs, events, publications does the organization produce each year? What is the purpose of each? How is each doing? Is each one cost effective?

Publications: *Soundings* and the *Newsletter*. Major projects/events: Annual summer meeting; Annual *New Teachers Workshop*; Democracy Project (grant funded); NEH summer workshop (funded by NEH).

12. How do you recruit new members?

New members are recruited through personal contacts of members, and through the New Teachers Workshop.

13. Where do your primary sources of funding come from? Do you have a plan for increasing or sustaining funds?

SVHE has developed a plan for fund raising. This was a requirement of their continued support from a private foundation. Funds are generated through dues, the summer meeting, and fund raising. The latter consists primarily of the Annual Fund, the Legacy Campaign, and grants.

14. How much does it cost to join the organization? What services, resources come with membership?

Annual dues range from $50-$135, depending upon income. But be aware that individuals cannot simply decide to join. They must be nominated and accepted as Fellows by the SVHE Board. Members receive a subscription to *Soundings* and the *Newsletter*, and reduced registration fees for the annual conference.

15. How much is the additional cost of attending your conference? How long is the conference? What meals are included?

The cost of all food, lodging and registration is approximately $300 per person or $1,000 for a family of four, not including transportation. The SVHE meets on a college campus, and most people stay in college housing and eat cafeteria meals. It is common for Fellows to bring spouses and children to the meeting.

16. Does your organization assess programs and services regularly? Does it regularly survey members? How do you go about performing these assessments?

There is no systematic, formal evaluation. Informal evaluation occurs regularly at the annual meeting.

Appendix B—AIS Constitution and By-Laws

ARTICLE I - NAME

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

ARTICLE II - OBJECTIVES

Section 1. The Association for Integrative Studies, Inc., is a non- profit scientific, educational, and charitable corporation of the State of Ohio. Its purposes are:

1. to articulate the nature of integrative studies and to document their importance for higher education and for society;
2. to establish standards of excellence for the conduct of integrative studies in both teaching and research;
3. to maintain a communications network for the exchange of scholarly and pedagogical information on integrative study among faculty and administrators in undergraduate and graduate education in the arts and sciences as well as the professions;
4. to enhance research and teaching in integrative studies by promoting the development of interdisciplinary theory, methodology, and curricular design;
5. to serve as an organized voice and a national source of information on integrative and interdisciplinary approaches to the discovery, transmission, and application of knowledge; and
6. to become a broad-based professional home for committed interdisciplinarians.

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

ARTICLE III - MEMBERSHIP

Section 1. Upon application, individuals and organizations subscribing to the purposes and objectives of the Association may become members by payment of such dues as the Board of Directors shall set from time to time. Except as otherwise provided in this Constitution, the right to vote, hold office, and sign referendum and nominating petitions shall be limited to members in good standing. Good standing shall be defined by payment in full of current dues.

Section 2. Classes of members shall include institutional, regular, and student members as well as any other classes the Board of Directors may designate. Dues for each class shall be set from time to time by the Board of Directors. All members in good standing shall receive the newsletter and any other publications the Board of Directors shall designate.

Section 3. A member may resign from the Association by notifying the Executive Director in writing. There shall be no refund of dues following a resignation.

ARTICLE IV - OFFICERS

Section 1. The officers of the Association shall be a President, a President-Elect, a Vice-President for Development, and a Vice-President for Relations.

Section 2. The President shall serve a term of office of two years. The President shall preside at meetings of the general membership of the Association, the Board of Directors, and the Executive Committee. Except as otherwise provided for by a motion adopted at any meeting of the Board of Directors, the President shall sign for the Association all formal documents and agreements; name all persons, including the chair, who are to start their terms on appointed committees or who are to serve as representatives to other scientific or learned societies during the President's term of office; and appoint the editors of the newsletter, the journal, and any other publications of the Association with the advise and consent of the Board.

Section 3. The President-Elect shall be elected for the President's second year in office and serve a one year term of office, and then serve as President the following year. The President-Elect shall succeed to the presidency in the event that office becomes vacant. The President-Elect shall be responsible for planning the program of the annual meeting to be held during the following year, though she or he may select a program committee chair at her or his request.

Section 4. The Vice-Presidents shall each serve a term of office of one year. The Vice-President for Relations shall serve as the Association's liaison officer with other organizations. The Vice-President for Development shall be responsible for the organizational development of the Association.

Section 5. An Executive Director shall be appointed by the Board of Directors for a three year renewable term and shall serve at the pleasure of the Board. The Executive Director position replaces the former Secretary-Treasurer position and assumes all duties formerly assigned to the Secretary-Treasurer, except that the Executive Director shall be a non-voting ex officio member of the Board of Directors. Subject to such regulations as may be prescribed by the Board of Directors, the Executive Director shall have the custody of the funds of the Association and shall also have charge of the disbursement of its money. The Executive Director shall deposit the funds of the Association in such bank or trust company as may from time to time be designated by the Board of Directors, or may invest part of the funds as approved by the Board. These financial responsibilities may be delegated to a business manager or other person, as designated by the Board.

Section 6. The Executive Director shall, if called upon to do so, present an account showing in detail the financial status of the Association. The annual report shall be communicated to the members of the Association in such form as may be determined by the Board of Directors. The books of accounts shall be subject each year to an audit by a certified public accountant or other accountant appointed by the President. Every four years the books of accounts must be audited by a certified public accountant.

Section 7. The President-Elect and the Vice-Presidents shall be elected by mail ballot sent to all members in good standing of the Association in accordance with its by-laws.

Section 8. Terms of office for all officers shall begin at the annual business meeting.

Section 9. No person may hold more than one office at a time. A person may be elected more than once to an office, subject to the other provisions of this article.

Section 10. In the event of a vacancy in the office of President due to death, resignation, absence, or incapacity of the President, the duties of that office shall devolve upon the President- Elect. If the office of President-Elect becomes vacant, it shall be filled by special mail ballot of the membership. If the office of one or both Vice-Presidents becomes vacant, the Board of Directors shall fill the office.

Section 11. A person who assumes office by virtue of succession or appointment shall not be barred from nomination to the same office for that reason.

ARTICLE V - MEETINGS

Section 1. There shall be an annual meeting of the Association held on such days and times as the Board of Directors shall determine. The annual meeting shall include an annual business meeting which shall serve as a forum for open discussion of the affairs of the Association by the membership.

Section 2. Special meetings of the Association may be called at such times and places as determined by the Board of Trustees.

Section 3. Times and places of meetings of the Association shall be communicated to the membership at least six months in advance through an announcement in the newsletter of the Association and through any other means as the Board of Directors shall determine.

ARTICLE VI - BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the four officers of the Association, the three most recent Past-Presidents, and four Directors elected at large from the membership. Two Directors at Large shall be elected each year for a two year term. The Executive Director and the Editor of the journal shall serve ex-officio as non-voting members of the Board.

Section 2. The Board of Directors shall meet at least once a year, during the annual meeting of the Association, and otherwise at the call of the President or upon written petition of a majority of the members of the Board.

Section 3. At meetings of the Board, a quorum shall consist of one half of its members. In the absence of a quorum, the members may adjourn from time to time until a quorum shall be present. Between its meetings, the Board may be polled by mail. Except as otherwise provided by the Constitution or the by-laws, the Board shall act by a majority of those voting.

Section 4. The Board of Directors shall be responsible for the custody and administration of the property and funds of the Association and shall have full management and control of its affairs.

Section 5. All actions taken by the Board of Directors shall be reported promptly to the membership of the Association through a regular publication of the Association or otherwise.

ARTICLE VII - EXECUTIVE COMMITTEE

Section 1. There shall be an Executive Committee of the Board of Directors, consisting of the officers of the Association.

Section 2. The Executive Committee shall confer at times to be determined by the President, the President-Elect when acting.

Section 3. The Executive Committee shall exercise all of the functions of the Board of Directors between meetings of the Board, except that it may not make a single financial commitment involving more than 2% of the current annual budget, ratify an amendment to the by-laws, appoint editors of publications, or dispose of ties in elections. Actions by the Executive Committee require an affirmative vote of a majority of the entire Committee.

Section 4. All actions taken by the Executive Committee shall be promptly reported to the Board.

ARTICLE VIII - COMMITTEES

Section 1. With the advise and consent of the President, the Board shall appoint at the fall meeting a Nominating Committee to serve for one year, consisting of from three to five Past-Presidents or others who have shown a serious commitment to the Association. The President shall also chair the Nominating Committee. The duties of this Committee shall be to nominate candidates for the at-large vacancy on the Board of Directors, for the offices of President-Elect, Vice-President for Development, Vice-President for Relations, and for any other positions the Board shall designate.

Section 2. There shall be an Elections Committee of two members appointed by the Board of Directors for a one year term. The President shall appoint one of them chair of the Committee. The duties of this Committee shall be to receive and count ballots for all elected offices and to transmit the election results to the membership of the Association in accordance with provisions in the by-laws.

Section 3. There shall be such other standing or temporary committees as the Board of Directors or the President shall deem advisable. The President shall appoint the chair for each committee. The duties of the committees shall be those assigned by the Board of Directors or the President. At all meetings a quorum shall consist of a majority of the members of the committee. Each committee shall submit a written report of its activities to the Board of Directors within two months after the end of the calendar year and shall make progress reports at such other times as the President shall request. Brief reports of the activities of each committee shall be communicated to the membership of the Association through a regular publication or otherwise.

ARTICLE IX - PUBLICATIONS

Section 1. The Association may issue publications from time to time at the direction of the Board of Directors.

Section 2. The editor of any publication issued by the Association shall be appointed by the Board of Directors for such term as they may establish.

ARTICLE X - INITIATIVE AND REFERENDUM

Section 1. If the Executive Director receives, at least 30 days prior to the next meeting of the Board of Directors, a petition signed by at least 25 members of the Association, the subject of the petition shall be placed on the agenda for action by the Board of Directors no later than the next meeting of the Board. The Board shall inform the signers of the petition and the membership as a whole of the action taken.

Section 2. Any action by the Board of Directors that affects the policy or functioning of the Association shall be promptly communicated to the membership of the Association through a regular publication or otherwise. If within 60 days of such publication, the Executive Director receives a petition signed by at least 25 members of the Association asking that the matter be referred to the membership, a vote of the membership shall be solicited by mail ballot. The form and wording of such a referendum shall be the responsibility of the initiating group, and the mailing shall be accompanied by a statement from the Board of Directors. In such a referendum, a majority of those voting shall govern, providing a majority of the eligible voters have voted within 60 days after the ballots are mailed.

Section 3. Similar action may be taken with respect to any matter covered in the annual report of the Board of Directors.

ARTICLE XI - BYLAWS

Section 1. Matters of procedure that require administrative flexibility such as membership dues and the method of conducting mail ballots shall be governed by the Bylaws, provided that these are not in conflict with the Constitution.

Section 2. New Bylaws or changes in existing Bylaws may be adopted by the Board of Directors.

ARTICLE XII - AMENDMENTS

Section 1. Amendments to this Constitution may be proposed by the Board of Directors or by petition signed by at least 25 members of the Association. A proposed amendment originating by petition shall be referred to the Board of Directors for their recommendation at least three months prior to the next general business meeting. Such proposals, with the recommendation of the Board of Directors, shall be published in an official publication of the Association or otherwise communicated to members at least 30 days before the next annual general membership

meeting of the Association. The amendments shall be presented for discussion at the general membership meeting of the Association. Unless withdrawn by a majority of its sponsors, the amendment shall be submitted by mail within 60 days thereafter to all members in good standing, with a summary of the substance of the discussion at the general membership meeting. If approved by at least two-thirds of those voting within 60 days after the mailing, it shall become effective immediately upon ratification, subject to necessary action by the President or the Board of Trustees.

Section 2. Not more than 8 years after the adoption of this revised Constitution, the Board of Directors shall appoint a Constitution Committee for the purpose of reviewing the Association's Constitution and Bylaws and preparing a revision, if necessary, to be submitted to the membership not more than 10 years after the adoption of this revised Constitution.

ARTICLE XIII - RATIFICATION

Section 1. A revised Constitution becomes effective as of January 1 following ratification by the membership.

Section 2. The Board of Directors is authorized to make administrative arrangements needed to effect the transition from operation under the existing Constitution to those under the new Constitution.

ARTICLE XIV - FINANCES

Section 1. The fiscal year shall be the calendar year.

Section 2. No part of the net earnings of the corporation shall inure to the benefit of, nor be distributed to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distribution in furtherance of the purposes set forth in this Constitution. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate it, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this Constitution, the corporation shall not carry on any other activities not permitted to be carried on (a) by any corporation exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Section 3. Upon dissolution of the corporation, the Board of Trustees shall, after paying and making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt

organization or organizations under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

BY-LAWS OF:
THE ASSOCIATION FOR INTEGRATIVE STUDIES, INC.
(effective January 1, 1992)

ARTICLE I - MEMBERSHIP

Section 1. Membership in the Association shall correspond to the calendar year. Individuals or institutions who become members prior to July 1 of any year shall have their membership dated back to January 1 of the same year and shall be entitled to any publications regularly distributed to members during that period. Persons who become members on or after July 1 of any year shall have the option of choosing January 1 or the current or succeeding year as the initial date of membership. The anniversary of each membership shall be January 1.

Section 2. Notice of dues for the next calendar year shall be distributed in December, followed (when appropriate) by a second notice in February and a final notice in May to members who are still delinquent. Membership may be renewed upon payment of current dues.

ARTICLE II - ELECTIONS

Section 1. The Nominating Committee shall normally caucus during the annual meeting of the Association. Where appropriate the Nominating Committee shall nominate two candidates for an office. All nominations by the Nominating Committee shall be in the hands of the Executive Director by August 15. The Executive Director shall mail the ballots, including a brief biographical sketch of each nominee, by September 1 to all members of the Association in good standing.

Section 2. Ballots should indicate that they are to be returned to the chair of the Elections Committee by October 1. The Elections Committee shall count and tally the ballots prior to the annual conference.

Section 3. The nominee(s) receiving the largest number of votes shall be declared elected. In case of a tie, the Board of Directors shall decide who is elected. The election results shall be communicated to the membership through the next issue of the newsletter, and at the next business meeting of the Association.

Appendix C—Secretary's Report on AIS Membership

Year	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Total Members	280	396	460	*460	*460	*460	673	748	#905	917	999
Inactive Members	154	97	127	160	119	65	228	383	327	505	678
Active Members	**126**	**299**	**333**	**300**	**341**	**395**	**445**	**366**	**#578**	**412**	**397**
East	18%	20%	21%	20%	20%	23%	25%	16%	17%	22%	17%
Midwest	33%	30%	36%	30%	30%	29%	28%	38%	34%	34%	34%
South	15%	21%	17%	23%	23%	23%	21%	22%	21%	22%	23%
West	30%	28%	25%	24%	26%	24%	24%	21%	25%	20%	21%
Foreign		3%	1%	1%	2%	2%	2%	3%	3%	3%	4%

Year	1996	1997	1998	1999	2000	2001
Total Members	990	989	1075	1134	1242	1203
Inactive Members	678	565	694	812	994	912
Active Members	**338**	**424**	**381**	**322**	**248**	**291**
East	18%	31%	16%	18%	16%	15%
Midwest	32%	26%	29%	31%	31%	32%
South	23%	24%	36%	28%	30%	24%
West	22%	8%	18%	19%	18%	24%
Foreign	4%	5%	3%	5%	4%	5%

* reflects the memory limits of the previous computer system
\# includes some new 1994 memberships

The decline in active membership in 1999 and 2000 was due at least in part to new secretaries who failed to send out dues reminders. That situation was rectified in 2001, with the hiring of a more experienced "senior administrative secretary." The last membership drive in 1985 involved mailing to over 15,000 members of kindred organizations and increased membership by 173.

Submitted by William H. Newell, Executive Director

Appendix D—Executive Director "Job" Description
Prepared by Bill Newell for the Association for Integrative Studies Retreat at Shakertown
May 16-18, 2003

      The ED position can be split analytically into three levels of responsibilities: Office Manager, Executive Committee Member, and Profession Advocate. Daily lived experience, however, mixes them along with my other professional responsibilities to the extent that it is difficult to assign relative weights among them, much less estimate time/week expended on each. However, since deliberations at our retreat are dependent on such estimates, and vague or mildly inaccurate information is better than no information, I have made some guesses.

      As OFFICE MANAGER, I oversee day to day operations of the AIS national office, physically located in 26 Peabody Hall (downstairs from my office). When we are blessed with a competent senior administrative secretary, as we have been for the last three years, that means to a considerable extent conferring with her about tasks at hand and those coming up, though there are some tasks (**in bold**) that only the ED should handle. On average, these Office Manager activities may take *5-10 hours a week* (though maybe only 1 hour/week in the summer).

A. Membership
- Dues Notices (**draft** three notices/year, duplicate and fold, stuff and mail)
- Memberships (up-date database, stamp and **deposit** checks)
- Send out new member packets, **update** contents
- **Prepare** reports for two Board meetings
- Prepare lists of institutional members annually for journal and conference
- Maintain stocks of business envelopes, stationery, and labels
- **Acquire/update** and maintain stocks of book fliers and membership brochures
- Occasional mass mailings (**secure** mailing labels, **draft** letters, duplicate, stuff)

B. Newsletter
- **Identify** books, programs that merit reviews/descriptions; identify/recruit authors
- **Compile** information on web-sites, conferences, jobs, journals, etc.
- Lay out, **proof-read** newsletter, negotiate with printer, stuff, mail
- Maintain stocks of masthead and large envelopes

C. Journal
- Format, lay out, negotiate with printer, print mailing labels, stuff, and mail
- Mail out back volumes on demand

D. Ballots
- **Work** with nominating committee to identify candidates for office
- **Secure** bios, prepare ballot, duplicate, stuff, mail

E. Treasury
- **Write** checks, **balance** check book
- **Keep** books (monthly and annual cash receipts and expenditures)
- **Prepare** reports for two Board meetings

F. Correspondence
- **Respond** to email queries for info on AIS, IDS, consultants
- **Interact** with ED's and presidents of kindred organizations

G. Midyear Board meeting
- **Check** room availability and officers' schedules, **set** dates, **reserve** rooms
- **Identify** caterers, **select** menus

- Compile arrival/departure schedules, set up airport transportation, room keys
- Purchase breakfast items, coffee, pop, **wine**
- Set up meeting room; shlep computer, coffee maker, wine glasses
- Take **minutes**, email draft, revise, email to Board and past presidents, hi-lite

H. Conference and fall Board meeting
- Provide mailing labels from kindred organizations to hosts
- **Take** newsletters and journal, membership brochures to conference
- Provide list of institutional members and list of all active members
- Post conference announcement on Events in Academe (Chronicle of Higher Ed)
- Take **minutes**, email draft, revise, email to Board and past presidents, hi-lite

I. INTERDIS
- Sign up and remove listserv members
- Post referred information to list

J. Other
- Monitor computer equipment and upgrade as needed
- Update office procedures
- Rearrange/reorganize office periodically

As EXECUTIVE COMMITTEE MEMBER (along with the president and two past presidents), I confer (usually via email) regarding current initiatives, personnel matters, upcoming and future conferences, possible new initiatives, agendas for up-coming Board meetings, and administrative issues that arise. These may take *5-7 hours a week* (and 1-2 hours/week in the summer).

As PROFESSION ADVOCATE—there must be a better descriptor—I monitor the publications and announcements of a variety of kindred professional associations to identify possible collaborations. I also monitor a range of publishers' catalogs, the *New York Times* Book Review section, and newspapers to keep abreast of intellectual trends that could benefit from an interdisciplinary approach, or that are already taking a de facto interdisciplinary approach. This may take *1-2 hours a week* year-round.

In addition to my duties as Executive Director, I am frequently asked to serve as a CONSULTANT, EXTERNAL EVALUATOR, OR KEYNOTER (even though I scrupulously point inquirers to the list of consultants on the AIS web site). Of those requests, perhaps one third each (very roughly) are attributable to my scholarly publications, my reputation as a founder of the profession, and my position as Executive Director. In the last couple years, I have spent roughly *15 days a year* on other campuses; for the decade before that, I spent 5-7 days a year.

Appendix E
Prepared by Bill Newell for the Association for Integrative Studies Retreat at Shakertown
May 16-18, 2003

Miami University's In-Kind Contributions to AIS

When then-president Tom Murray asked Bill Newell to assume the responsibilities of AIS secretary, treasurer, and newsletter editor (i.e., de facto ED) starting in 1983, Miami University's School of Interdisciplinary Studies (SIS) began the practice of providing a computer and secretarial support, and covering the costs of duplication and postage for the newsletter. After four years, cost subventions began to be eliminated one by one as AIS became more financially secure; AIS started paying for supplemental student assistance in1989, and secretarial assistance was reduced starting in 1991 and terminated in 1995. (The Institute in Integrative Studies took up the slack during those years.)

After Nancy Wadleigh completed her undergraduate and graduate degree and left the position of AIS secretary in 1997 that she held for a number of years, AIS experimented for three years with using graduate students in technical communication as secretaries: Miami University provided the tuition waiver while AIS covered the stipend (which amounted to well over $8000/year). When that approach proved ineffectual and too costly, in 2000 Miami University designated the AIS secretary (up-graded to Senior Administrative Secretary) as a Miami University staff position; the Personnel Office took over the advertising, hiring, sick leave, and all paperwork for the position, and the cost to AIS was reduced to under $4000 a year.

Even today, however, SIS provides the membership database computer that acts as a server, and Miami provides a free server for the main AIS web site. When SIS and AIS moved back into Peabody Hall in 1996 after its two-year renovation, SIS provided AIS with a separate office and telephone (after 13 years of sharing them with Bill Newell) which it still retains.

Miami University made one a major one-time financial contribution to AIS that deserves recognition here. In 1986, Miami paid American Printing Company almost $10,000 for the printing and binding of *Interdisciplinary Undergraduate Programs: A Directory*, which AIS published. This was essentially an interest-free loan without collateral. As proceeds from sales of the book came in, AIS paid Miami back and then enjoyed a significant surplus for several years thereafter.

Appendix F
Editor of *Issues in Integrative Studies*
Job Description
(proposed by Jay Wentworth, May 2003)

The basic process is to thank the writer for the article and give a brief summary of the process the article will go through, so s/he knows what to expect. Then I read the article, and if I don't reject it outright (for being inappropriate for our journal or unsalvageable), I try to find appropriate reviewers, i.e., people with expertise in the subject matter and with enough interdisciplinary background to judge the article's value to non-experts and to the understanding of interdisciplinary processes and theories. I send it on to at least two reviewers. When the reviews come back, I reread the paper and compare my views with those of the reviewers. Most reviews are negative, so I try to discover the main issues and write a long letter to the author suggesting a rewrite that would be more acceptable. If the reviewers' comments are judicious, I send them as they are; if they are not positively put, I edit them before sending them to the author. When and if a rewrite comes, I reread and decide whether I need to have someone else read it (often the Associate Editor at that point). If the rewrite is not up to snuff, but I still believe there is a good article there, I return it to the author with new suggestions, and we continue until the project is completed or one of us gives up. If the rewrite IS good, I edit it and give it to the professional copyeditor so that I can send all Author Queries at the same time. Often there are several exchanges here before the piece is in printable form.

I'd say that from the time you have all your articles accepted until they are ready for the printer is probably 4-8 weeks, depending on how much copyediting and finish editing you have been able to do as you go along and how much is left at the end. I've always had a lot at the end because the copyeditor preferred to do everything at once because I was her only customer using APA. This is not good! Try to keep up! After you have printable copies, we send them to Denise Brothers-McPhail, in Bill Newell's office. She puts the issue on PageMaker and sends us a full hard copy of the number; she is very fast, but our schedules do not always coincide, so it is hard to tell how long this phase will take. The PageMaker version requires several proof readings by different people. This edited 'galley' is sent back to Denise, who makes the changes and sends the copy to the printer.

A second part of the job is to work with the "webster" to get the appropriate material on line. (Note: The *IIS* webster is currently Peter Montaldi in Boone, NC who runs a web business. He bills AIS whenever he does any significant work on the site.) I have always wanted to get material up as it is approved, but since the copyeditor works only with the whole issue, that hasn't worked out yet, but it could and, in my opinion, should.

There is an Advisory Board made up of people with whom I consult at the conference in October and by email when questions of policy arise.

This is a job for an organized person who can respond quickly and do the editing, find reviewers, correspond with writers, and so on in timely fashion. There can be as many as a dozen articles in different stages, so there can be a lot to keep track of. Unless one is supremely confident, having only one's own judgment to go on is difficult, so having an Associate Editor with whom to

discuss difficult issues is good. The job is quite do-able with 1/4 release, an Associate Editor, and a professional copyeditor.

Appendix G

The Boulding Award
Guidelines and Procedures
For the By-Laws of The Association for Integrative Studies

The Boulding Award is to be given to a person who has clarified or expanded the concept and the scholarly or public understanding of interdisciplinarity through a combination of the following: teaching, scholarship, and integrative community involvement. The award is to be given to one whose writings or professional performance has made major, long-term contributions to the concept or the enactment of interdisciplinarity. The scholarly or professional work of winners of the Boulding Award for sustained excellence in interdisciplinary work will manifest such qualities as the following:

- Create demonstrably important, but unexpected or new connections between disciplines or professions.
- Create major institutional or social change or awareness based on the conscious promotion and a deep understanding of interdisciplinarity.
- Create widespread and demonstrably crucial new understandings or redefinitions of interdisciplinarity.

Membership on the Boulding Committee
The Boulding Committee consists of three members of the Association for Integrative Studies (AIS) who are appointed by the AIS Board. When feasible, past AIS Presidents who have not already served on the Committee will be given priority to serve. Membership on the Boulding Committee will change every three years. Each year, one member will rotate off and a new member will be added to maintain the number at three.

Procedure
(1) Each year, members of the AIS may nominate Boulding Award candidates to the Boulding Committee. They will be asked to submit a brief rationale and background along with the name. The AIS Board and the Boulding Committee will encourage nominations for the Boulding Award from the AIS membership through notices in the newsletter and via the website.
(2) Boulding Committee members should refrain from nominating candidates for the Award until their service on the committee is done. Committee members are ineligible for the award until their service on the Boulding Committee has concluded.
(3) Beginning February, 2002, and continuing each year, the Boulding Committee will review the nominations and:
  (a) Recommend up to three nominees to the Board, along with its reasons. The Committee will decide whether or not to rank these names. In any year, the Committee may decide not to recommend anyone.
  (b) For informational purposes, make an annual report of persons nominated from the membership.
(4) The Board will decide whether or not to make the award to a recommended candidate.

Appendix H—Treasurer's Report

Year	1991	1992	1993	1994	1995	1996	1997	1998	1999
Checkbk Bal. prior to mtg.	$5,800	7,260	11,869	20,739	29,519	36,650	45,425	56,390	57,082
Receipts	**22,836**	**13,338**	**18,694**	**11,733**	**16,466**	**15,539**	**17,672**	**26,905**	**23,763**
Dues	6,475	10,840	11,760	10,760	13,500	14,285	15,592	18,755	15,575
Regular		7,420	8,270	7,375	9,355	8,230	8,832	10,995	7,190
Institutional		3,150	3,195	3,000	3,550	5,800	6,600	7,100	8,100
Student		270	295	385	595	255	160	660	285
Sales	~4842	706	1,070	300	376	510	1,261	969	713
Directory		135	435	60	20	0	868	317	89
Issues		404	602	240	356	412	306	586	624
Labels		67	34	0	0	98	15	66	0
Conference	0	1,160	4,972	0	2,002	0	0	5,990	5,718
Donations	0	405	619	291	0	0	0	0	0
Misc.	#11,168	(9)	0	0	0	0	0	0	0
Interest	351	236	273	382	588	745	819	1,192	1,695
Disbursements	**24,584**	**12,365**	**9,670**	**6,789**	**4,486**	**11,156**	**10,950**	**12,417**	**22,375**
Publications	10,685	4,071	3,212	1,788	852	4,859	7,170	3,240	5,125
Issues		3,473	2,473			877	2,783	2,796	4,741
News		598	729		832	872	1,175	0	231
Mem Drive		0	10		0	0	1,300	65	0
Other		0	0		20	3,110	1,849	379	153
Services	5,411	2,595	1,974			898	80	965	657
Conference		2.340	200		0			293	423
WWW		205	0		0		80	361	0
Other*		50	1,774		106			311	234
Operations	8,488	5,699	4,484	5,010		5,400	3,762	8,212	15,650
B of D		2,977	2,686		1,851	2,559	3,399	3,734	3,447
Office		2,707	1,373		1,678	2,841	363	4,478	13,145
Membership		15	424		0	0			
Receipts-Disb.	**(1,748)**	**973**	**9,024**	**4,935**	**11,980**	**4,383**	**6,722**	**14,488**	**1,338**

~ includes $3900 AAC subvention for 1990 *Issues*
+ includes transfer of savings and CD to checking account

Year	2000	2001	2002
Checkbk Bal. prior to mtg.	72,955	53,747	36,617
Receipts	**14,286**	**18,591**	**19,072**
Dues	11,768	14,155	13,350
Regular	5,520	7,360	7,760
Institutional	6,143	6,600	5,200
Student	105	195	390
Sales	345	187	255
Directory	41	27	0
Issues	239	160	221
Labels	65	0	34
Conference	0	3,817	0
Donations	0	0	0
Misc.	0	0	0
Interest	2,173		5,467
Disbursements	**9,208**	**26,101**	**41,388**
Publications	4,195	6,482	14,857
Issues	4,155	4,446	14,857
News	40	1,536	0
Mem Drive	0	0	0
Other	0	500	0
Services	1,687	5,051	14,454
Conference	251	0	400
WWW	600	0	2,140
Other*	837	5,051	12,314
Operations	3,326	14,569	8,608
B of D	2,717	3,563	3,070
Office	409	9,562	8,608
Membership	200	1,444	0
Receipts-Disb.	**5,078**	**(7,510)**	**(22,316)**

Appendix I—Job Description for Conference Liaison
At Large Member: Liaison to Hosting Institution for the Annual AIS Conference
Association for Integrative Studies

Provided by Fran Navakas and Roz Schindler

Overview: **The conference liaison is the conduit between the Board of Directors and the host institution regarding the annual AIS Conference, a primary vehicle for promoting, defining, and furthering the mission of the Association for Integrative Studies.**

Job Responsibilities:

1. **The conference liaison is responsible for keeping current and for recommending and coordinating changes to the AIS Conference Planning Guidelines.** The liaison provides a final version to the Executive Secretary and to the President for posting on the AIS web page and for distribution to potential hosting institutions.

2. **The conference liaison works with the Board to identify and cultivate partnerships with colleges and universities that are candidates for hosting AIS conferences. The liaison works with the Board to assess and respond to proposals to host the AIS conference** during several stages in the conference vetting process: the preliminary proposal, the Board's decision making regarding rejection of the proposal or support for entering the second phase of the application process, review of a proposal endorsed by the chief academic officer of the proposing institution, rejection, or acceptance and prioritization of the proposal in the short and long-term planning of the AIS. The President of the AIS communicates the results of the review process to the chief academic officer of the proposed institution.

3. **The conference liaison is the primary Board contact in the planning of the AIS conference.** In that role the liaison communicates regularly with the host institution in keeping with the timetable and set of tasks outlined in the Conference Planning Guidelines. The liaison provides a conduit between the Board and the host institution in developing the theme of the conference, consistent with AIS goals and the host institution's special contributions. The liaison works with the host institution in promoting the timely planning for transportation, lodging, book table, keynoter, the Call for Papers, proposal review, organization of the conference schedule and program, assigning moderators, advertising the conference (with the exception of placing ads in the Chronicle for Higher Education and in the AIS Newsletter, now completed by the Executive Director), communication with potential registrants, and assessment over the two year period during which the conference comes to fruition. The liaison brings questions from the host to a steering committee of the Board and on occasion to the Board at large regarding strategies, recommendations in changing practices, and problem solving needs, when they merit wider discussion.

The conference liaison provides a report on conference planning at the annual and mid-year meetings. The liaison and the conference host bring to the Board the conference proposal at the annual meeting two years prior to the conference. The liaison provides a status report on

conference planning, to include the report from the host institution, at the mid-year meetings prior to the scheduled conference. The liaison brings to the Board either within a meeting or through electronic means, the Call for Papers provided by the host institution for review and approval prior to its distribution at the AIS Conference one year before the host institution's scheduled conference.

The conference liaison visits the host institution site in the spring prior to the fall conference. If the host institution's committee is inexperienced or has little AIS experience, a second Board member may participate in the proposal review either in person or through electronic means. Typically the visit occurs from a Sunday night through Tuesday midday, with proposals provided to the liaison, along with an evaluation rubric, prior to the visit or the first session. The visit involves review of conference proposals in conjunction with the host committee, a tour of the hotel site—accommodations, meeting rooms, dining facilities, typically in the company of the hotel liaison, a tour of the immediate vicinity of the conference, brainstorming and problem solving regarding conference logistics, and meetings with college or university administrators or faculty to assist the host in promoting the conference internally.

4. **At the conference the liaison serves as a resource person for potential conference hosts, typically making a brief presentation at "Getting Acquainted with AIS" workshops and providing updated information from the Guidelines (the Introductory Section) for distribution with other AIS materials.** The liaison also monitors conference logistics to assess with others the implications of strategic decisions regarding content, scheduling, and other conference planning matters. Recognition is provided for the conference hosts during the conference itself (primarily through the President of the AIS).

5. **The conference liaison assists the Board in assessing the quality of the national conference and in making strategic decisions about the short term and long term trajectory of future conferences.**

Appendix J—List of Past AIS Conferences

Year	City			Host Instituti	Keynoter		Coord
1979	Oxford, OH			Miami Unive	Kenneth Bou	Bill Newell		
1980	Washington,	N. Ill. U./AA	Al Stern			Barbara Hurs		
1981	Grand Rapid	Grand Valle	Robert Fuller			Forrest Arms		
1982	no conferenc							
1983	Mahwah, NJ			Ramapo State	Alexander M Capron	Tom Murray		
1984	Oxford, OH			Miami Unive	Martin Trow		Bill New	
1984	San Francisc			SFSU/AGLS		Glenn A. Old		Ray N
1985	Richmond, K	Eastern Kent U.	Joseph Kocke	Anne Brooks			
1986	Bowling Gre OH	Bowling Gre State	James Boyd V	Beth Casey			
1987	State Colleg	Penn State U	Theodore Hershberg	Beth Casey			
1988	Arlington, T			U Texas, Dal	Richard H. B	Julie Klein		
1989	Rohnert Parl	Sonoma Stat Univ.	H.S. Broudy		Fred Rider		
1990	Manchester,	St. Anselm College	Kenneth Bou	Br. Philip Va			
1991	St. Paul, MN			Bemidji State Univ.	N. Katherine Hayles	Michael Field		
1992	Pomona, CA			Cal. Poly Por	Mary E. Clar		Jim Manl	
1993	Detroit, MI			Wayne State	Jerry Gaff		Roz Schi	
1994	Pittsburgh, F			Duquesne Un	Betty J. Over	Connie Rami		

1995	Phoenix, AZ		ASU, West Campus	Suzi Gablik		Michael Cerveris	
1996	Ypsilanti, M		Eastern Mich U.	Otto Feinstei		George K	
1997	Boone, NC		Appalachian U.	Orson Scott C	Jay Wentwor		
1998	Detroit, MI		Wayne State	Thomas Mun	Linda Hulber		
1999	Naperville, I		North Central	Martha Nussl	Fran Navakas		
2000	Portland, OF		Portland State/SVHE	Panel on Colu R	Sherry Stock		
2001	Roanoke, V.		Virginia Tech		Allen Hamm	Nancy Simmons	
2002	Springfield,	Drury Unive	Susan Herrin		Hue-Ping Ch		
2003	Detroit, MI		Wayne State	Carol Schnei	Roslyn Abt Schindler		
and Stua Henry							
2004	Charlotte, N		Johnson C Si				Mark Riege

Appendix K

ASSOCIATION FOR INTEGRATIVE STUDIES
Conference Planning Guidelines
(Revised October, 2002)

I.   Welcome and Introductions

Each year since 1979, the AIS has attracted scholars and administrators from across the country with a keen interest in developing and promoting research, pedagogy, and programs in integrative and interdisciplinary studies. In recent years 150-250 participants from over 30 states and 5 countries, representing colleges, universities, community colleges, professional associations, and graduate schools have gathered annually to present the products of their research and practice, to network with others about recent developments in integrative studies, and to draw upon the resources of the AIS. In this section, you will find an introduction to the AIS, its Board of Directors, and its conference history. The President, Executive Director, and Conference Liaison of AIS will be happy to work with you in the development of a proposal and, should it be approved, in efforts to promote a successful conference. Many former hosts on the Board and in the membership of the Association are available as well for encouragement and advice. We hope that you will take this opportunity to forge an institutional partnership with the Association for Integrative Studies.

The following excerpt from the AIS by-laws will acquaint you with the goals of the Association:

> The Association for Integrative Studies was founded in 1979 to promote the interchange of ideas among scholars and administrators in all of the arts and sciences on both intellectual and organizational issues related to furthering integrative studies. It is incorporated as a non-profit educational association in the state of Ohio and recognized as such by the IRS. The purposes of the Association are to:
>
> 1. Articulate the nature of integrative studies and to document their importance for higher education and for society;
> 2. Establish standards of excellence for the conduct of integrative studies in both teaching and research;
> 3. Maintain a communications network for the exchange of scholarly and pedagogical information on integrative study among faculty and administrators in undergraduate and graduate higher education in the arts and sciences as well as in the professions;
> 4. Enhance research and teaching in integrative studies by promoting the development of interdisciplinary theory, methodology, and curricular design:
> 5. Facilitate the success of interdisciplinary endeavors by collecting and sharing information on supportive personnel policies, program structures, and administrative methods;
> 6. Serve as an organized voice and a national source of information on integrative and interdisciplinary approaches to the discovery, transmission and application of knowledge;
> 7. Become a broad-based professional home for committed interdisciplinarians.

The Association publishes the <u>AIS Newsletter</u> quarterly as well as the journal <u>Issues in</u>

Integrative Studies. The 2001-2003 AIS President is Carolyn Haynes, Miami University of Ohio; the Executive Director is William Newell, Miami University of Ohio. For membership information, contact Bill Newell at the School of Interdisciplinary Studies, Miami University, Oxford, OH 45056, or consult the AIS website at http://www.muohio.edu/ais/. The Conference Liaison from the Board is Francine Navakas, North Central College, Naperville, Illinois 60566, fgn@noctrl.edu.

Upcoming Association for Integrative Studies conferences will be hosted by Wayne State University, October 2003, and Johnson C. Smith College, October 2004.

Also on this website, you can find a list of previous conference hosts and keynoters and a list of the 2002-2003 AIS Board of Directors.

II. The Role of the Annual Conference in Strategic Planning

This section will help you to become acquainted with the role of the conference in the Association's strategic planning, the characteristics of institutions that have hosted effective conferences, and the benefits that have been associated with conference planning. The Annual Conference plays a pivotal role in bringing forward the goals of the AIS, particularly in creating a broad-based professional home for committed interdisciplinarians and a national clearinghouse of information on integrative and interdisciplinary approaches to the discovery, transmission, and application of knowledge. Many well-established integrative programs have gained their impetus from campus team involvement in AIS conferences, with both faculty and administrators participating in the AIS Orientation Plenary and reviewing case studies and literature from a wide range of institutions. Individual faculty members have prospered from a network for problem-solving and for collaborative research and teaching.

 Each conference offers a new and often unique opportunity to reinforce these goals, based upon the themes put forward by the hosting school in collaboration with AIS.   AIS has strongly supported conference themes that bridge both applied and theoretical areas, that promote consideration of the wider implications of individual cases, and that engage participants in a dialogue across disciplinary and institutional boundaries. Threaded through the conference are Board-led sessions that help to highlight, synthesize, and cultivate new directions for interdisciplinary practice and research. At the same time the AIS has welcomed the opportunity to highlight special programs at host institutions in order to feature the integrative and interdisciplinary work of a wide range of colleges and universities. The host institution's choice of a nationally recognized conference keynoter or keynote program/panel has also offered an opportunity to highlight a different feature of integrative or interdisciplinary work, performance, or study each year.

III.   Hosting an AIS Conference - An Overview

This section offers a detailed account of the proposal and planning process to give you practical assistance in bringing a conference proposal forward and in acquainting you with the kinds of needs your planning committee will face.

The Hosting Institution: A Profile
Institutions of varying sizes, physical settings, programs, and student populations have hosted AIS conferences over the years. However, certain characteristics make up the profile of most host institutions. Some practical concerns enter into this profile due to some of the factors that affect Association practice. Most host institutions have interdisciplinary and/or integrative curricular emphases in place or in development. They typically can provide conference leadership and committee and/or staff support sufficient to handle the details of conference administration. Even though one individual may take the lead, the tasks involved are such that assistance is a necessity. Conference planning must be sustained through the peak periods of academic life and during periods of individual emergency. Administrative support is key to facilitating many aspects of campus coordination and plays a fundamental role in providing a welcoming atmosphere for attendees. Additionally, hosting institutions are asked to provide administrative support for subvention of some conference expenses in the form of a minimum contribution of $2500 toward the running of the conference; the average contribution is $5000. All other expenses will be paid for through the registration fees of the conference. It is hoped that the conference income will allow for a small profit for the AIS. Other considerations for hosting institutions include finding a mutually workable date for the timing of the conference in early fall and identifying a location that is generally accessible to airports, meets the logistical needs of the conference in size, layout, and price, and has access to some special attractions that take advantage of the geographical location of the conference.

Impact on the Hosting Institution
Hosting institutions have universally celebrated the benefits of hosting an Association for Integrative Studies conference. While in the short term there is much to organize and there are many roles to balance, the process has also proven to be exceedingly energizing and renewing for the departments, programs, and campuses involved. The opportunities are substantial: to assess, affirm, showcase, and publicize the special features of a campus' interdisciplinary teaching, research, and programs; to engage different sectors of the campus community in a shared intellectual and organizational enterprise: staff, faculty, administrators, graduate students, undergraduate students, community members, alumni and Trustees; to develop working relationships with hundreds of scholars and practitioners from across the country; to work with AIS members who have been at the forefront of interdisciplinary publication and consulting.

IV.   What to Do to Initiate a Proposal to Host an AIS Conference

AT LEAST THREE YEARS PRIOR TO THE CONFERENCE:

Familiarize interdisciplinarians and others at your institution with AIS, its publications, and annual conference. If you find sufficient campus interest to mount a conference, contact Carolyn Haynes, AIS President, or the Conference Liaison, Fran Navakas, about your interest. Submit a proposal to the President that provides some background on your institution and programs, makes a case for hosting the conference on your campus, and indicates the level of institutional support in terms of both fiscal contribution and campus resources.

If your proposal is accepted, your chief academic officer or the relevant campus officer will receive a formal letter of invitation from the AIS President. Once the invitation has been formally accepted by your institution, from that point forward you will be working with a designated liaison from the Board on matters of program, logistics, and budget. You will present a status report to the Board in person at the annual AIS meetings two years and one year prior to the one your institution will host and will provide a status report to the Board liaison for the February mid-year meetings of the Board.

V. GUIDELINES FOR COORDINATING AND HOSTING A NATIONAL AIS CONFERENCE ONCE YOUR PROPOSAL IS ACCEPTED
(based on an early October date)

TWO YEARS BEFORE THE CONFERENCE

Send representatives to the AIS conferences for at least two years prior to your planned conference (to meet with the Board of Directors). Encourage membership and conference attendance within your planning team so that your institution has a visible presence at the conference and so that you can develop a core of active, informed participants to assist with local arrangements.

Work with the conference liaison to the Board as you prepare the preliminary report on conference planning that will be presented at the Fall AIS Conference.

Maintain a comprehensive binder in which you include at least the following sections: Correspondence; Call for Papers - Development and Revision; Program-Development and Revision; Budget; Timetable of Activities - Development and Revision; Committee Meetings - Minutes and Other Notes; Hotel - Logistics and Negotiations; Other Matters.

Prepare information on availability and cost of transportation from the airport to the conference (and between hotel/ motel and conference center, if appropriate); availability, cost, and accessibility of hotel or motel; nature of conference facilities [e.g., plenary session room(s), breakout rooms, etc.].

Identify a tentative theme or several alternative themes, and sub-themes.

Identify a potential keynoter or keynote program.

Identify tentative dates for the conference, preferably the first weekend in October, but certainly between the end of September/beginning of October and mid-November. Conference days are generally Thursday (afternoon) through Sunday (Noon), with the Board meeting at the conference site on the Wednesday night prior. Often there is a Pre-Conference Workshop on Thursday morning.

Identify logistics and costs your institution will assume. The AIS does not provide financial support for the conference. All costs must be covered by the conference registration fee and college/ university subventions (minimum: $2500; average: $5000). In the past, host institutions have typically covered part or all of at least the following: (1) duplication and mailing costs for the call for papers; (2) support of AIS program committee participation in previous and current conference; (3) printing and mailing of the Call for Papers, registration brochure and printing of the conference program and materials; (4) all local arrangements, including any shuttle service necessary between hotel/ motel and conference center (and between conference site and airport if commercial service is unavailable); (5) honorarium and expenses for keynote speaker; (6) expenses for spring on-site visit for Board liaison to participate in program planning, screening of proposals, and conference support; and (7) development of a conference website to be linked to the AIS webpage. Some institutions have subsidized participation of graduate students. Form your local program committee consisting of administrators, faculty, staff, and students/alumni, if possible. Representation from all segments of your operation will encourage the kind of team spirit and involvement which will make the implementation of the conference successful and enjoyable. If your institution has a Special Events Coordinating Office, you may be able to acquire additional support or assistance with planning and implementation. As soon as possible, identify and clarify benefits to your unit, faculty, and institution related to coordinating and hosting an AIS conference.

Accommodations

Entertain bids from local hotels, motels, and conference centers for the conference site. Do not hesitate to bargain with bidders for sleeping room rates, meal costs, complimentary rooms, etc. Be imaginative in negotiating with hotels. They want to make a profit, but they can only do that if they get your business. Let them know you are discussing options with other hotels. You should not have to pay anything, normally, for ballrooms and breakout rooms because of the large number of sleeping rooms and meals you will arrange for. You may negotiate a free hotel suite for AIS Board Meetings, free rooms for the conference coordinators, etc. Moreover, you certainly should not assume that the first prices they quote you are necessarily their lowest prices.

Book a block of rooms, perhaps 50-75 (singles and doubles), as well as the meeting and banquet rooms at the site you choose. Do not sign a contract with room price "estimates" that may rise later. You want a firm price, and you want a contract that will allow you to cancel without penalty up to a reasonable time before the event. Check on required cancellation dates for meals and rooms. Block a small number of hotel rooms for Wednesday night for Board members and other "early birds." If the hotel typically fills, you may wish to identify a second location for overflow. Make sure you reserve a sufficient number of meeting rooms for both individual and plenary sessions. Typically, five breakout rooms have sufficed, plus banquet facilities, display and coffee break areas (and possibly a breakfast buffet/conversation area), a location for Board meetings, and a location for the keynote session (if it differs from the banquet hall). Check on prices for computer and A-V equipment rental/usage. Use university/college equipment if possible to keep costs down, but, if you do so, make sure you have on site arrangements for equipment troubleshooting. You may wish to arrange for one event on your campus--i.e., a

reception, pre-conference workshop, computer session, or tour, if you can work out the transportation.

Conference Budget

Develop a conference budget early in the planning (sample attached); revise as necessary along the way. AIS hopes to make a modest profit on the annual conference and asks conference planners to set their registration fee accordingly.

Tentatively set the final registration fee (member; non-member; student; "early bird"). Set the registration fee for non-members $40 higher than for members, so that it includes the AIS membership fee. The membership income thus collected should be forwarded to AIS after the conference with the names and addresses of new members and should not be used to cover conference expenses.

The fee should include all catered meals (one evening meal is generally "on your own") and beverage breaks (coffee/tea/soda/bottled water), all charges for local arrangements and registration, the cost of at least one trip by a Board liaison to meet with the program committee, as well as the keynoter's expenses (if these are not covered by your institution's subvention). Be sure to set the registration fee high enough to cover emergencies and to compensate for an enrollment somewhat lower than anticipated. If you are using university transportation to get people to and from the airport, make sure you reserve the vans or buses now. If you are relying on commercially-operated or hotel-sponsored transportation, make sure you have all the details.

Transportation Arrangements:
Explore the possibility of an official airline for the conference as well as added car-rental packages, since this can result in favorable rates.

ONE AND ONE-HALF YEARS PRIOR TO THE CONFERENCE (February)
By the winter meeting of the Board of Directors, you should be prepared to submit a draft of a Call for Papers to the conference liaison for review by the Board. The flyer should be as detailed as possible: theme, sub-themes, guidelines; minimum information re: costs (registration fee, hotel, etc.). On the reverse side of the flyer provide a submission form requesting a one-page proposal, abstract for program, contact information for convener and participants, bios, computer and A-V needs, etc. If the conference is in early October, the deadline for submissions should be no later than **April 1**. Accompanying the flyer should be a warm, encouraging, and informative letter from the conference coordinator, inviting active participation and attendance (samples attached). Your conference liaison will represent you at the winter meeting and will provide a status report on conference planning. Be sure to keep the liaison informed as to the status of your decision-making and to communicate any questions that can benefit from Board discussion.

ONE YEAR PRIOR TO THE CONFERENCE (September/October)
(1)   No later than one week before the conference previous to yours, send to the conference hosts a sufficient quantity of conference flyers for the following year (one side the Call for Papers and the second side the letter of invitation from your campus). These should

arrive in sufficient time for the planners to insert them with other materials in the conference folders.

(2)   Attend the annual AIS meeting, along with others on your planning committee. This will be your opportunity to see the logistics of the conference at close hand and to acquaint yourself with the membership and tone of the sessions.

(3)   You will normally make a formal presentation to the Board early in the conference, most likely the Wednesday night before the official conference opening. At this point you should have firm information on costs (housing, proposed conference fee, other expenses, etc.) and all local arrangements, including airport and local transportation, the keynote, and special events. You will also have an opportunity during one of the meals to briefly announce the conference to participants.

(1)   <u>By November</u>
Submit the entire Call for Papers (sample attached) for reprinting in the December AIS Newsletter and again in the March Newsletter. Deadlines are **Nov. 1 and Feb. 1**, respectively. Send the Call for Papers to the AIS Executive Director for posting on the AIS World Wide Web Homepage: http://www.muohio.edu/ais/ Also start circulating a one-page flyer/Call for Papers to other organizations whose members may be interested (AGLS, NHC, NAHE, ANAC, AGLSP, and other organizations with which your campus has an association).   Local institutions within higher education, school districts, and professional associations may take a particular interest in the opportunity to interact with the AIS membership. The AIS Executive Director can assist you in securing mailing labels. Consider approaches to promoting the conference among graduate students as well. The AIS has actively welcomed graduate students as part of its effort to prepare students to participate in the scholarship and pedagogy of interdisciplinarity.

Host institutions should place AIS conference information on their campus website and create a link to the AIS website by notifying Bill Newell that the website is ready to go live.

Make sure all random inquiries about the AIS are sent off to the AIS Executive Director or current AIS President. Every year we receive many such inquiries along with inquiries about the conference itself.

If you would like to arrange for a publisher to visit the conference, now is the time to arrange it. See "late June/early July" for more details and attached list of publishers. Since it is often difficult for representatives to attend in person, most likely you will be communicating with them again during the summer to arrange for the mailing of desk copies and publication information to the conference site.

Make sure that the telephone number that is advertised for the conference leads to an office where someone is available from 9-5 to answer routine questions. Then, be sure to instruct those who assist you as to where to send questions they cannot answer. Many email inquiries should be expected. Have a plan for routinely and promptly responding to email questions and to the arrival of proposals through email and fax as well as mail.

As paper proposals begin to arrive, respond to them promptly. Indicate a realistic date for communicating acceptance or rejection based upon the timing of your site visit and proposal review (normally mid-April). Typically each year the Board mandates several sessions associated with Board initiatives--e.g., assessment, publication, research projects. You should expect proposals to be submitted for each of these sessions in the same format as other proposals. If proposals are incomplete, now is the time to communicate with proposers.

Make a separate file for each presentation/proposal submitted. That way you'll have all pertinent information, correspondence, notes about phone calls, and actual proposals in one place. This will become increasingly useful later in the process when you will need to tag folders for various categories of information. Start a database that can be used for labels and lists, including your participant list.

(2)   By January (before mid-January)
        THE CHRONICLE OF HIGHER EDUCATION publishes its annual "Events and
        Travel in Academe" supplement around February 23 with a submission deadline of roughly **January 19**. This issue gets wide circulation within higher education. You should arrange to have the Call for Papers announcement included for FREE in the Gazette section. If you wish, you can also make arrangements to place a paid ad in that issue. The cost of the ad must be covered by the conference registration fee and/or subventions. A word of caution: an ad is expensive, so no more than 1/6 page is recommended unless campus needs dictate otherwise; consult with the Board liaison for advice. Since the deadline varies from year to year, call the Display Advertising Department to check on that year's deadline (Phone: 202-466-1080). A second issue is published in late August. Here, too, a free notice announcing the conference should be placed.

        You will also be asked to submit a status report to your Board liaison prior to the Board's mid-winter meeting. This is an opportunity to receive feedback on the status of your planning, to problem solve regarding decisions to be made, and to receive input from the Board on any Board-mandated sessions or themes that will help to shape the conference program.

(3)   By April
        Start evaluating proposals in order to arrive at a tentative schedule. A small committee, along with your conference liaison, should participate. Use a proposal review form to maximize consistency among reviewers (sample attached) and to assist in communicating feedback to proposers. Key issues for review teams have often been the match between the conference theme and proposal, the presenter's need to make explicit the interdisciplinary implications of a specific case study or institutional practice, the proposer's contribution to inquiry, the efforts made to engage the audience in interaction at some level, and the appropriateness of the length of time requested. The AIS relies on the quality of break out sessions and presentations to sustain its membership and affiliations. It also acknowledges a commitment to supporting the ongoing professional development of interdisciplinary scholars and practitioners. Therefore, the committee

should 1) reject proposals that are severely flawed and 2) request modifications in proposals that have potential but are not ready to be accepted in their current form. Respond to proposers quickly after making decisions. Anticipate that you will not be able to arrive at a final schedule immediately, in that you may be corresponding with some proposers regarding suggested revisions and awaiting word from others that they have confirmed their acceptance.

Scheduling:

See attachments for conference schedules in previous years. There are certain patterns of scheduling that have been consistent over the years, but there are also opportunities for the hosting institution to provide its unique imprint. Here are several suggestions and reminders:

The AIS Board normally will want to meet (a) for dinner on Wednesday evening before the conference begins (typically 6-10); (b) on Thursday morning (9-12); and (c) on the final Sunday morning (9-11). The Board will depend on you to arrange an appropriate location for the meetings and the Wednesday dinner (AIS will pay for the meal). The conference coordinator should plan to attend the dinner to provide an update on registration and presenter numbers, any changes since the most recent update, program changes, and last-minute concerns. The more informed Board members are, the more they can assist participants during the conference. Conference leaders from the one or two subsequent planning years are also invited to an early meeting of the Board to make a status report (you should expect up to 14 at each meeting).

Many hosting institutions have offered a pre-conference workshop on Thursday morning prior to the start of the conference. A small workshop fee can be charged for materials and arrangements. The topics of these workshops have included technology-assisted teaching, well-recognized programs of the hosting institution, and other interdisciplinary themes.

Plan to include a Board-sponsored "Welcome to AIS" orientation plenary on Thursday (approx. 1-3. p.m.) at the opening of the conference, followed by break-out sessions, some of which can be devoted to orientation session themes, technology, or topics that will offer a prelude to certain conference themes. Often, the first night includes a Reception hosted by the campus.

Often, on Sunday morning, one of the final sessions of the conference has been an evaluation plenary. The Board will assist you in identifying a convener and facilitator for that discussion.

Try to avoid placing too many papers into sessions in order to maximize/facilitate discussion. Plan for fewer sessions very early and very late in the conference, more at peak hours. If possible, do not schedule sessions on the same topics or subjects at the same time. Make sure presenters leave ample time for discussion.

Be sure to include break time for conversation, and consider preserving the AIS tradition of allowing everyone who wishes to go out to a local restaurant for an informal dinner on one night (although you might also plan an optional special dinner, event, or tour). Ease of transportation between the conference site and local restaurants should be considered.

The keynote speaker or program is best received at a lunch session. Participants especially welcome the participation of the keynoter in other sessions of the conference.

(4)   By mid-April or early May
Once the schedule has been firmed up, communicate the specifics to individual presenters, including the day and session time, the equipment specified, and, if possible, the names and email addresses of others who will be part of the same session. This might also be a good time to insert a brief preview of the conference plans.

If you cannot send complete information on local arrangements and schedules at this time, give people an approximate idea and a reliable phone number to call for further information.

Seek moderators/chairs of sessions who will also be identified in the final program. They should be provided with a detailed instruction sheet to emphasize that time limits of presentations are firm and that discussion should be encouraged.

People whose proposals are rejected might be invited to serve as respondents in some sessions or to be in a special group session. They may also be asked to serve as moderators/chairs of sessions. Local faculty or (graduate) students may also be asked to serve in this capacity. AIS Board members and other AIS members may be called upon to assist you.

Confirm that your proposed registration fee continues to be adequate to cover your expenses. Make yet another check on local arrangements.

(5)   By late June/early July
Submit a notice to THE CHRONICLE for its Fall Gazette Section announcing the conference and a contact number for registration (Call 202-466-1080 for more information.)

Contact publishers to provide representatives (if possible), flyers, books, etc.
Consider what local publishers might have an interest in the event. A list of publishers with connections to AIS authors and interdisciplinary interests is
attached.

(6)   By late July/early August
Mail out conference registration brochures with all appropriate and necessary forms included. Be sure that you have worked out with the printer how much lead time is required to make these available for mailing by early August. Provide as much detail as

you can about the presentations, the keynote address, and special features of the conference. Be sure you include a form on which people can indicate any special requirements, including vegetarian meals, handicapped facilities, and child care referrals. Stipulate that no more than two persons from an institution with institutional membership may register at the member rate; all others from the same institution, if not individual members, must pay the non-member rate. Indicate that presenters must pay a conference registration fee, and persons who want to attend only part of the conference must still pay the whole fee (member, non-member, student). You may wish to indicate a deadline by which presenters must register to be included in the program.

(7) <u>In September</u>
Plan to print your final version of the schedule/program (to go into the conference folder) as close as possible to the conference dates to reflect last-minute changes. Be sure to include not only names, titles, and affiliations of presenters but also names, etc. of respondents and moderators; include session titles, abstracts, and
meeting rooms. Include on the inside front cover a directory of the current AIS Board and a list of AIS institutional members; include (on the last page) "See you
next year in _____!"

Also include the following in the conference folder: an alphabetical list of names, addresses, fax numbers, and email addresses of all pre-registered participants, badges/name tags with large print, local restaurant guide, local cultural and other events, visitors' map and guide to city/town, welcome letters from key institutional administrators and from the planning committee, conference evaluation form, note pad, pen or pencil, University campus map/guide (if relevant), etc. Arrange to provide special badges or supplementary ribbons identifying Board members and campus hosts.

Review final arrangements:
a) local housing and transportation - Be sure to communicate with the hotel or campus location about where mailings can be sent several days before and during the conference.
b) equipment and room needs, including signs at rooms with session titles, videotaping, A-V equipment, etc.
c) catering, including exact counts for meals, cancellations and substitutions; breakfast/lunch, and dinner menus; beverage breaks, etc.
d) moderators for sessions, including distribution of instruction sheet, bios of presenters, and a training session, if possible, prior to the conference
e) availability of display tables for registration, book and journal display, and display of member institutions program materials; message bulletin boards; hospitality area for breaks, preferably near display tables
f) staffing of registration desks (clerks, receipt books, AIS membership forms, etc.) with designated work shifts; who will be problem-solving during off hours?
g) provision to distribute names and addresses of participants who register late/on-site
h) provision for distribution of evaluation form (if not in conference folders); some incentive for participation in the evaluation session
i) volunteers to serve as hosts, drivers, etc.

j) campus groups and city/campus dignitaries who will play a role in welcoming or entertaining attendees

k) publicity for conference in university student and other publications; local/area colleges and universities

l) a lunch session with special interest tables (conference sub-themes) with a moderator/host assigned to each table to facilitate and focus discussion

m) arrangements for brief presentations at meals (hosting campus' welcome; business meeting and announcement of new officers by the President of AIS; announcement of subsequent year's conference by next year's host; your own thank you's and recognitions; updates on conference logistics).

(8)   <u>After the Conference</u>

Prepare a final report on the conference, including an assessment of the outcomes in terms of logistics, quality of proposals, programming, the planning process, the budget, and any other issues that arose during the course of conference planning and the conference itself.

Submit a final budget with your report. Send new membership fees (including a list of new members) and the conference income (contributions and registration income) above and beyond your expenses to the Executive Director of the AIS.
Make sure all income associated with book and journal sales has been dispersed appropriately and any unsold books returned, if requested.

Congratulations on accomplishing the daunting task of coordinating a conference! We hope that you found the experience to be invigorating and satisfying and that you will continue to play an active role in the Association for Integrative Studies. We welcome your continuing input into the conference planning process.

CONTACTS FOR CONFERENCE INFORMATION

AIS Contacts for conference questions, concerns, are listed below. These liaisons will be happy to provide you with sample conference documents and materials.

Francine Navakas: (630) 637-5285 (O), 637-5360 (fax), 630-369-6356 (H)
                             fgn@noctrl.edu or franncc@aol.com

Roslyn Abt Schindler: (313) 577-7762 (O), 577-8585 (fax), (248) 541-7218 (H)
          rozschind@aol.com

Appendix L

Issues in Integrative Studies **Editorship**

Year	Editor(s)
1982-86	Ray Miller (co-editor with Julie Klein when he was president)
1987	Julie Klein (manuscripts), Stan Bailis (jury) and Ray Miller (production)
1988	Stan Bailis (editor), Julie Klein and Ray Miller (associate editors)
1989-1993	Stan Bailis (editor), Julie Klein and Steve Gottlieb (associate editors)
1990	Julie Klein and William Doty, guest editors of special volume on IDS resources
1992	Joan Fiscella, guest editor of special volume on IDS and information
1993	Leslie Gerber, guest editor of special volume on narrative theory
1994-1997	Stan Bailis (editor) and Steve Gottlieb (associate editor)
1994	Julie Klein, guest editor of European perspectives volume
1996	Bill Newell, guest editor
1998	Stan Bailis (editor), Carolyn Haynes (production editor), James Bell (guest editor on integrative ethics
1999	Stan Bailis (editor), Jay Wentworth (assoc. editor), Carolyn Haynes (prod. editor)
2000-2001	Jay Wentworth (editor) and David Sebberson (assoc. editor); Leslie Gerber guest editor on euthanasia symposium in 2000.

Appendix M—Overview of AIS Website
http://www.units.muohio.edu/aisorg/

HOME PAGE:
     Introduction to AIS
     What's New
     The AIS Organization
     AIS Annual Conference
     AIS Publications
          Issues in Integrative Studies Online
     INTERDIS Email List
     Interdisciplinary Connections
     Feedback
     Interdisciplinary Consultants
     Doctoral Program Directory

INTRODUCTION TO AIS PAGE:
     Introduction to the AIS
     Reasons for Joining AIS
     How to Join AIS
     Membership information

WHAT'S NEW PAGE
     Recently updated information on the entire webpage

THE AIS ORGANIZATION PAGE
     Purpose of AIS
     AIS Fact Sheet
     AIS Constitution
     AIS Officers
     Directory of AIS Members

THE AIS CONFERENCE
     Conference Planning Guidelines
          Goals of the Association
          Role of the Annual Conference in AIS Strategic Planning
          Hosting an AIS Conference—An Overview
          What to do to Initiate a Proposal
          Guidelines for Conference Planning
          Contacts for Conference Information
     Upcoming Conference Information
          Grant Form for Graduate Student Travel
          Costs and Registration Fees
     Previous Conferences (overview)
          2002: The Liberating Arts

2001: Globalizing Interdisciplinary Pedagogy and Research
2000: Interdisciplinarity: Values in Conflict …
1999: Border Crossings
1998: Integrative Studies: Building Bridges …
1997: Tales of Transformation
1996: Integrative Knowledges

AIS PUBLICATIONS AND RESOURCES PAGE
Issues in Integrative Studies
Issues in Integrative Studies Online
AIS Newsletter
AIS Reports and Position Papers

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University Studies (Univ. of Tennessee, Knoxville)
AAAS
American Studies Crossroads Project
Explorations in Interdisciplinary Teaching & Learning (course portfolios)
Institute for Advanced Technology
General and Interdisciplinary Scholarly Societies (University of Waterloo)
Project Kaleidoscope
Washington Center for Improving the Quality of Undergraduate Education
World Lecture Hall (Univ. of Texas, Austin)

FEEDBACK PAGE
Site to send comments

INTERDISCIPLINARY CONSULTANTS PAGE
Information on AIS-recommended consultants

DIRECTORY OF IDS DOCTORAL PROGRAMS
Overview
Guidelines for Use of Directory
Scope of the Directory
Criteria for Inclusion in the Directory
Acknowledgements

Natural Science Programs
Social Science Programs
Natural and Social Science Programs
Social Science and Humanities Programs

Appendix N
AIS-Connected Books on Interdisciplinarity

AIS-Sponsored Books

2002: Carolyn Haynes (ed.) *Innovations in Interdisciplinary Teaching*. Westport, CT: Greenwood Press.
 Whereas many books on innovative teaching practices exist, none addresses specifically how those practices might function in an interdisciplinary context. In response to this gap, the Association for Integrative Studies initiated an exciting scholarly project. This AIS-sponsored volume of essays attempts to bridge the gap by asking noted experts in various innovative pedagogies--from collaborative learning to multicultural teaching--to integrate their current theories and practices with those advanced in interdisciplinary education.
 Each book chapter includes an argument that combines insights from each pedagogical approach and from the interdisciplinary scholarly literature. The specific, guiding questions of the book are: How can each of these innovative teaching approaches best be implemented in an interdisciplinary course or context? How can we ensure that students engaged in these approaches move toward synthesis and integration? What special challenges and rewards emerge when teaching these approaches in an interdisciplinary context?
 Fourteen different topics will be addressed by leading experts in their fields. The Association for Integrative Studies has been instrumental in initiating and implementing the project.

Introduction: Laying a Foundation for Interdisciplinary Teaching (Carolyn Haynes)
Standard Approaches to Interdisciplinary Teaching
 (5) Interdisciplinary Curriculum Design and Instructional Innovation: Notes on the Social Science Program at San Francisco State University (Stanley Bailis)
 (6) Enhancing Interdisciplinarity Through Team Teaching (Jay Wentworth and James R. Davis)
 (7) Writing in Interdisciplinary Courses: Coaching Integrative Thinking (Marcia Bundy Seabury)
Innovative Approaches to Interdisciplinary Teaching
 (8) Teaching on the Edge: Interdisciplinary Teaching in Learning Communities (Valerie Bystrom)
 (9) "Good And Ill Together": Interdisciplinary Teaching With Technology (Robert M. Bender)
 (10) Preparing Students for 21st-Century Challenges: Current Trends and Innovations in Diversity and the College Curriculum (Debra Humphreys)
 (11) Applying One Disciplinary-Based Pedagogy to Interdisciplinary Teaching
 (12) Being There: Performance as Interdisciplinary Teaching Tool (Jeff Abell)
 (13) Margaret Sanger, Marie Curie, Toni Morrison, and Marcel Duchamp Teach a Women's Studies Course: A Discussion of Innovative Interdisciplinary Approaches to Feminist Pedagogy (Nancy M. Grace)
 (14) Transforming Science 101 Through Interdisciplinary Inquiry (Christopher Myers and Carolyn Haynes)
Interdisciplinary Teaching in Different Settings or to Different Students
 (15) It Takes More Than a Passport: Interdisciplinarity in Study Abroad (George Klein)
 (16) Interdisciplinarity and the Adult/Lifelong Learning Connection: Lessons from the Classroom (Roslyn Abt Schindler)
Support for Interdisciplinary Teaching
 (17) Academic Advising Students in Interdisciplinary Studies (Virginia N. Gordon)
 (18) Transforming Interdisciplinary Teaching Through Assessment (Michael Field and Don Stowe)
Conclusion: Achieving Interdisciplinary Innovation: Leading and Learning in Community
(Faith Gabelnick)

1998: William H. Newell (ed.), *Interdisciplinarity: Essays from the Literature*. New York: The College Board. 563 pp.

Overview
> Advancing Interdisciplinary Studies (Julie Klein and William Newell)
> Defining and Teaching Interdisciplinary Studies (William Newell)
> Interdisciplinary Model to Implement General Education (Barbara Hursh, Paul Haas, Michael Moore)
> Interdisciplinary Curriculum Development (William Newell)
> Why Interdisciplinarity? (Joseph Kockelmans)
> Guide to Interdisciplinary Syllabus Preparation (Institute in Integrative Studies)

Philosophical Analysis
> Five Arguments Against Interdisciplinary Studies (Thomas Benson)
> The Case for Interdisciplinary Studies: Response to Professor Benson's Five Arguments (William Newell)
> The Position: Interdisciplinarity as Interpenetration (Steve Fuller)

Administration
> Avoiding the Potholes: Strategies for Reforming General Education (Jerry Gaff)
> Faculty Development through Interdisciplinarity" (Forrest Armstrong)
> Interdisciplinary Studies as a Counterculture: Problems of Birth, Growth, and Survival (Martin Trow)
> The Fragmentation of Knowledge and Practice: University, Private Sector, and Public Sector Perspectives (Theodore   Hershberg)

Disciplinary Contexts
> Academic Disciplines and Undergraduate Interdisciplinary Education (William Newell)
> Blurred Genres: The Reconfiguration of Social Thought (Clifford Geertz)
> Being Interdisciplinary Is So Very Hard to Do (Stanley Fish)
> Interdisciplinary Studies (Giles Gunn)
> Blurring, Cracking, and Crossing: Permeation and the Fracturing of Discipline (Julie Klein)

Social Sciences
> Interdisciplinary Research for Integrated Rural Development in Developing Countries: The Role of the
>   Social Sciences (Dirk van Dusseldorp and Seerp Wigboldus)
> Advancing the Social Sciences Through the Interdisciplinary Enterprise (Marilyn Stember)

Humanities and Fine Arts
> Reflections on the Interdisciplinary Approaches to the Humanities (Nancy Cluck)
> Introduction to *Reading Rembrandt* (Mieke Bal)
> Music and Life (Barbara Carlisle)

Natural Sciences
> The Nature of Scientific Integration (William Bechtel)
> Interdisciplinary Thought (Ursula Hübenthal)

General Lessons from Specific Interdisciplinary Fields
> Environment (Julie Klein)
> Women (Julie Klein)
> Interdisciplinary Research and the Future of Peace and Security Studies (Richard Lebow)
> There's No Place Like Home? Remapping the Topography of German Studies (Jeffrey Peck)
> The Interdisciplinary Curriculum: From Social Medicine to Post-modernism (Bryan Turner)
> Things Fall Together: A Critique of Multicultural Curricular Reform (Grant Cornwell, Eve Stoddard)

Putting It All Together
> Professionalizing Interdisciplinarity: Literature Review and Research Agenda (William Newell)

1996: Alan F. Edwards, Jr. *Interdisciplinary Undergraduate Programs: A Directory* . 2nd ed. Acton, MA: Copley Publishing Group. 435 pp.
> One-page descriptions of 410 programs from 43 states for 31 categories of programs, including
> > • type and size of program
> > • courses offered

- administrative structure
- narrative description
- contact information (including director, phone, fax)

Appendices by state and type of program

Program categories: institutions, cluster colleges, major programs, adult education, honors, general education, humanities, peace/justice studies, religious/religion studies, social sciences, human development/gerontology, natural science, science-technology-society, neuroscience, applied science/technology, liberal arts/liberal studies, American studies, ethnic studies/cultural studies, women's studies/gender studies, environmental studies, urban studies, world/global studies, educational studies/teacher preparation, film studies/media studies, and study groups

1994: Julie T. Klein & William G. Doty (eds.), *Interdisciplinary Studies Today*. New Directions for Teaching and Learning #58. San Francisco: Jossey-Bass. 96pp

1. Finding Interdisciplinary Knowledge and Information (Julie Thompson Klein)
2. Designing Interdisciplinary Courses (William H. Newell)
3. The Administration and Governance of Interdisciplinary Programs (Beth A. Casey)
4. Assessing Interdisciplinary Learning (Michael Field, Russell Lee, Mary Lee Field)
5. Organizing Networking: Taking the Next Step (Nelson E. Bingham)

1990: Julie Thompson Klein. *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press. 331 pp.

Introduction: The Problem of Interdisciplinary Discourse

Definitions of Interdisciplinarity

1. **The Evolution of Interdisciplinarity**
2. **The Interdisciplinary Archipelago**
3. **An Interdisciplinary Lexicon**

Disciplinarity/Interdisciplinarity

4. The Rhetoric of Interdisciplinarity
5. Borrowing
6. The Critique of Limitations
7. The Disciplinarity Paradox

The State of the Art

8. **IDR: Problem-focused Research**
9. **Interdisciplinary Care**
10. **IDS: Interdisciplinary Education**

Conclusion: The Integrative Core

Bibliography (196 pp.)

Other Books on Interdisciplinarity from AIS Leaders

2002: Julie Klein (ed.), *Interdisciplinary Education in K-12 and College: a foundation for K-16 dialogue.* New York: The College Board.

Introduction: Interdisciplinarity Today: Why? What? And How? (Julie Thompson Klein)

Current Issues in K-12

1. Integrated Curriculum Design (Heidi Hayes Jacobs)
2. Interdisciplinary Teamed Instruction (Rebecca Crawford Burns)
3. Politics and Possibilities Beyond the Separate Subjects (James Beane)
4. Interdisciplinary High School Learning in an Information Age (Russell Agne and John Clarke)

Current Issues in College

5. Integrating the College Curriculum (William H. Newell)

6. The Joys and Pitfalls of Team Teaching (James R. Davis)
7. Developing and Administering Interdisciplinary Programs (Beth Casey)

Toward a K-16 Dialogue

8. Assessing Interdisciplinary Learning K-16 (Julie Thompson Klein)
   Epilogue: Imperatives for Dialogue on Interdisciplinarity K-16 (Julie Thompson Klein)
   A Beginning Library
   References

1999: Marcia Seabury (ed.). *Interdisciplinary General Education: Questioning Outside the Lines/ the University of Hartford Experience*. New York: The College Board

Foreword (M. Neil Browne)
Introduction (Marcia Seabury)

Asking Questions and Crossing Boundaries

The Creativity of Interdisciplinarity and the Interdisciplinarity of Creativity (John M. Roderick)
What is School? The Art of Interdisciplinary Engagement (Robert Fried and Holly DiBella-McCarthy)
Romanticism in the Arts: Facing Uncertainty and Reshaping Perspectives (Jill Dix Ghnassia)
Finding a Voice across the Disciplines (Marcia Bundy Seabury)
What is Symmetry, that Educators and Students should be Mindful of? (Laurence I. Gould)
What is Science? (Doug Dix, Regina Miller, Mike Horn, and Dale Brown)

Framing the Issues and Dealing with Problems

Epidemics and AIDS: Confronting Fear, Discrimination, and Mortality (Ralph Aloisi, Karen Barrett, Margaret Ciarcia, and Jill Dix Ghnassia)
Reflective Judgement and Moral Dilemmas: Ethics in the Professions (Marilyn S. Smith, Ernest Gardow, and Laura Reale-Foley)
A Business School Case Method, Clio, and Interdisciplinarity (Charles R. Canedy, 3rd)
Sources of Power: Integration in the Social Sciences (Jane Horvath)
The Right to Food: Hunger and the Problems of Scarcity and Choice (Jane Horvath, Doug Dix, and Bernard den Ouden)

Exploring Cultures and Understanding Ourselves

Constructing a Gender Course: Messages in the Margins (Jane Edwards)
Understanding Ethnic Identity through Expressive Culture: An Interdisciplinary Approach (A. Cheryl Curtis, Anthony T. Rauche, and S. Edward Weinswig)
Our Culture, Their Cultures: The Interdisciplinary Path to Cross-Cultural Studies (Virginia Hale)
Making Meaning: An Epic Journey across Cultural and Disciplinary Boundaries (Harald M. Sandström and Errol Duncan)
Discovering America for a Decade: A Cautionary Tale (Thomas Grant)
Afterword: An Interdisciplinary General Education Curriculum: Past, Present, and Future (Marcia Seabury and Colleagues)

1999: Joan Fiscella & Stacey Kimmel. *Interdisciplinary Education: A Guide to Resources*. New York: The College Board.

- Foundations: Definitions, Rationale, Conceptual Frameworks, Purposes
- Curriculum: Content, Themes, Programs, Implementation
- Faculty, Teacher, and Team Development
- Pedagogy and Student Support
- Administration: Issues and Practices
- Interdisciplinary Information Searching: Moving Beyond Discipline-Based Resources

1996: Julie Klein. *Crossing Boundaries: Knowledge, Disciplinarities, and Interdisciplinarities*. Charlottesville, VA: University Press of Virginia.

Boundary Crossing

1. The Interdisciplinary Present/ce
2. The Permeation of Boundaries
3. Boundary Work and Inter/Disciplinary Studies

Boundary Studies
4. Interdisciplinary Studies
5. Interdisciplinary Genealogy in Literary Studies
6. National Competitiveness and the "Centering" of Interdisciplinary Research

1995: James R. Davis. *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*. ACE Series on Higher Education. Phoenix, AZ: Oryx Press.
Structure and Delivery of Courses
1. Interdisciplinary Courses and Team Teaching: Definitions and Examples
2. The Rationale for Interdisciplinary Courses: The Problem of Specialization
3. Structuring and Delivering Interdisciplinary Courses: Approximating the Ideal
4. When Faculty Work in Teams: Learning from the Research on Groups and Teams
5. Faculty and Student Perceptions of Team Teaching: Satisfactions and Frustrations
6. Future Prospects for Interdisciplinary Courses: Issues and Problems
Selected Examples of Courses
7. Examples of Interdisciplinary Courses and Programs
    Gathering and Using Examples
    General Education
    Professional and Technical Programs
    Integrative Studies Programs
    Women's and Gender Studies
    Multicultural and Ethnic Studies
    International Studies
    Capstone and Integrative Courses
    Electives
Conclusion

Other AIS Publications

2000: *Accreditation Criteria for Interdisciplinary General Education* (Joan B. Fiscella, Cheryl R. Jacobsen, Julie Thompson Klein, Marcia Bundy Seabury, and Michael J. Field)
The Task
The Context
The Practice of Interdisciplinary General Education
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    Goals
    Curriculum
    Teaching and Learning
    Faculty
    Administration
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    The Logic of Christian Theology and the "Right-to-Die" (Paul Lewis)

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Interdisciplinary Studies as Change of Perspective (Jürgen Schülert and Andrea Frank, trans. Maria Galffey- Measel)
Interdisciplinary Research for Integrated Rural Development in Developing Countries: The Role of Social Sciences (Dirk van Dusseldorp and Seerp Wigboldus)
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The Main Forms of Interdisciplinary Development of Modern Science (S. N. Smirnov)
Overcoming Barriers: Interdisciplinary Studies in Disciplinary Institutions (Jerry Gaff, 1993 AIS keynote)

1993: Volume 11

Introduction to Special Issue: Narrative Theory (Leslie Gerber, guest editor)
Rhetoric, Narrative, and the Rhetoric of Narratives (Gregory Jones)
"Narratime": Postmodern Temporality and Narrative (James Winders)
Narrative and the Physical Sciences (Linn Mackey)
Narrative and Social Science: Reclaiming the Existential (Gregory Reck)
Narrative and Social Science: A Response to Gregory Reck (Howard Nixon)
The Virtues of Taking Time, Taking Time for the Virtues (Gregory Jones)
The Academy and Social Change: What Are the Rules? (Mary E. Clark, 1992 AIS keynote address)

1992: Volume 10

Interdisciplinarity and Information: Issues of Access (Joan Fiscella, guest editor)
How Libraries Cope with Interdisciplinarity: The Case of Women's Studies (Susan Searing)
The Values Added in Information Processing (Taylor Hubbard)
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Toward a Taxonomy of an Interdisciplinary Area: The Case of Technical Communication (Charles Beck)
Creating an Image Bank for Teaching World Religion (Richard Carp)
Arguing for the Rainforest: High-tech Topoi and the Value(s) of a Database (David Sebberson)
The Materiality of Informatics (N. Katherine Hayles, 1991 AIS keynote address)

1991: Volume 9

On Pushing Back the Boundaries of Economics: The Case of Business Ethics (Charles Fischer)
Honoring the World-Soul (Philip Lewin)
Consciousness and Linguistic Competency: Making Interdisciplinary Choices (Donna Vocate)
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What do We Know about Knowledge? (Kenneth Boulding, 1990 AIS keynote address)
The End-of-History vs. All-is-History (Ronnie Serr)
"Being Interdisciplinary Is So Very Hard to Do" (Stanley Fish)
Trading Tunes with Stanley Fish: Grand Unification Theories/the Practice of Literature and Science (Richard Turner)

For earlier volumes of *Issues in Integrative Studies*, consult http://www.muohio.edu/ais/. Back volumes are available for $10 each (volume 8 for $6) including shipping and handling.