It is both a shopworn cliché and a profound truth that the world does not neatly divide into predetermined boxes, schemas or siloes. Unfortunately, all too often our college courses, textbooks, theories, and practices perpetuate the problematic and deeply flawed vision of a compartmentalized world. In one respect this is completely understandable, as higher education is founded on the disciplining of knowledge. And yet, the unintended consequences of such a vision are deep and profoundly disturbing. This is especially so for those of us committed to linking theory with practice – through practices such as translational research, civic engagement, public scholarship, and community-based research – as a means to harness the power of the academy for a greater good. It is thus a deep pleasure and a humbling opportunity to welcome and host the 37th annual meeting of the Association of Interdisciplinary Studies (AIS) here at Merrimack College. It is an opportunity to spark new ideas, highlight promising practices, ask difficult questions, and connect with a broader network of individuals committed to making a meaningful and sustained impact through our work. The conference theme of “Impact for the Common Good?” serves as a platform and springboard for exactly such opportunities.

Much work has gone into making this event possible, and I want to truly thank Dr. Susan Marine for leading the conference planning committee and investing so much of her time and energy into creating what I expect to be a wonderful conference. The other members of the committee – Dr. Jon Lyon, Dr. Krista McQueeney, Julian Brown-Myers, Dr. John Giordano, and Dr. Laura Hsu – were an incredible help as well, as were our staff and students of Jessica McCarthy, Brian Dixon, Julia Lemieux, Julie Cronin, Karla Pinget, Rebecca Teixeira, and Tim LeBel. The AIS Board was invaluable with guidance and many across Merrimack College have graciously helped in ways large and small. Thank you to all.

I welcome all of the presenters and attendees and hope that our ideas meld with our ideals to foster a productive and fruitful conference.

Respectfully,

Dan Butin, PhD
Founding Dean and Professor of Education, School of Education & Social Policy
Welcome to the 37th Association for Interdisciplinary Studies Conference at Merrimack College - welcome to four days of presentations, reflections and conversations about the question: “Impact for the common good?” Most of us will at one time or another have asked ourselves this invigorating question, as we wonder if the projects we’re engaged in contribute to our society and environment, and maybe even to the well being of our planet. It is especially important for those involved in interdisciplinary and transdisciplinary projects, which often aim to impact current societal or environmental problems. Yet answering this question is a difficult and itself an interdisciplinary if not a transdisciplinary task, demanding theoretical reflection on the concepts involved in it (like: should we count future generations and other species in our definition of ‘common’?), empirical investigation of the criteria and values of others (like: how do relevant stakeholders determine their lifesatisfaction?), and decision making on how the project can be shaped by these results. Obviously, answering this question is in itself a challenge for any team working on such a project, to be integrated in the process of carrying it out.

Bringing together educators, researchers, students, policy makers and others involved in such complex issues from all around the globe, the Association for Interdisciplinary Studies has facilitated such conversations since 1979 in various ways: via its journal and newsletter, online on Facebook and its list serve, within the collegial Sections that AIS is developing and through ongoing projects. These conversations will certainly flourish when we are sharing together ‘commons’, like now at Merrimack College, which is why we thank the organizers from the School of Education & Social Policy wholeheartedly for proposing this important theme. I hope that these days will help us all in articulating our perspectives and enhancing our impact for the common good. With that in mind, I once again welcome all participants in the upcoming conversations and wish you a stimulating and inspiring conference.

Machial Keestra
President, Association for Interdisciplinary Studies
WI-FI NETWORK ON CAMPUS

The college maintains a wireless network composed of more than 300 wireless access points. All campus buildings have wireless service. Major outdoor quadrangle areas have service as well. Courtesy guest access is available for web-browsing. Access is speed is rate-limited. For technology related questions or requests, email ITAskIT@merrimack.edu, call at: 978-837-3500 (x3500) or visit them on the second floor of the McQuade Library.

THERE’S AN APP FOR THAT!

Get connected and download the AIS 2015 conference app for the latest information on speakers, sessions, conference schedule, connect with attendees and more! Search "AIS Conference 2015" in the Apple App Store or Google Play for Android users.
CONFERENCE MEALS

Most meals will be provided to registrants, including: Breakfast on Friday, Saturday and Sunday, Lunch on Friday and Saturday, Dinner on Thursday, and the Reception on Saturday night.

Looking for More On-Campus Dining Options?

The Warrior’s Den: Home to the Warrior’s Grille, Quesaritos and AFC Sushi. In addition to these offerings we also a fresh selection of salads, sandwiches and soups. We also offer freshly brewed Green Mountain Coffee, homemade desserts a wide variety of snacks and convenience international food.

Location: Sakowich Student Center, First Floor
Hours of Operation:
• Breakfast, Lunch and Dinner: Thursday: 7:30 a.m - 11:00 p.m.
• Breakfast, Lunch, Dinner and Late Night: Friday: 7:30 a.m - 1:00 a.m.
• Saturday: 3:00 p.m - 1:00 a.m.

Zime: Zime Bakery -Sodexo’s newest branded concept features flatbread sandwiches, soups, fresh baked goods, Aspresso coffee and Numi teas. Zime is a totally modern bakery-café brand that offers fresh, nutritious meals to our consumers. Zime speaks to today’s concern for healthy, locally sourced fresh food with real nutritional value.

Location: McQuade Library, First Floor
Hours of Operation:
• Breakfast, Lunch and Dinner: Thursday: 8:30 am - 9:00 pm; Friday: 8:30 pm - 4:00 pm

Dunkin Donuts: Merrimack runs on Dunkin!

Location: Athletics Complex, First Floor (next to Campus Bookstore)
Hours of Operation:
• Every day: 6:00 am - 10:00 pm
37TH ANNUAL ASSOCIATION FOR INTERDISCIPLINARY STUDIES CONFERENCE
“IMPACT FOR THE COMMON GOOD?”

SCHEDULE AT A GLANCE

**Wednesday, October 21**

2:00pm - 6:00 pm  AIS Board Meeting -- Homewood Suites Hotel Conference Room

**Thursday, October 22**

8:00 am - 5:00 pm  Registration -- Sakowich Campus Center, 1st Floor Lounge
8:00 am - 1:00 pm  AIS Board Meeting -- Sakowich Campus Center, Meeting Room B, 2nd Floor
9:00 am - 5:00pm   Book Sales -- Sakowich Campus Center, 1st Floor Lounge
9:00 am - 12:00pm  Pre-Conference Workshops
                     1. Nuts & Bolts -- Sakowich Campus Center, Murray Lounge, 2nd Floor
                     2. Maker-Centered Learning -- Cascia Hall
12:00 pm - 1:00 pm  Lunch on your own -- see page 5 for on-campus dining options

***Official Start of the Conference***

1:00 pm - 2:00 pm  Welcome to 37th Annual AIS Conference -- Cascia Hall
2:15 pm - 4:45 pm  Concurrent Sessions
5:00 pm - 6:45 pm  Plenary Session, State of the Field, and 5-Minute Madness -- Cascia Hall
7:00 pm - 9:00 pm  Dinner & Reception -- Sakowich Center, Multipurpose Room

**Friday, October 23**

8:00 am - 4:00 pm  Registration -- Sakowich Campus Center, 1st Floor Lounge
8:00 am - 9:00 am  Breakfast and Sections – Sakowich Campus Center, Multipurpose Room
9:00 am - 5:00pm   Book Sales -- Sakowich Campus Center, 1st Floor Lounge
9:15 am - 11:30 am Concurrent Sessions
11:45 am - 1:45 pm Lunch and Plenary Speaker: Dr. Jennifer Leaning of Harvard School of Public Health -- Sakowich Campus Center, Multipurpose Room
2:00 pm - 4:45 pm  Concurrent Sessions
6:30 pm            Evening Activities -- see page 10 information
### Saturday, October 24

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>8:00 am - 9:00 am</td>
<td>Breakfast - GUIDE sessions -- Volpe Athletic Complex, Hamel Court</td>
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<tr>
<td>9:00 am - 5:00 pm</td>
<td>Book Sales -- Volpe Athletic Complex</td>
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<tr>
<td>9:15 am - 11:30 am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:00 am - 2:00 pm</td>
<td>Book Sales -- Hamel Court</td>
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<tr>
<td>11:45 am - 1:15 pm</td>
<td>Lunch and Plenary Speakers: Prof. Lori Pompa of Temple University and Tyrone Wertz of the Inside-Out Prison Exchange Program -- Volpe Athletic Complex, Hamel Court</td>
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<tr>
<td>1:45 pm - 4:45 pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>7:30 pm - 9:30 pm</td>
<td>All conference party and reception, featuring AIS member Steven McAlpine's “Straight Up Tribal” group -- Cascia Hall</td>
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### Sunday, October 25

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Breakfast and closing synthesis session -- Sakowich Campus Center, Merrimack Club</td>
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</table>
Dr. Jennifer Leaning
Francois-Xavier Bagnoud Professor of the Practice of Health and Human Rights
Director, FXB Center for Health and Human Rights
Harvard T.H. Chan School of Public Health

Dr. Leaning’s research and policy interests include issues of public health, medical ethics, and early response to war and disaster, human rights and international humanitarian law in crisis settings, and problems of human security in the context of forced migration and conflict. She has field experience in problems of public health assessment and human rights in a range of crisis situations (including Afghanistan, Albania, Angola, Kosovo, the Middle East, the former Soviet Union, Somalia, the Chad-Darfur border, and the African Great Lakes area) and has written widely on these issues.

Dr. Leaning serves on the boards of The Humane Society of the United States, and the Massachusetts Bay Chapter of the American Red Cross. She formerly served on the board of Physicians for Human Rights (an organization she co-founded), Physicians for Social Responsibility, and Oxfam America. She is Visiting Editor of the British Medical Journal, serves on the editorial board of Health and Human Rights, and is a member of the Board of Syndics at Harvard University Press. From 1999 to 2005, Dr. Leaning directed the Program on Humanitarian Crises and Human Rights at the Francois-Xavier Bagnoud Center for Health and Human Rights at the Harvard School of Public Health, during which time Dr. Leaning also served as Editor-in-Chief of Medicine & Global Survival, an international quarterly. From 2005-2009, Dr. Leaning founded and co-directed the Harvard Humanitarian Initiative. For more, see: http://www.hsph.harvard.edu/jennifer-leaning
Lori Pompa
Founder and Executive Director, The Inside-Out Prison Exchange Program
Faculty Member, Department of Criminal Justice
Temple University

Lori Pompa has been going into prisons for the past 30 years and has taken tens of thousands of students (and others) into correctional facilities through a variety of courses and exchanges during that time. She has been on the Criminal Justice faculty at Temple University since 1992, and is Founder and Executive Director of The Inside-Out Center at Temple University, International Headquarters of The Inside-Out Prison Exchange Program, which she began as a single class in 1997. As a 2003 Soros Justice Senior Fellow, Pompa collaborated with others on both sides of the prison wall to develop Inside-Out into an international model of transformative pedagogy. Over the past 11 years, 564 college and university instructors from throughout the U.S. and several other countries have taken part in the Inside-Out Training Institute. Hundreds of Inside-Out classes have been offered to date, involving more than 20,000 inside (incarcerated) and outside (campus-based) students. Pompa regularly speaks about Inside-Out’s history and contributions, most notably at the Clinton School of Public Service, at the Fetzer Institute’s Global Gathering on Love and Forgiveness in Assisi, Italy, at the University of Sydney in Australia, and at Durham University in the U.K.
http://www.temple.edu/cj/people/People_Pompa.html

Tyrone Werts
Co-Founder & CEO, The End Crime Project
Chairman & Co-Founder, The Lifers Public Safety Initiative
Public Relations Consultant, Inside-Out Prison Exchange Program
Consultant, Philadelphia Public Defenders Association

Tyrone Werts, incarcerated for 36 years of his life in a maximum security prison in Pennsylvania, has transformed his life to become a longstanding advocate for justice reform and consultant in numerous capacities in developing solutions to criminal justice concerns in the U.S. An initial participant of the Inside-Out Prison Exchange program, he became heavily involved in its development in what is now a model for educative justice replicated on a national level. He established The Lifers’ Public Safety Initiative, a crime prevention program that has received national and international attention, and he is Co-Founder and CEO of the End Crime Project, an outgrowth of the Lifers Public Safety Initiative. He is a graduate of Villanova University, a 2013 Soros Justice Fellow, and serves on the Mayor’s Commission on African American Males. On December 30, 2010, Werts’ life sentence was commuted by former Pennsylvania Governor Ed Rendell, a testament to the significant contributions he has made in improving the lives of others.
http://www.endcrimeproject.org/leadership.html
EVENING EVENTS AT A GLANCE

Thursday, October 22
Join us for a buffet dinner, drinks, and music from the Merrimack Jazz Ensemble and Mackapella.

Location: Multipurpose Room, Sakowich Campus Center
Time: 7:00 pm - 9:00 pm

Friday, October 23

1. Boston Evening Excursion
Shuttles will pick up guests at hotels (at 6:30 pm) and in the Sakowich Campus Center Parking Lot (at 6:45 pm) for an evening of exploring, dining and shopping in the Faneuil Hall/Quincy Market area of Boston. Shuttles will pick up guests to return to hotels at 10:30 pm.

2. Dinner Off-Campus
Local Dinner Circles with limited seating will also be coordinated and shuttles will depart from hotels. More information will be shared with participants at the Thursday and Friday plenaries

3. “Cabaret” at the Rogers Center for the Performing Arts
The Visual and Performing Arts Department at Merrimack College presents the musical “Cabaret”. The show is SOLD OUT, but we have reserved a limited number of tickets for purchase for AIS conference attendees. If interested, you may purchase your ticket at the AIS Conference Headquarters, O’Reilly Hall, room 308. Tickets are $15 each.

Saturday, October 24
Celebrate the closing of the AIS 2015 conference, featuring a performance by “Straight up Tribal”. Heavy hors d’oeuvres and cash bar are available.

Location: Cascia Hall
Time: 7:30 pm - 9:30 pm
PRE-CONFERENCE SESSIONS  Thursday, October 22, 9:00 am - 12:00 pm

PRE-CONFERENCE I

Location: Sakowich Campus Center, Murray Lounge, 2nd Floor

*Nuts & Bolts: Best Practices of Interdisciplinary Course Design and Pedagogy*
Organized by Karen R. Moranski (University of Illinois at Springfield) & Scott Crabill (Oakland University) and featuring Rick Szostak (University of Alberta)

This interactive pre-conference workshop offers participants an opportunity to learn the tools and techniques of interdisciplinary pedagogy. Participants will contextualize their goals in some definitions and best practices from interdisciplinary studies, including syllabus and assignment development, assessment techniques, and research methods. At the end of the workshop, Rick Szostak will help participants deepen their understanding of interdisciplinary theory in relationship to pedagogy. Participants will take home tips, models, and great ideas.

**Conceptualizing Interdisciplinary Pedagogy**
This first segment will introduce participants to key definitions and theories of interdisciplinary pedagogy and curriculum design. We will help contextualize interdisciplinary pedagogy within the framework of national discussions surrounding integrative learning and high-impact educational practices. This hour will also introduce participants to key definitions and concepts related to interdisciplinarity, integration, and assessment. We will also introduce participants to the interdisciplinary research process using paradigms developed by Repko and Szostak. Leaders will provide participants with tools they can use to build interdisciplinary and integrative courses, including, to the extent time allows, syllabus preparation, integrative assignment building, rubric design, and active learning exercises that build skills in integrating disciplinary content, theory, and methodology.

**Best Practice in Interdisciplinary Pedagogy**
The second segment will allow participants to actively apply best practices to their particular programs and courses in a workshop environment. Guided assignments will help participants use the materials from the first hour. Participants will report out at the end of the workshop time.

**Deepening Interdisciplinary Theory and Pedagogy**
The final segment will showcase Rick Szostak, immediate Past President of AIS and widely published expert in interdisciplinary studies.

**Dr. Karen R. Moranski** serves as Associate Vice Chancellor for Undergraduate Education at the University of Illinois at Springfield. She is a past President of AIS and led the development of two interdisciplinary general education curricula. She now focuses on institutional accreditation, assessment, and creating a culture of inquiry around teaching and learning.

**Dr. Scott Crabill** is Interim Associate Dean of the School of Health Sciences at Oakland University and has served in a variety of leadership roles in the Office of Undergraduate Education. He organizes an annual conference on teaching and learning and serves on the AIS Board as Organizational Development Director.
PRE-CONFERENCE II

Location: Cascia Hall

Maker-Centered Learning: Systems Thinking and Perspective Taking
Organized by Edward P. Clapp & Jessica Ross (Harvard Graduate School of Education, Project Zero)

Since the first Maker Faire was held in San Mateo, CA in 2006, the Maker Movement has taken hold as a new cultural phenomena that encourages working with one’s hands, sharing information and ideas, and merging disciplines, domains, and areas of practice that range from welding to coding, and from knitting to 3-D printing technology. As contemporary society recognizes an opportunity for moving from a consumer-focused to a producer-focused culture, the skills and dispositions afforded by design and maker-centered learning may prove to be useful. Thinking like a designer/maker requires certain competencies—comfort navigating uncertainty, adaptability and flexibility, collaborative and distributive thinking, risk-taking, multiple perspective taking, systems thinking—skills which are also critical to thriving in a complex, global world.

In this hands-on pre-conference, researchers from Project Zero’s Agency by Design initiative will engage participants in activities designed to explore systems thinking, including visual mapping exercises, stakeholder perspective-taking, and noticing the dynamics of whole systems and object relationships within systems. By doing so, participants will confront the core Impact for Common Good conference question: “How often are the marginalized included in dialogue with those with power and privilege in influencing change, rather than others assuming they know what is best for the ‘Common Good?’” Ultimately, participants will consider how the values and interests of various stakeholders are addressed when young people and adults pose innovations within greater systems through building, tinkering, re/designing, and hacking.

Edward P. Clapp is a senior research manager and a member of the core research team working on the Agency by Design initiative at Project Zero, an educational research center at the Harvard Graduate School of Education (HGSE). Edward is also a lecturer on education at HGSE.

Jessica Ross is a senior practitioner specialist working at Project Zero on the Agency by Design research project. Jessica is also an Education Coordinator of the Project Zero Classroom Institute and a teaching fellow at the Harvard Graduate School of Education.
CONCURRENT SESSION SCHEDULE AND DESCRIPTIONS

Opening Session

Location: Cascia Hall

Welcome to the 37th annual AIS conference!
- Welcome from Dan Butin, Dean, School of Education and Social Policy
- Opening remarks, Machiel Keestra, President, AIS

Concurrent Sessions T1

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>The Francis Effect: Greening Catholic Social Thought and the Ecological Global Common Good</td>
<td>Mark Allman</td>
<td>Cascia Hall</td>
</tr>
<tr>
<td>The Intersection of Interdisciplinary Studies and HBCU Community: Examining the Impact of Race and Gender in the Introduction to Interdisciplinary Studies Classroom</td>
<td>April T. Manalang, Khadijah O. Miller</td>
<td>Sakowich Campus Center, Murray Lounge, 2nd Floor</td>
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<tr>
<td>A Themed Cluster of Honors First Year Seminars: Promoting an Interdisciplinary Understanding of Social Inequality</td>
<td>Teresa K. King, Benjamin Carson, Brian Payne, Ellen Scheible</td>
<td>Sakowich Campus Center, Meeting Room B, 2nd Floor</td>
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<tr>
<td>What College Can Be: A Holistic and Integrative Milieu for Educating the First Year Student</td>
<td>Michael F. Mascolo, Jennifer Evans, John Giordano, Kate Loughlin</td>
<td>McQuade Library, Compass Room, 3rd Floor</td>
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The Intersection of Interdisciplinary Studies and HBCU Community: Examining the Impact of Race and Gender in the Introduction to Interdisciplinary Studies Classroom

April T. Manalang; Khadijah O. Miller

An application-based presentation of the relationship between classroom and textbook content, and the lived experiences of undergraduates in the Introduction to Interdisciplinary Studies classroom is presented. Through the systematic incorporation of identity studies we have garnered increased student comprehension and application of interdisciplinarity. Pulling from classroom and community examples, we examine the impact of race and gender as positive partnership tools to cross boundaries increase comprehension, build coalition, and foster application(s) of Interdisciplinarity.
A Themed Cluster of Honors First Year Seminars: Promoting an Interdisciplinary Understanding of Social Inequality

*Teresa K. King; Benjamin Carson; Brian Payne; Ellen Scheible*

Bridgewater State University’s Honors Program is launching an innovative model of interdisciplinary teaching focused on social inequality. This session will describe the collaborative process that led to the current offering including recruiting faculty to participate, determining the structure of the course, developing learning outcomes, community building activities, and course enhancements, and choosing a common text.

What College Can Be: A Holistic and Integrative Milieu for Educating the First Year Student

*Michael F. Mascolo; Jennifer Evans; John Giordano; Kate Loughlin*

The Compass program at Merrimack College is a year-long credit-bearing program for underprepared first-year students. Eschewing a value-neutral approach to academic and socio-emotional instruction, the program is committed to a holistic milieu for fostering purposive self-cultivation in students. Through intensive scaffolding and relationship building, the program fosters academic, socio-emotional and self-understanding in the context of interdisciplinary academic content in human development, literature and philosophy. This panel provides an overview of how Compass engages underprepared students, and also considers the implications of the approach for the education of mainstream students.

The Francis Effect: Greening Catholic Social Thought and the Ecological Global Common Good

*Mark Allman*

“Catholic Social Thought” refers to a centuries-old, still growing, and surprisingly progressive collection of ethical reflection by Church leaders, ethicists, and activists on questions of social justice. The Common Good, along with the Option for the Poor and Solidarity, are the rock bed principles of this tradition. This presentation explores how the Common Good needs to be reformed to move away from a purely human focus (anthropocentrism) to include the Ecological Global Common Good.
## Concurrent Sessions T2 3:30 pm - 4:45 pm

### Session Theme: IDS Theory/Lessons about IDS over time

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<tr>
<td>A Long Six Years: Lessons Learned Bringing an Interdisciplinary Studies Program to Life</td>
<td>Evan Widders</td>
<td>Cascia Hall</td>
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<tr>
<td>The Common Good, Human Violence, and Ethical Dilemmas: An interdisciplinary Perspective</td>
<td>Ken Fuchsman</td>
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<tr>
<td>Just in Time: Michel Serres, Interdisciplinarity and the World</td>
<td>Brian McCormack</td>
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### Session Theme: Interdisciplinary Program and Curriculum Development

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<td>Administration for Integrated Learning: Approaching the Administrative Challenges of Undergraduate Interdisciplinary Social Science at Large Universities</td>
<td>Lisa Turner de Vera</td>
<td>Sakowich Campus Center, Murray Lounge, 2nd Floor</td>
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<td>Alternating Reality: How Games Teach the Most Important Lessons Outside of the Classroom</td>
<td>Adam Freitag</td>
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<td>Writing With Old People: Narrative Medicine’s Role in Eldercare</td>
<td>Renee Nicholson</td>
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### Session Theme: Promoting the Common Good

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<tr>
<td>Interdisciplinary Anticipatory Ethics</td>
<td>Richard L. Wilson</td>
<td>Sakowich Campus Center, Meeting Room B, 2nd Floor</td>
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<tr>
<td>Bureaucracy and Neglect: Has US Intervention Promoted the Common Good in Micronesia?</td>
<td>Jonathan Gourlay</td>
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<tr>
<td>The Collaborative Organization--Ethical Challenges: Challenges for the 21st Century</td>
<td>Hugh G. Clark</td>
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### Stand-Alone Paper Sessions

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<tr>
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<tr>
<td>The Interdisciplinary Roots of Criminology &amp; the Future of Public Criminology</td>
<td>Karen Hayden, Brittnie Aiello, Tom Nolan, Krista McQueeney, Alicia Girgenti</td>
<td>McQuade Library, Conference Room, 1st Floor</td>
</tr>
<tr>
<td>Enhancing Doctoral Research for the 'Common Good': Social Impact and Translational Relevance Using a Transdisciplinary Team Science Approach</td>
<td>Gaetano Lotrecchiano</td>
<td>Austin Hall, Room 202, 3rd Floor</td>
</tr>
<tr>
<td>London: The City as Text</td>
<td>William Wians, Lisa Cavallaro</td>
<td>North Residential Village, House 7, Suite 150</td>
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### Session Theme: IDS Theory/Lessons about IDS over time

**A Long Six Years: Lessons Learned Bringing an Interdisciplinary Studies Program to Life**  
*Evan Widders*

Undergraduate interdisciplinary studies programs have a number of important advantages. They are popular with students, aid retention, and are relatively inexpensive. Despite these assets, I found the process of convincing my university to establish an IDS program to be complicated, difficult, and frustrating. This talk will briefly narrate my six-year effort to found an interdisciplinary studies program at West Virginia University, and then provide some analysis of what I ultimately determined to be productive and unproductive strategies.

**The Common Good, Human Violence, and Ethical Dilemmas: An interdisciplinary Perspective**  
*Ken Fuchsman*

The common good can apply to all living beings. Since many creatures kill others for food, the common good for all brings with it double standards. How can the notion of a common good integrate the double standards prevalent in human civilization? From an interdisciplinary perspective, this paper will explore the ethical dilemmas contained within the concept of a common good in a killing species.

**Just in Time: Michel Serres, Interdisciplinarity and the World**  
*Brian McCormack*

Michel Serres is, in Giorgio Agamben's terms, a "contemporary," one who is “able to read history in unforeseen ways... capable of transforming [time] and putting it in relation with other times.” My main purpose here is to develop this idea and argue for thinking that engages the multiplicities of and in time – the plurality of temporalities, that is, which should be among the central features of any interdisciplinary undertaking.
Session Theme: Interdisciplinary Program and Curriculum Development

Administration for Integrated Learning: Approaching the administrative challenges of undergraduate interdisciplinary social science at large universities
Lisa Turner de Vera
This paper focuses on the required innovation of addressing the needs of students and faculty engaged in reaching the goals of interdisciplinarity at the undergraduate level of a large Social Science division of a Research 1 University. This requires administrative and institutional flexibility, innovation in teaching and advising. In the experience of this University, teaching and administration related to Interdisciplinary Social Science requires a new paradigm of instruction, student monitoring, advising and funding.

Alternating Reality: How Games Teach the Most Important Lessons Outside of the Classroom
Adam Freitag
Presenting a success story in the fast-growing new interdisciplinary field of gamification, a game designed by honors students at University of Maryland, Baltimore County will be introduced. This game, based on the Cafeteria Man documentary, challenges students to balance the often-conflicting priorities between obeying contractual requirements and serving fresh food to inter-city public school students, all while student players learn important lessons such as successful administration, ethics, and stewardship in the process.

Writing With Old People: Narrative Medicine’s Role in Eldercare
Renee K. Nicholson
Using the interdisciplinary approach of narrative medicine, eldercare can be enhanced from the typical concentration on only custodial and health issues to a more holistic approach addressing quality of life concerns. Narrative medicine expands care of the elderly from safety and protection to include purposeful living and expressive reflection despite physical deterioration. Narrative medicine integrates technical aspects of care-giving with meaning-making derived from storytelling, raising quality of life by adding empathy-building practices to clinical care.

Session Theme: Promoting the Common Good

Interdisciplinary Anticipatory Ethics
Richard L. Wilson
This paper takes as its inspiration the ideas related to the common good based upon common goals. If ethics is concerned with achieving common goals that are good for all of the stakeholders involved, the design, development of technology artifacts need to be developed by interdisciplinary teams. Interdisciplinary groups must be involved in the design and development of technologies such as BCI’s and in order to achieve the common good, which is here interpreted to be the common good for all the stakeholders involved. This presentation will be focused on developing a framework for introducing Interdisciplinary Anticipatory Ethics as critical for the development of technology and technological artifacts.

Bureaucracy and Neglect: Has US Intervention Promoted the Common Good in Micronesia?
Jonathan Gourlay
The United States has spent billions of dollars over the past 50 years in Micronesia. First, as a colonial power keeping the area in “trust” and then as a partner supporting newly independent countries. This paper examines the impact of America’s aid to what is now the Federated States of Micronesia and argues that one of the outcomes of this aid, an economy based on a large government, is an unintended “good” outcome.
The Collaborative Organization–Ethical Challenges: Challenges for the 21st Century
Hugh G. Clark
Currently, there is a strong emphasis on collaboration between organizations in social services and healthcare. These efforts are seen as beneficial to both the organizations and their clients. It is important that as part of collaborative efforts between organizations’ ethical guidelines and considerations be considered at the early stages of the collaboration. If the values of the collaborating agencies are not in sync, there is a high chance of the collaboration failing.

Stand-Alone Paper Sessions

The Interdisciplinary Roots of Criminology & the Future of Public Criminology
Karen Hayden; Brittnie Aiello; Tom Nolan; Krista McQueeney; Alicia Girgenti
This panel examines the interdisciplinary roots of criminology. As an academic discipline, the study of crime draws from and is enriched by the theoretical perspectives and methodologies of multiple fields including philosophy, sociology, political science, psychology, history, mathematics, medicine, biology, and legal theory. We explore a recent development in criminology—public criminology—and its potential to use criminology’s interdisciplinary approach to address the needs of people involved in the criminal justice system. We will consider ways criminologists can engage in a public discourse and bring about positive changes in our responses to crime.

Enhancing Doctoral Research for the 'Common Good': Social Impact and Translational Relevance
Using a Transdisciplinary Team Science Approach
Gaetano Lotrecchiano
Doctoral research need not be a secluded individualized experience with only limited social relevance. The preparation of doctoral students who conduct knowledge-generating research should be prepared in ways so as to accept and understand relevance and social impact. Students can serve both their own scientific goals and social needs. This paper promotes a multi-paradigm approach and makes recommendations for doctoral research that is translation, transdisciplinary, and uses team science principles to ensure social impact.

London: The City as Text
William Wians; Lisa Cavallaro
HON3099H: London: The City as Text took 15 students to London, England, during March break 2015 to “read” the city as a simultaneous locus of history, economics, ecology, and education. Prior to departure, 3-student project teams developed study-tours tied to specific London locales. In London, each team led a half-day exploration of their site. Attendees will gain a realistic understanding of the promises and difficulties of developing an academically rigorous interdisciplinary international study tour.
Location: Cascia Hall

The purpose of these plenary sessions is to introduce conference attendees to some of the key current areas of research in the study of interdisciplinarity. The moderator, AIS President Machiel Keesstra, will place the contributions in context with some brief introductory remarks. Each presenter will have 5 minutes to outline a particular emerging or continuing topic in the study of interdisciplinarity.

State of Field internal (5 Minute Madness) presentations:

1. Introducing and Advancing Inter/Diversities
   Presenter: Tanya Augsburg, San Francisco State University

2. AIS Sections
   Presenter: Brian McCormack, Arizona State University

3. Online aids for interdisciplinarity
   Presenter: Rick Szostak, University of Alberta

4. Teaching interdisciplinarity online
   Presenter: Marcus Tanner, Texas Tech University

5. Risks and Benefits of peer review and formative feedback by interdisciplinary programs
   Presenter: Don Stowe, Past President of AIS

State of the Field External presentations:

1. The Association for Core Texts and Courses
   Presenter: J. Scott Lee
   Presenter affiliation: ACTC Liberal Arts Institute, Saint Mary’s College of California; Executive Director, Association for Core Texts and Courses

2. PKAL: AAC&U’s STEM higher education reform center
   Presenter: Jennifer Narum, Founding Director of Project Kaleidoscope (PKAL), Senior Fellow and Director Emerita, AAC&U

3. The AAC&U Scientific Thinking & Integrative Reasoning Initiative: Tools for an Interdisciplinary Classroom
   Presenter: Tami Carmichael, University of North Dakota
**Shuttles will pick up registered guests at both hotels at 7:45 am.**

**Breakfast and Section Tables**

**8:00 am - 9:00 am**

**Location: Sakowich Campus Center, Multipurpose Room**

1. Arts and Humanities -- Heidi Upton; Steven McAlpine; Tanya Augsburg; Simeon Dreyfuss  
2. Health and Aging -- Angus McMurtry; Jennifer Sasser  
3. Assessment -- Tami Carmichael  
4. First year experience -- Karen Moranski; Scott Crabill  
5. Environmental/sustainability studies  
6. Teaching Interdisciplinarity Online -- Brian McCormack; Marcus Tanner

**Concurrent Sessions F1**

**9:15 am - 10:15 am**

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<tr>
<th>Title</th>
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<tr>
<td>Emerging Scholars Forum: Common Good</td>
<td>James Welch</td>
<td>O'Reilly Hall, Room 214A</td>
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<tr>
<td>Disability: A Marginalized Culture Impacting the Common Good</td>
<td>Karen Karner, Linda McCoy, Jennifer Karner</td>
<td>O'Reilly Hall, Room 301</td>
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<tr>
<td>The Ethics and Impact of Interdisciplinarity: Diverse Perspectives for the Common Good. Capstone IDS</td>
<td>Natalie McKnight, Megan Sullivan</td>
<td>O'Reilly Hall, Room 310</td>
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<tr>
<td>The Kinetic Sculpture Project: An Interdisciplinary Applied Learning Experience</td>
<td>Steven McAlpine</td>
<td>O'Reilly Hall, Room 307</td>
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<tr>
<td>The Search for Common Ground: Culture in California's Central Valley</td>
<td>Chad Redwing, Flora Carter, Jenni Abbott</td>
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<td>Spanning Boundaries: The Engaged Department Initiative (A Case Study of Cross-Institutional Collaboration and Transdisciplinary, Community-Engagement in Grand Rapids, Michigan)</td>
<td>Danielle Lake</td>
<td>Volpe Athletic Complex, Innovation Center, Room 1182</td>
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</table>
Emerging Scholars Forum--Common Good

James Welch

This forum is open to all graduate and undergraduate attendees. Students are encouraged to describe their research and educational experiences and express their hopes and concerns for their academic or professional future, especially as it relates to the particular problems and opportunities of interdisciplinary studies. Senior AIS members present provide students with feedback and advice, along with other networking opportunities.

Disability: A Marginalized Culture Impacting the Common Good

Karen Karner; Linda McCoy; Jennifer Karner

The purpose of this presentation is to inform attendees of the impact of disability and the role its culture plays in the political, economic, and social changes of our nation. Through historical report, survey, personal interview, and observation of the status quo, current models of disability and effects of these models on the reality of our citizens, our families, and our communities are discussed.

The Ethics and Impact of Interdisciplinarity: Diverse Perspectives for the Common Good. Capstone IDS

Natalie McKnight; Megan Sullivan

Our panel will explore how interdisciplinary educational practices lead to “the common good” by encouraging students to engage diverse perspectives when solving a problem or learning about a new subject. The nature of interdisciplinary practices teaches learners to think beyond the narrow confines of their individualistic perspectives. One discipline alone cannot provide a holistic understanding of climate change, poverty, or changes in perceptions of human nature in the Renaissance; neither can one person’s perspective alone be a definitive take on current or historical issues.

The Kinetic Sculpture Project: An Interdisciplinary Applied Learning Experience

Steven McAlpine

The Kinetic Sculpture Project at UMBC is a two-semester project-based learning course funded in part by a Breaking Ground grant with the goal of engaging students in interdisciplinary research, design, and construction. Students from mechanical engineering, visual arts, environmental science, mathematics, computer science and interdisciplinary studies negotiate disciplinary perspectives in order to represent a complex problem. This year the topic has been the improper disposal of plastics and the accumulation of plastics in the oceans.

The Search for Common Ground: Culture in California's Central Valley

Chad Redwing; Flora Carter; Jenni Abbott

This year Modesto Junior College was awarded a two-year Humanities Initiatives grant from the National Endowment for the Humanities; this grant project, “The Search For Common Ground: Culture in California’s Central Valley,” is aimed at fostering discussions that critically explore the rich cultural heritage, daily life, and struggles of those who live in California's Central Valley—particularly migrant, refugee and low-income workers who have come to the region from all over the world. This presentation will share the current results and future plans of the grant project, which hopes to ground interdisciplinary classroom content in the poetics of local cultural heritages and regionally-lived experiences so that the humanities are more relevant to all students, moving them to discover avenues for expressing, discussing and understanding themselves and the cultural context for their lives in California’s Central Valley.
Spanning Boundaries: The Engaged Department Initiative (A Case Study of Cross-Institutional Collaboration and Transdisciplinary Community Engagement in Grand Rapids, Michigan)

Danielle Lake

Aiming to transform higher education and empower systemic change, “The Engaged Department Initiative” (EDI) is an innovative case study of transdisciplinary, cross-institutional collaboration. The EDI partners three different institutions of higher education in order to foster systemic, cross-institutional, place-based community engagement. Through this multi-year partnership, the EDI seeks to reinvent higher education so it can span boundaries of all kinds. This presentation details strategies for implementing systemic change in your region.
## Poetry, Prose and the Common Good: An Interpretation of Knowledge Integration and Civic Engagement
*Scott Crabill; David Lau; Charlie Rinehart; Matthew Lau*

The nature of Academic Service Learning and the work of Interdisciplinary Studies (IDS), when done well, have an inherent messiness that requires faculty and students to manage ambiguity, confront their biases, and integrate multiple variables to create a new understanding of a complex issue. This panel focuses upon various poems and proses, performed by the panelists, that express the struggles of dealing with the inherent messiness of the “common good.”

## Introducing Interdisciplinarity
*Michele Buchberger; Jennifer Dellner; Madhu Sinha; Ria van der Lecq*

This panel examines the process of introducing beginning students to practices of interdisciplinary thinking and research in various real world contexts that often raise difficult issues of difference and social justice. The panel includes one of the co-authors, Michelle Buchberger, of Introduction to Interdisciplinarity (Repko, Buchberger with Szostak). The panelists will emphasize a variety of interdisciplinary contexts, all of which situate interdisciplinarity in the nexus of real world problem solving and social issues. The panel’s scope is larger than any one textbook and explores how to practice interdisciplinary teaching at an early undergraduate stage.

## Enacting Transgression
*Simeon Dreyfuss; Jennifer Sasser*

What are the sensibilities of transdisciplinarians? How do we enact them? How do we develop the capacity to cross boundaries? The presenters will foreground practices of contemplation and critical thinking, and will share learning projects which use literary texts to illustrate concepts in Interdisciplinary Studies and the
Human Sciences. This workshop provides an opportunity for participants to reflect on how they might apply a transdisciplinary sensibility in their own practices as writers, teachers, researchers and scholars.

**Inter/Diversity Roundtable**  
*Moderator: Tanya Augsburg*  
*Participants: Pattie Dillon; Azfar Hussain; Dorte Madsen; April Manalang; Khadijah Miller; Allison Upshaw*  
*Respondent: Brian McCormack*

This guided discussion session will ask participants and audience members to reflect on the following questions about “inter/diversity”: 1. What does “diversity” mean in and for AIS? Is it about members of the organization, types of interdisciplinary programs, intellectual perspectives? 2. Which concepts (such as discourse; traveling concept; essentially contested concept; sustainability; trans-) might be useful to AIS as it confronts inter/diversity? 3. What are possible next steps (“State of the Field” panels and specific-topic sessions at AIS conferences; *Pathways* Newsletter columns; *Issues* "forum" or clusters of short essays; expansion of “Resources” section on AIS website; collaboration with other organizations)? As AIS plans for its future, it is actively encouraging its members to join in on this discussion regarding diversity and "inter/diversity" within the organization and the professional literature on interdisciplinarity.

**Moving toward an Interdisciplinary Class Model: The Evolution of a Non-Traditional Common Core Course**  
*Robert Pecorella; Heidi Upton*

This paper chronicles the evolution toward an interdisciplinary approach in a multidisciplinary core course, Discover New York (DNY), offered at St. John's University. It traces a four-stage evolution of the class from segmented, within-class, and between-class multidisciplinarity to a nascent interdisciplinary approach. In so doing, the paper analyzes the pedagogical issues involved in the evolution and the political issues inherent in protecting a non-traditional course in a traditional, department-driven university.
**Concurrent Sessions**

2:00 pm – 3:15 pm

### Session Theme: Case Studies in Interdisciplinary Teaching, Part 1

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### Session Theme: IDS Student Advising

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<td>The Role of Advising and Private Conferences in Student Retention as part of a Multidisciplinary Studies Program</td>
<td>Dominique Bruno</td>
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### Session Theme: Promoting Integration in the Interdisciplinary Curriculum

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### Session Theme: Community-Based Learning Approaches

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<td>Krista McQueeney, Renee Hopkins</td>
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<td>GVSU's Accelerated Leadership Program: Motivating Returning Adult Learners through Interdisciplinary, Place-Based Community Engagement</td>
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<td>Prison Arts Resource Project</td>
<td>Lori Hager, Amanda Gardner</td>
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<td>From breaking news to shuffling teams: Best practices in interdisciplinary learning activities</td>
<td>Linda de Greef, Lucy Wenting</td>
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### Session Theme: Case Studies in Interdisciplinary Teaching, Part 1

**Mario Puzo and Michele Foucault: Connecting “Main Stream” and “Marginalized”**  
*Robert Pecorella*

This paper analyzes the efforts of a political science professor teaching a multidisciplinary course focused on New York City to employ literary and linguistic work to lead students to an appreciation of the immigrant experience in the United States. It focuses on the question of how members of traditional cultures, steeped in religious values that are often decidedly non modern, accommodate themselves to life in a modern capitalist society while holding on to aspects of their native cultures.

### Session Theme: IDS Student Advising

**Quality Education for Different Learning Styles and Different GPAs: A Student Perspective**  
*Nicolas Gisholt*

Are students satisfied with the education they’re receiving? More importantly: Is their university preparing them for today’s job market? Even with the most current pedagogical methods and latest technology, Academia is not meeting many students’ needs – the undecided, at-risk, first generation, non-Graduate School bound. Internships, service learning, and practical experiences are as important as research and scientific knowledge. By learning interdisciplinary and transdisciplinary perspectives, these marginalized groups will be better prepared for today’s job market.
The Role of Advising and Private Conferences in Student Retention as Part of a Multidisciplinary Studies Program

Dominique Bruno

The work of any advisor to translate the goals of an interdisciplinary degree is often to the benefit of students who are unfamiliar with them. In effective academic situations, students consistently desire a private conference with a good listener who is interested in their work. My argument is that consistent academic commitment and interest are needed on both the part of the advisor and the student, to fuel the student's intention to complete their degree.

Improving Interdisciplinary Advising: How Assessment and Student Engagement can Enhance Students' Academic Choices

Benjamin Brooks; Evan Widders

The flexibility of an IDS curriculum renders academic advising particularly important. To enhance the advising process, we recently completed a second cycle of a longitudinal study of alumni. The data compiled from this study illuminate the academic disciplines students studied and the graduate schools and occupational paths of graduates. By calculating and cross-referencing frequency rates of these variables, we can assist current students in selecting appropriate areas of study for their post-graduation goals. This presentation will discuss our findings and the various curriculum tracks we present to new students. We will also show how to develop this type of data collection.

Session Theme: Promoting Integration in the Interdisciplinary Curriculum

Integration of the Liberal Arts and Organizational Studies in an Online, Upper-Division Course: Taking Risks in the Creation of ‘OGL 360: Assessment of Leadership Effectiveness’

Stephen Davis; Michael Pryzdia

Within the Interdisciplinary Studies department of Arizona State University, a new course was created in 2014 as a risk-taking innovation, aimed at integrating conceptualizations of servant leadership (mentoring, team-building, and coaching) with works of classic literature, history, and anthropology. In an “Interactive Paper” session that welcomes audience participation with handouts and Q&A, we will discuss (and perhaps brainstorm) aspects of the course ranging from discussion boards to illustrated synopses and unconventional (sometimes “colorful”) video clips.

Community-Engaged Research as a Vehicle for Impact

Audrey Falk

This presentation will describe the Community Engagement Program’s intentional shift toward community-engaged research as the framework for graduate students’ capstone research projects. Community-engaged research provides the opportunity for students to work with real communities to identify and address pressing community needs.

Civic Engagement vs. the Common Good: How Interdisciplinary Techniques Could Enhance Public Policy Initiatives

James Welch IV

This paper presents a case study of the way anti-government sentiments may disrupt civic projects by questioning the basic notion of the common good. It explores the underlying causes of the controversy and ethical dilemmas over the balance between civic participation and the public policy. Lastly, it presents interdisciplinary strategies for resolving these dilemmas toward effective policy implementation.
Session Theme: Community-Based Learning Approaches

Making Community-Based Learning Work for Nonprofit Organizations Through Program Evaluation Research
Krista McQueeny; Renee Hopkins
Community-Based Learning (CBL) has been hailed as a remedy for the social disengagement of Millennial Generation students. Yet, many academics fail to consider the impacts of CBL on the community organizations we partner with. Drawing on our experience teaching a course involving program evaluation research at a local Head Start, we discuss course design and community partner impacts. We hope to help academics better serve our community partners and to encourage the use of program evaluation research as a form of CBL.

Leonardo’s Dream: Bridging the Disciplinary Divide through International Service-Learning
Laura Lackey; Randy Harshbarger
The many disciplines of engineering and liberal arts have not always been able to find common ground. However, in the emerging field of international community development cooperation between these seemingly disparate fields is not only possible; it is indispensable. A case study will shed light on the challenges and opportunities offered by such an approach.

Stand-Alone Paper Sessions

Whose Common Good?: The Concept of the Common Good and Marginalized Communities
June Ann Greeley; Cara Erdheim; Alka Jauhari; Stephane Kirven; Jacqueline Kelleher
The panel will consist of five faculty from Sacred Heart University, all from different departments and from two colleges within the University, thus affirming the interdisciplinary nature of the conference. The five faculty will each address the concept of the common good within the context of the most marginalized communities: the terminally ill and dying; the disabled (physically, cognitively); the "foreigner" or "other"; and disenfranchised communities of race, gender and sexualities. The panel will thus interrogate the basic assumptions of 'the common good,' whether there is in fact a common good to promote, who gets to identify and promote the idea of 'a common good, and what happens if the common currency of thought about the common good comes up against an excluded group? The panel will also offer some examples of pedagogy in their experiences of presenting the idea of 'the common good' to students and, based on those experiences, why the most marginalized constituencies need to be included in any such curriculum.

GVSU’s Accelerated Leadership Program: Motivating Returning Adult Learners through Interdisciplinary, Place-Based Community Engagement
Michael Ricco; Danielle Lakes; Justin Pettibone; Grace Johnson
Re-envisioning higher education for returning adults, this panel outlines the innovative design of the accelerated hybrid 19-Month Leadership degree completion program at Grand Valley State University. Panelists will highlight the research and pedagogy behind the design as well as the initial findings from the inaugural cohort. Effective pedagogical practices will be detailed with the goal of offering a variety of ideas for others seeking to pursue a civicly engaged, interdisciplinary pedagogy.

Prison Arts Resource Project
Lori Hager; Amanda Gardner
The Prison Arts Resource Project (PARP) is the first annotated online bibliography of evidence-based studies concerning the impact of correctional arts programs in the U.S. Funded by the National Endowment for the Arts, the PARP annotates 48 research studies on the impact of arts in corrections. This presentation will focus
on studies that examine impact in four critical areas: recidivism and disciplinary outcomes; mental health; community and family relations; and cost savings.

From breaking news to shuffling teams: Best practices in interdisciplinary learning activities
Linda de Greef; Lucy Wenting

There is a growing awareness that as a result of globalization and rapid technological developments problems become so complex that they can only be addressed through interdisciplinary collaboration. But how can we stimulate the development of interdisciplinary skills and competencies among undergraduate and graduate students? This workshop is designed for teaching staff who are involved in course units that challenge students to go beyond the boundaries of their own academic discipline. The goal of the workshop is to unravel interdisciplinary thinking and provide teaching staff with a variety of learning activities suitable for the training of interdisciplinary skills.
### Concurrent Sessions F4

**Session Theme: Case studies in Interdisciplinary teaching, Part II**

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<td>Teacher Learning and Collective Efficacy in Data Teams: A Social Constructivist Perspective</td>
<td>Robert Michaud</td>
<td>O'Reilly Hall, Room 214A</td>
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<tr>
<td>Using Science Education to Close the Gap in Early Discrepancies in Children's Critical Thinking Skills</td>
<td>Katelyn Kurkul, Anne Gatling</td>
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<tr>
<td>At the Top of the Margin: Honors, Humanities, and Interdisciplinarity in Service of the Common Good</td>
<td>Stephanie deLusé</td>
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### Session Theme: Community Engagement in Undergraduate Curriculum

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<td>Steven Hoekstra</td>
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<tr>
<td>Evaluating and Reinventing an Interdisciplinary Paradigm for Service-Learning Models</td>
<td>Eric Myers</td>
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<td>The Classroom Corporation: Cutting Edge Community Involvement Courses that Facilitate Meaningful Social Change</td>
<td>Jordan Hill</td>
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### Session Theme: Interdisciplinary Arts & Literature

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<tr>
<td>“Is There anybody Out There?”: Developing an Upper-Level Undergraduate Course on Music and Spirituality</td>
<td>Laura Moore Pruett</td>
<td>O'Reilly Hall, Room 306</td>
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<tr>
<td>Getting Nowhere: Utopian Fictions and the Common Good</td>
<td>Guy V. Beckwith</td>
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<tr>
<td>Towards a Typology of the Interdisciplinary Arts</td>
<td>Tanya Augsburg</td>
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### Session Theme: Integrating Science in the Interdisciplinary Curriculum

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<td>Multiple Evolution: Interdisciplinary Additions to Standard Courses</td>
<td>Barry Wood</td>
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<tr>
<td>Redefining STEM Discourses: Challenging Academic Vocationalism and the Two Cultures Problem</td>
<td>John Charles Goshert</td>
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<td>Roslyn Abt Schindler, Karen R. Moranski</td>
<td>O’Reilly Hall, Room 310</td>
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<td>Measuring the Impact of Interdisciplinary Learning: A Panel Discussion of Effective Assessment</td>
<td>Tami Carmichael, Don Stowe, Mark Magness, Benjamin Brooks, Evan Widders, Jeannie Brown, Leonard</td>
<td>Austin Hall, Provost Conference Room, 1st Floor</td>
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<tr>
<td>Thinking Through Integration: Fact &amp; Act</td>
<td>Richard Carp, Jay Wentworth</td>
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### Session Theme: Case studies in Interdisciplinary teaching, Part II

**Teacher Learning and Collective Efficacy in Data Teams: A Social Constructivist Perspective**  
*Robert Michaud*

The purpose of this paper is to investigate how teachers engaged in data teams within schools learn from their collaboration. By learning more about how teachers learn from collaborating around student data, teachers and education leaders can better structure lessons for students, and better facilitate collaboration amongst their faculties.

**Using Science Education to Close the Gap in Early Discrepancies in Children’s Critical Thinking Skills**  
*Katelyn Kurkul; Anne Gatling*

By the time they enter formal schooling, children from low socioeconomic status (SES) families are at a significant academic disadvantage (Lee & Burkam, 2002). While many studies have focused on discrepancies in vocabulary development, few have considered discrepancies in other aspects of cognitive development. Given the renewed focus on critical thinking in the Common Core Standards, we explore the effects of informal and formal learning experiences on the development of critical thinking skills in early learners.
At the Top of the Margin: Honors, Humanities, and Interdisciplinarity in Service of the Common Good
Stephanie deLuse’
Barrett, the Honors College at Arizona State University offers a required core-texts honors signature class sequence called the "Human Event." From the perspective of privilege and access, I will examine whether the sequence is or is not interdisciplinary and consider how the courses relate to both privileged and marginalized populations, such as racial and religious minorities and first generation students.

Session Theme: Community Engagement in Undergraduate Curriculum

Embedding Global Service Learning into Campus Culture: Serving the Common Good
Steven J. Hoekstra
This presentation will review several campus initiatives aimed at identifying and serving the Common Good. Initiatives include interdisciplinary majors and minors, Liberal Studies requirement changes, student-led community service projects, and establishment of a Center for Global Service Learning, with free service-learning away courses for all students.

Evaluating and Reinventing an Interdisciplinary Paradigm for Service-Learning Models
Eric Myers
Students within the Multidisciplinary Program at West Virginia University are required to complete a capstone class that centers on interdisciplinary service-learning. As service-learning coordinator, I oversee the process of students integrating their knowledge from their 3 academic disciplines in order to produce valuable interactions in the community and broader university setting. Experimentation and evaluation of service-learning fosters success for students, faculty, community partners, and individuals receiving services in the community.

The Classroom Corporation: Cutting Edge Community Involvement Courses that Facilitate Meaningful Social Change
Jordan Hill
In this presentation, I will detail a new vision for community engagement courses that challenges students to create, operate, and develop a professional organization that meaningfully addresses a pressing local issue and offers an opportunity to create twenty-first century leaders with C.V. worthy experience working to empower local communities.

Session Theme: Interdisciplinary Arts & Literature

“Is There Anybody Out There?": Developing an Upper-Level Undergraduate Course on Music and Spirituality
Laura Moore Pruett
In the music curriculum, particularly in smaller departments challenged with attracting non-majors, interdisciplinary courses can be a valuable way to increase visibility and enrollments. I explore the pedagogical issues surrounding course development in music combined with other disciplines. This research is based upon my experience developing and teaching a course entitled “Music and Spirituality” at Merrimack College. The course investigates the diverse ways in which music participants search to directly communicate with the divine. Although the scholarly study of religious topics can be fraught with personal, cultural, and political tension, it is possible that tackling such concepts in conjunction with the more
immediately comfortable – although equally complex – subject of music could facilitate deeper levels of student engagement.

**Getting Nowhere: Utopian Fictions and the Common Good**  
*Guy V. Beckwith*  
This paper explores the characteristics of fictional utopias, and the ways in which they develop visions of the common good. It argues that literary utopias have an inherent tendency toward interdisciplinary conceptions, and that, partly as a result of this, some have markedly influenced social action as well as thought. Engagement with utopian works can enliven our efforts to understand the common good, and to achieve it.

**Towards a Typology of the Interdisciplinary Arts**  
*Tanya Augsburg*  
The interdisciplinary arts have yet to receive their fair share of attention within the existing literature on interdisciplinarity. I will note two definitions before offering a brief overview of what has been written on the interdisciplinary arts. I identify five major integrative aspects highlighted in the literature. By identifying the range of integrative artistic practices within the interdisciplinary arts, I am ultimately making the case for new theories of interdisciplinarity.

**Session Theme: Integrating Science in the Interdisciplinary Curriculum**

**Multiple Evolution: Interdisciplinary Additions to Standard Courses**  
*Barry Wood*  
This proposal suggests an evolution component to be added to ten disciplines in the sciences, social sciences, humanities, and technology as a way of achieving interdisciplinary objectives within existing departmental limitations. Evolution is here presented as a multidisciplinary theme cutting across the entire spectrum of subjects.

**Redefining STEM Discourses: Challenging Academic Vocationalism and the Two Cultures Problem**  
*John Charles Goshert*  
Interdisciplinary approaches help to identify the similar pressures toward technology and entrepreneurialism faced by Sciences and Humanities fields. I advocate a critical disposition which decisively challenges anti-intellectual mass culture values and reinvigorates both humanities and scientific work on a foundation of common intellectual concerns.

**Stand-Alone Paper Sessions**

**Draft Guidelines on Tenure and Promotion for Interdisciplinarians**  
*Roslyn Abt Schindler; Karen R. Moranski*  
Experiences of interdisciplinary tenure-system faculty members suggest the need for a set of guidelines that both faculty and institutions can use. Draft guidelines on tenure and promotion for interdisciplinarians have been prepared by a task force of the Association for Interdisciplinary Studies endorsed by the Board of Directors of the Association (March 2014). Members of the task force, listed alphabetically, are Julie Thompson Klein, Karen Moranski, and Roslyn Schindler. This workshop session is intended to solicit feedback from participants.
Measuring the Impact of Interdisciplinary Learning: A Panel Discussion of Effective Assessment
Tami Carmichael, Don Stowe, Mark Magness, Yvette LaPierre, Benjamin Brooks,
Evan Widders; Jeannie Brown
In this panel discussion, members of the AIS Section on Assessment of Interdisciplinary Learning will discuss barriers to creating effective assessment and present methodologies, results, and arguments for effectively assessing the impact of interdisciplinary learning on student learning outcomes thereby demonstrating the effectiveness of interdisciplinary programs and courses. Special attention will be paid to quantitative assessment and to post-graduate assessment.

Thinking Through Integration: Fact & Act
Richard Carp; Jay Wentworth
Our initial paper begins, “The universe is integrated.” We then propose and make the case for a distinction between the FACT of integration and integrative ACTS. We then describe a phenomenological approach to integration that yields certain implications of the fact of integration, as well as characteristics that always seem to be present during acts of integration. This leads to a still tentative definition of integration and some terms and directions for continuing thought. Finally, there is an overview of our plans for further presentations.
CONCURRENT SESSION SCHEDULE AND DESCRIPTIONS  
Saturday, October 24

Breakfast and GUIDE Sessions  
8:00 am - 9:00 am

Location: Volpe Athletic Complex, Hamel Court

Please join a table of interest for a facilitated discussion provided by leaders named below. There will also be open tables available for informal socializing.

- Curriculum--Bill Newell, Diane Lichtenstein
- SoTL/Assessment--Gretchen Schulz, Brian McCormack, Tami Carmichael
- AIS Publications/IDS Research and Scholarship--Simeon Dreyfuss, James Welch
- Conference Planning--Roz Schindler
- Administration of IDS Programs--Rick Szostak, Scott Crabill
- International Connections--Machiel Keestra
- IDS Job Opportunities--Tanya Augsburg
- Digital Interdisciplinarity--Jennifer Dellner
- Honors--Marcus Tanner

Concurrent Sessions S1  
9:15 am – 10:15 am

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Deepening School Leadership: A Multidisciplinary Approach</td>
<td>Joanne Gurry</td>
<td>O’Reilly Hall, Room 214A</td>
</tr>
<tr>
<td>Critical, Reflexive Experiences: Guiding Students To Be Agents of Change</td>
<td>Carrie Hutnick Patricia Mathison Kelly McGrath</td>
<td>O’Reilly Hall, Room 301</td>
</tr>
<tr>
<td>A Common Good Devoutly to be Wished: Integrating Core Text Liberal Arts Education and Interdisciplinary Studies for our Citizens; Brains and Souls</td>
<td>J. Scott Lee Richard Kamber</td>
<td>O’Reilly Hall, Room 306</td>
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<tr>
<td>Playing the Devil's Advocate: Is there a tension between the goals of interdisciplinarity and the values of diversity?</td>
<td>Machiel Keestra Paul D. Hirsch</td>
<td>O’Reilly Hall, Room 307</td>
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<tr>
<td>“Justified Drone Strikes are Predicated on R2P Norms” and &quot;A Phenomenological Analysis of the Impacts of Drones on Civilian Populations”</td>
<td>Todd Burkhardt Richard Wilson</td>
<td>O’Reilly Hall, Room 310</td>
</tr>
<tr>
<td>“Making the Complex Visible: Drawing Interdisciplinary Concepts”</td>
<td>Nick Sousanis</td>
<td>Volpe Athletic Complex, Innovation Center, Room 1182</td>
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Joanne Gurry
The Leadership Think Tank Project at Merrimack College offers a model for educational leaders, K-12, to form community, engage in active seminars to study their craft, often from non-traditional, multi-disciplinary perspectives. The aim is to bring energized, innovative leadership practices to members.

Critical, Reflexive Experiences: Guiding Students To Be Agents of Change
Carrie Hutnick; Patricia Mathison; Kelly McGrath
Social Action and Integrative Studies at George Mason University offers courses and programs that integrate experiences of encounter across difference with education in social issues and critical reflection. After participating in programs, SAIL hopes that students translate short-term experiences into long-term transformative action for social justice. How might staff, faculty and community partners support and guide students in realizing both agency to address structural issues and humility as a part of something bigger than themselves?

A Common Good Not Much Practiced: Integrating Core Text Liberal Education and Interdisciplinary Studies; Brains and Souls
J. Scott Lee; Richard Kamber
A Common Good Not Much Practiced. Integrating Core Text Liberal Education and Interdisciplinary Studies. The Association for Core Texts and Courses (ACTC) is a professional, liberal arts, inter-(or trans-)disciplinary organization dedicated to the use of core texts in undergraduate education. ACTC and AIS have increasingly exchanged panels and ideas for projects over the last several years. Rick Szotak and Gretchen Schultz of AIS suggested at a recent ACTC conference a number of intellectual intersections and pedagogical intersections which might offer grounds for future cooperation. Continuing the dialogue, this paper takes up those grounds and applies them to a current educational problem: undergraduate education in the last forty years has ceased to produce the kind of person who is educated in pre/interdisciplinary thought. Ultimately, this undermines public confidence and public interest in liberal education, interdisciplinary research, and public intellectual discussion. This paper addresses the possibility of appeals to the public that might reverse this situation.

Playing the Devil’s Advocate: Is there a tension between the goals of interdisciplinarity and the values of diversity?
Machiel Keestra
Interdisciplinarity and transdisciplinarity promise to overcome shortcomings of mono- or multidisciplinary projects by including perspectives of multiple disciplines and perspectives of stakeholders like patients and citizens. Contesting this assumption, we focus on some principled obstacles against such inclusion. Since ID/TD requires much more in terms of insights, capabilities, attitudes and investments, failure of ID/TD looms large. Nonetheless, we will also discuss two types of ID/TD processes that potentially mitigate these obstacles, referring to a case study from environmental science and one from cognitive neuroscience.

Justified Drone Strikes are Predicated on R2P Norms and A Phenomenological Analysis of the Impacts of Drones on Civilian Populations
Todd Burkhardt; Richard Wilson
There are few areas where we see more of an impact than in the current use of drone aircraft. One way to approach the problem with Drones is to approach these issues from a variety of interdisciplinary and stakeholder perspectives. This two-paper presentation will approach the problems related to the use of Drones for military purposes from the perspective of the operators of drones and from the perspective of targets and collateral damage. A critical problem is how does one assess impact of drones upon the respective
stakeholders involved? When we are considering impact of military drones from the perspective of the “Common Good,” who is the “Common” and what is “good”? We hope to challenge and re-think the norm of who is included in a dialogue on the use of drones for the “Common Good.”

“Making the Complex Visible: Drawing Interdisciplinary Concepts”

Nick Sousanis
This hands-on workshop will offer participants practical skills to think about expressing difficult interdisciplinary concepts through visual means. The presenter will share examples from his scholarly work in comics form to demonstrate how working visually allows us to see connections and gain insights we might not otherwise. Participants will then engage in drawing exercises (no prior drawing experience required!) and work together to represent concepts drawn directly from their own research.
Concurrent Sessions S2

10:30 am – 11:30 am

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<tr>
<th>Title</th>
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<tr>
<td>Composing Interdisciplinarity: Explorations at the Intersections of Creative Rhetorical Practices</td>
<td>Drew Stowe, Sergio Figueiredo</td>
<td>O’Reilly Hall, Room 214A</td>
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<td>Starting out or starting over: Establishing or retooling an interdisciplinary studies degree program for the common good</td>
<td>Natalia Bowdoin, Eric Carlson</td>
<td>O’Reilly Hall, Room 301</td>
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<tr>
<td>Releasing the Social Imagination, Lending Our Lives to Works of Art</td>
<td>Heidi Upton, Jean Taylor</td>
<td>O’Reilly Hall, Room 306</td>
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<td>Digital Storytelling and Public Sociology: Engaging New Students toward the Common Good</td>
<td>Laura L. O’Toole, James P McGuire</td>
<td>O’Reilly Hall, Room 307</td>
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<td>Alpha Iota Sigma Honor Society Meeting</td>
<td>Marcus Tanner</td>
<td>O’Reilly Hall, Room 310</td>
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<tr>
<td>Leveraging Interdisciplinary Partnerships to Give a Stronger Voice to Marginalized Students</td>
<td>Karin Ann Lewis, Eric Weber</td>
<td>O’Reilly Hall, Room 312</td>
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<tr>
<td>The Unique Pedagogy of the Prison Classroom</td>
<td>Deborah McMakin, Daisy Ball</td>
<td>Austin Hall, Room 202, 3rd Floor</td>
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**Composing Interdisciplinarity: Explorations at the Intersections of Creative Rhetorical Practices**
*Drew Stowe; Sergio Figueiredo*

This roundtable discussion will feature at least two speakers who will lead, moderate, and engage in a roundtable discussion regarding the issues of interdisciplinary studies and composition theory and practice, including the following topics: media rhetorics, multimodal composition, and creation as a generative act. Starting with opening remarks from each speaker, this roundtable invites the audience to be active participants by way of questions, thoughts, ideas and other relevant forms of collaboration.

**Starting out or starting over: Establishing or retooling an interdisciplinary studies degree program for the common good**
*Natalia Taylor Bowdoin; Eric Carlson*

We will explore the process of establishing or retooling an interdisciplinary studies degree program and the effects of that on the “common good” in terms of impacting traditionally smaller segments of the student body (military veterans, home-schooled or non-traditional students). The revival of the Interdisciplinary Studies program at the University of South Carolina Aiken will serve as the basis for a discussion in which participants share the challenges and benefits of their own universities’ efforts.
Releasing the Social Imagination, Lending Our Lives to Works of Art
Heidi Upton; Jean Taylor
Educational philosopher Maxine Greene believed that through a kind of entering works of art - physically, emotively, imaginatively - we might situate ourselves in our own "lived lives" and in our communities. This workshop that honors Greene’s legacy will report on interdisciplinary aesthetic investigations of works of art with evidence of their impact within diverse communities; it will provide processes by which educators might begin to choose socially conscious works of art within their courses.

Digital Storytelling and Public Sociology: Engaging New Students toward the Common Good
Laura O’Toole; James P. McGuire
This presentation showcases how we integrate sociology and the Digital Humanities in an Introductory Sociology class. We will share outcomes (including community and student impact), scaffolding, and a Digital Narrative final project - all designed to maximize student and community engagement. We will discuss our own collaboration as professional sociologist and graduate student in the humanities in the development and delivery of the course and feature evidence of student learning via examples of their video work.

Alpha Iota Sigma Honor Society Meeting
Marcus Tanner
Annual meeting of Alpha Iota Sigma Honor Society

Leveraging Interdisciplinary Partnerships to Give a Stronger Voice to Marginalized Students
Karin Ann Lewis; Eric Weber
Two researchers from different disciplines, Educational Psychology and Educational Leadership and Policy Studies, will share two ethnographic research projects highlighting their interdisciplinary relevance. The first study explored students’ perceptions of their transition to college life, as interpreted through the lenses of their epistemological assumptions. The second study explored the experiences of LGBTQI students at universities in rural, Bible Belt America. The two studies speak to each other in meaningful ways, providing valuable insights for educators.

The Unique Pedagogy of the Prison Classroom
Deborah McMakin; Daisy Ball
Two Inside-Out Facilitators share their experiences within the prison classroom where the concepts of “common” and “good” can be understood from various angles. Prison education encompasses diverse, and sometimes competing, stakeholders including students (insiders and outsiders); the facilitator; the university through which the course is offered; the correctional facility hosting the class; and society. Presenters seek to elucidate the complexity of “common good” in a unique and important educational setting, the prison classroom.
## Concurrent Sessions S3

**Session Theme: An Interdisciplinary Lens on Environmental Challenges**

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<tr>
<th>Title</th>
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<td>Overcoming Barriers to Interdisciplinary Collaboration by Empowering the Undergraduate Researcher</td>
<td>Donald Klaczko</td>
<td>O’Reilly Hall, Room 214A</td>
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<td>The Power to bring about Change; Interdisciplinary Narrative and the Challenge of the Climate Crisis</td>
<td>Laurence E. Winters</td>
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## Session Theme: Interdisciplinary Teaching

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<td>Developing an Interdisciplinary Program at the High School Level: Successes, Setbacks, and Lingering Questions</td>
<td>Dave Whitson</td>
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<td>An Interdisciplinary View of 'The Common Good' in The Human Journey Seminars</td>
<td>Michelle Loris</td>
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<td>Integration for Whom? Preliminary Findings From Using an Interdisciplinary, Service Based Learning Assignment Across Two Different Interdisciplinary Studies Classes</td>
<td>Kristina Boylan</td>
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## Session Theme: Incarceration and Victimization

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<td>Identifying Strategies, Barriers and Success of Mothers on Parole</td>
<td>Donna Selman</td>
<td>O’Reilly Hall, Room 306</td>
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<td>Vixens, Vamps, and Varsity Boys: Ethics and Ideology in Media Discourses on Rape</td>
<td>Lisa Barca</td>
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### Session Theme: Interdisciplinarity and Social and Political Consciousness

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<td>Theory and Practice of Implementing the Common Good in a Higher Education Classroom</td>
<td>Aleisha Karjala, Tonia Anderson, Clarissa Estep</td>
<td>O’Reilly Hall, Room 307</td>
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<td>An International Observer’s Observations: An Interdisciplinary Explanation of Tunisia’s Democratization Process</td>
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### Session Theme: Interdisciplinary Information Acquisition

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<td>A discourse analytical perspective on interdisciplinary practices</td>
<td>Dorte Madsen</td>
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<td>The Interdisciplinarity of &quot;Open&quot;: Combining Educational Visions for the Public Good</td>
<td>Robin DeRosa, Scott Robison</td>
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### Stand-Alone Paper Sessions

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<td>And now for something completely different: Interdisciplinarity in the Arts and Humanities</td>
<td>Heidi Upton, Steven McAlpine, Nick Sousanis, Tanya Augsburg, Simeon Dreyfuss</td>
<td>O’Reilly Hall, Room 312</td>
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<td>Interdisciplinary perspectives on Health, Healthcare, and Aging</td>
<td>Angus McMurtry, Gaetano Lotrecchiano, Jenny Sasser, Jennifer Cellio, Rudy Garns, Shannon McMorrow</td>
<td>O’Reilly Hall, Room 312A</td>
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</table>
**Session Theme: An Interdisciplinary Lens on Environmental Challenges**

**Overcoming Barriers to Interdisciplinary Collaboration by Empowering the Undergraduate Researcher**  
*Donald J. Klaczko*

This work stems from a recent workshop and associated research initiative focused on overcoming barriers to interdisciplinary and inter-institutional collaboration within the State University of New York system. One of the outcomes of the workshop was the identification of a possible role for undergraduate student researchers - empowered with the requisite knowledge training, and trust - in catalyzing more effective interdisciplinary research collaborations. The research we are now engaged in aims to explore the unique potentials of undergraduates within the context of interdisciplinary research through a series of interviews with undergraduate students, faculty mentors, and administrators throughout the SUNY system.

**The Power to Bring about Change: Interdisciplinary Narrative and the Challenge of the Climate Crisis**  
*Laurence E. Winters*

Our strength as interdisciplinarians is, I will argue, in the development and articulation of narratives. Spanning the range of disciplinary research, these narratives can bridge the gap between academia and the broader community. This bridge is essential in motivating the community to face the challenges of climate change.

**Session Theme: Interdisciplinary Teaching**

**Developing an Interdisciplinary Program at the High School Level: Successes, Setbacks, and Lingering Questions**  
*Dave Whitson*

At Catlin Gabel School in Portland, Oregon, the Palma Scholars Program was created to spur interdisciplinary instruction and course development, and to challenge the school's graduation requirements. This presentation will provide an overview of the program's origins and development, the primary impediments to interdisciplinary instruction at the high school level, and our strategies for combatting those impediments. It will also explore the opportunities and challenges involved with developing interdisciplinary curriculum at the high school level.

**An Interdisciplinary View of 'The Common Good' in The Human Journey Seminars**  
*Michelle Loris*

This presentation will discuss how two interdisciplinary core seminars enable students to focus their thinking about a fundamental question--what does it mean to forge a more just society for the common good--from interdisciplinary perspectives from classical to contemporary eras.

**Integration for Whom? Preliminary Findings From Using an Interdisciplinary, Service Based-Learning Assignment Across Two Different Interdisciplinary Studies Classes**  
*Kristina A. Boylan*

This paper studies the implementation of one service-based learning assignment, producing a visual artifact for a children's community garden program, in two different 100-level interdisciplinary studies classes. It explores the relationships between the primary foci of the classes (“Art and Culture” with gardening added, or “Science, Technology and Human Values: Food in Society” with art added) and student outcomes, to guide continued practice and to offer insights for projects integrating humanities, arts, and sciences.
Session Theme: Incarceration and Victimization

Identifying Strategies, Barriers and Success of Mothers on Parole
Donna Selman
This research focuses on the experiences of women under state supervision combined with expectations of motherhood. Through thematic analysis of in-depth interviews with women who are currently on or were recently released from probation or parole, this study explores how women manage the combined identity of “mother under state supervision.” There are instances of direct conflict that result from the combined identity of “mother under state supervision.” In order to deal with this conflict and manage their combined identity, the women use a multitude of tools. This analysis focuses on three of those tools: social support, managing openness, and redefining ways to be good moms. What has emerged from this analysis is the complex nature of navigating the combined identity of “mother under state supervision” and the tools used to do so. Recommendations for public policy to alleviate the conflicts are provided.

Vixens, Vamps, and Varsity Boys: Ethics and Ideology in Media Discourses on Rape
Lisa Barca
In the second decade of the 21st century, sexual assault has emerged as a major topic of public discourse in the U.S. The President has assembled task forces to address rape on campuses and in the military, universities scramble to improve policies in light of investigations, and whether on the Dr. Phil Show or in the New York Times, the media are abuzz with high-profile cases, many involving male athletes or fraternities. Yet despite the volume of attention, there remains considerable public confusion about the causes and impacts of rape. This presentation uses a qualitative approach to critical discourse analysis, integrating sociolinguistics, rhetoric, and media studies, to illuminate how the problem of gender violence is arbitrated and reproduced in the discourse through which most of us learn about it.

Session Theme: Interdisciplinarity and Social and Political Consciousness

Theory and Practice of Implementing the Common Good in a Higher Education Classroom
Aleisha Karjala; Tonnia Anderson
This paper examines the growing discourse on the role of the common good within higher education and presents a model for its implementation within the classroom setting. While both the idea and function of higher education center around the empowerment of citizens, which theoretically promotes the public or common good, the meaning of this phrase “common good”, is highly contested and often constrained by private political and economic interests that have attempted to codify its meaning into a hegemonic narrative that addresses private as opposed to public interests. The model devised provides a context-specific strategy for addressing this issue within the classroom.

An International Observer’s Observations: An Interdisciplinary Explanation of Tunisia’s Democratization Process
Clarissa Estep
Why has Tunisia had success with the Arab Spring when other countries in the movement have failed? Utilizing first-hand observations and interviews obtained while serving as a short-term election monitor representing The Carter Center, this research seeks to adopt interdisciplinary methodology, specifically by employing three disciplinary lenses – political science, sociology, and economics – to explain Tunisia’s democratization process.
Session Theme: Interdisciplinary Information Acquisition

A discourse analytical perspective on interdisciplinary practices
Dorte Madsen
This proposal discusses how Critical Discourse Analysis (CDA) may be used in identifying and understanding interdisciplinary practices in the Information Field (IF), the field of the 60 Information Schools (iSchools). There seems to be a disconnect between what is considered ‘interdisciplinary’ within the IF compared to other fields such as e.g. science studies and interdisciplinary studies and by means of CDA I seek to identify absent scientific discourses.

The Interdisciplinarity of "Open": Combining Educational Visions for the Public Good
Robin DeRosa; Scott Robison
The last three years have seen an explosion in universities around the globe implementing cost-saving initiatives related to OER (Open Educational Resources). This presentation will define OER, and work to theorize the connections between OER, open pedagogy, open access, and interdisciplinarity. The goal of the presentation is to help teachers, scholars, and administrators articulate an “open” vision for the future of higher education, a vision that is comprehensive, learner-centered, and committed to the public good.

Stand-Alone Paper Sessions

And now for something completely different: Interdisciplinarity in the Arts and Humanities
Heidi Upton; Steven McAlpine; Tanya Augsburg; Simeon Dreyfuss
Panelists will discuss differences between their versions of interdisciplinarity and those in the natural and social sciences in which interdisciplinarians “seek to integrate on behalf of others, presenting their new, more comprehensive understanding as a finished product” while those in “the fine and performing arts and the humanities studying them . . . seek to draw others . . . into the [fully involving imaginative experience of the] integrative process” (Newell, qtd. in Repko, Newell, & Szostak, Case Studies in Interdisciplinary Research, p.301)

Interdisciplinary perspectives on Health, Healthcare and Aging
Angus McMurtry; Gaetano Lotrecchiano; Jenny Sasser; Jennifer Cellio; Rudy Garns; Shannon McMorrow
This roundtable / panel presentation focuses on interdisciplinary and transdisciplinary perspectives on health, healthcare and aging. These topics are complex, multi-faceted phenomenon that can be studied from a variety of perspectives: biomedical, psychological, experiential, sociological, cultural, ecological and so forth. Presenters will describe their own work and research in these areas and discuss the insights and possibilities offered by interdisciplinarity and transdisciplinarity. This discussion has been organized by the Health, Health Care and Aging Section of AIS.
### Concurrent Sessions S4

3:15 pm – 4:30 pm

#### Session Theme: Interdisciplinary Perspectives on Immigration and International Study

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<tr>
<td>Immigrant Rights, Liberation Theology, and Civil Rights: An Ethnographic Bridging of the Radical Catholics of the 21st Century with the Social Movements of the 20th Century</td>
<td>Stephen P. Davis</td>
<td>O'Reilly Hall, Room 214A</td>
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<tr>
<td>Through Their Eyes: An Interdisciplinary Pilot Exploration of Refugee Experiences in Indiana through Photovoice</td>
<td>Shannon McMorrow</td>
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<td>Teacher and Youth Leader Development in Nepal</td>
<td>Bonnie Tai</td>
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#### Session Theme: Interdisciplinary Research

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<tr>
<td>Teaching Interdisciplinary Research</td>
<td>Gail E. Bentley</td>
<td>O'Reilly Hall, Room 301</td>
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<td>Shera Thomas Jackson</td>
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<td>Raynie Gibbs</td>
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<td>Marcus Tanner</td>
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<tr>
<td>An Interdisciplinary Library Classification?</td>
<td>Rick Szostak</td>
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<td>Interdisciplinary 'strategic curriculum change' in the UK: Notes from a coalface</td>
<td>Peter Lawler</td>
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#### Session Theme: Visions of the Common Good

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### Session Theme: Interdisciplinary Considerations of "The Common Good"

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### Session Theme: Strengthening Interdisciplinarity By Engaging Community Voices

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### Stand-Alone Paper Session

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<td>O'Reilly Hall, Room 312</td>
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Session Theme: Interdisciplinary Perspectives on Immigration and International Study

Immigrant Rights, Liberation Theology, and Civil Rights: An Ethnographic Bridging of the Radical Catholics of the 21st Century with the Social Movements of the 20th Century
Stephen P. Davis
Utilizing ethnographic observations and “engaged” participant observation among activists in Chicago (2005-2012), this paper analyzes aspects of liberation theology within a U.S. context. As a partly “faith-based” movement supported by radical elements of the U.S. Catholic Church (and opposed by conservative Catholic elements), the campaign for immigration reform has roots in the Civil Rights Movement of the 1950s and 1960s as well as the Sanctuary Movement (Central American Solidarity Movement) of the 1980s.

Through Their Eyes: An Interdisciplinary Pilot Exploration of Refugee Experiences in Indiana through Photovoice
Shannon McMorrow
The purpose of this project was to better understand the experiences of Burmese refugees in Indianapolis, in particular, to understand the issues surrounding integration and assimilation in a new society. An academic partnership was formed between public health and international relations faculty to strengthen the lens through which we assess the experiences of refugees with the ultimate goal of strengthening policies and services for both the good of this population and the greater good of society.

Teacher and Youth Leader Development in Nepal
Bonnie Tai
How might international volunteers with interdisciplinary expertise collaborate with local counterparts to foster lasting teacher and youth leadership development, reflect and respect local values, while modeling and guiding best professional practices? Co-designed teacher and youth leadership development seminars in rural Nepal sought to partner local values and knowledge with developmentally appropriate, culturally responsive, and constructivist practices to provide rural Nepali youth with real choices beyond early marriage, subsistence agriculture, and unskilled migrant labor.

Session Theme: Interdisciplinary Research

Teaching Interdisciplinary Research
Gail E. Bentley; Shera Thomas Jackson; Raynie Gibbs; Marcus Tanner
This presentation will provide insight into teaching interdisciplinary research and examples of both success and struggles. A relevance-based teaching technique was used to address the issue of fresh water availability. Attendees will be able to see how relevance-based teaching and the interdisciplinary research process were incorporated in undergraduate education.

An Interdisciplinary Library Classification?
Rick Szostak
One of the chief barriers to interdisciplinary research and teaching is the disciplinary basis of library classification systems. For over a decade Rick Szostak has been developing a classification that is grounded in the things and processes we study rather than disciplines. He has published some 20 books and articles that argue for the feasibility and desirability of such a classification. In this presentation he will describe the Basic Concepts Classification, discuss the debates he has been involved in information science, and invite participation in the further development of the classification.
Interdisciplinary 'strategic curriculum change' in the UK: Notes from a coalface

Peter Lawler

British research intensive universities have increasingly embraced the idea of greater interdisciplinarity in curricula design. The use of the term 'interdisciplinary', ranges widely, however, across the spectrum of precision. In many cases it has become coterminous with the broader pursuit of 'Strategic Curriculum Change'. After reviewing the broad terms of debate surrounding interdisciplinarity and strategic curriculum change in the UK, this presentation will go on to examine the challenges of introducing a pan-university interdisciplinary curriculum enhancement programme at the UK’s largest single site university.

Session Theme: Visions of the Common Good

Arendt in Jerusalem: Kant, Heidegger, and Arendt on Thinking about Others and the Common Good

George Heffernan

The German-Jewish emigrant-refugee Hannah Arendt (1906–1975) established herself as one of the leading political thinkers of the twentieth century and as a voice for those who were to be silenced. I explore the interdisciplinary relevance of her controversial book *Eichmann in Jerusalem: A Report on the Banality of Evil* (1963) by interpreting it as a narrative about how the more one includes others, the better impact one can have on the common good.

Educatin Politicians: A Radical Vision for the Integrated Liberal Arts

Daniel Larner

This essay proposes that the ancient goal of a liberal education--to create citizens who will be responsible for the care and sustenance of the polity--be taken seriously in a new way. It details some ways in which the integration of arts and sciences, the humanities and the social sciences, should be structured to provide for the education, training, and cultivation of politicians with the skills to envision futures and to work toward them in an environment of contending interests and sharp disagreements.

Session Theme: Interdisciplinary Considerations of "The Common Good"

Religious Pluralism and the Uncommon Good: Why the Failure of John Hick’s “Pluralistic Hypothesis” is a Great Success

Matthew S. Farris

This presentation argues that John Hick's interdisciplinary “pluralistic hypothesis,” whose aim is to affirm the efficacy and value of all of the so-called major world religions, ultimately achieves success only by marginalizing the world's Indigenous traditions. In fact, ironically, the failure of Hick's pluralistic hypothesis to create a religious Common Good allows us to theorize a more genuinely pluralistic approach to affirming all the world’s cultures and religions on their own terms.

Between the Common Good, Goods in Common, and the Greater Good: Stephen Hartke's Opera 'The Greater Good"

Gerburg Garmann

Using opera as a vehicle to grapple with questions of the common good and the greater good is no ordinary approach. Doing so through the re-fracturing lens of music set to capture this problematic through re-composing Maupassant’s ‘Boule de Suif’, a socio-critical literary piece of late 19th century France, widens the evolving historical scope of both the discussion of the Aquinian position on the common good as well its interdisciplinary (re)presentation through the juxtaposition and embedding of philosophy, literature, and
music in an operatic performance. What impact does such interdisciplinary layering have on the inclusion of the marginalized in the discourse of the greater good?

**Session Theme: Strengthening Interdisciplinarity By Engaging Community Voices**

**Engaging Citizens in Directing Community Revitalization**  
*Josephine M. LaPlante*  
Attempts to involve the public in measurement and revitalization activities too often are ad hoc, with actual participation weighted toward the privileged and powerful. In contrast to top-down efforts, the self-assessment approach is designed to engage all interested citizens in deciding priorities and directing revitalization. This paper considers how community self-assessment encourages inclusive engagement, and how it can promote progress toward the common good.

**Interdisciplinary Social Studies at the University of South Florida Sarasota-Manatee: Transforming a Curriculum to Demonstrate the Value of Interdisciplinary Research to the Local Community**  
*Eric Hodges*  
This presentation will review the transformation of an Interdisciplinary Social Sciences (ISS) program from a multidisciplinary curriculum to an interdisciplinary program that develops students’ abilities in the interdisciplinary integration and application of social science research. We will discuss results of program assessment and future directions for the program, including the incorporation of an experiential learning course in which students utilize interdisciplinary research skills to complete a project designed to benefit a local non-profit organization.

**Examining Interdisciplinary Social Capital and Knowledge Transfer: A Social Network Analysis**  
*Elizabeth Mellin*  
Interdisciplinary Community of Practice (CoP) networks are vehicles for generating and transferring knowledge across disciplines. Although these networks are increasing, little is known about the contributions they are making. Interdisciplinary social capital is a lens for examining CoP networks and how these networks are integrating knowledge across disciplines. This presentation highlights a research study using Social Network Analysis on interdisciplinary social capital in one CoP focused on mental health and education.

**Stand-Alone Paper Session**

**Ecological crisis, interdisciplinarity, and the common good**  
*Ryan M. Marnane; Kelly M. Alverson; Todd Mele; Jordan E. Miller; Clark H. Summers; Gary Vaspol*  
The current ecological disaster must reframe any notion of “the common good” insofar as the one thing that we all share – without any real question or debate – is the threatened planet on which we live. The Earth is our common, and it is being destroyed. The discussion is clearly multifaceted, and implicates every sphere of human culture and academic discourse. As a springboard for interdisciplinary discussion this panel will ask the following question: What does the “common good” represent in our time of ecological crisis and how must interdisciplinary studies reorient its theoretical compass both within and in response to a warming world?
**PRESENTER BIOGRAPHIES**

**Abbott, Jenni** -- Jenni Abbott is the Director of Grants at Modesto Junior College.

**Aiello, Brittnie** -- Dr. Aiello’s research explores how women’s motherhood affects their incarceration experience. Specifically, she looks at how inmates’ motherhood serves as a tool of punishment and social control in jail. Dr. Aiello’s work has been published in the Women’s Studies International Forum and the Journal of Qualitative Criminal Justice and Criminology.

**Allman, Mark** -- Mark Allman’s primary area of interest is Christian social ethics and more specifically Catholic Social Thought, war and peace studies, and globalization. He is co-editor of the ‘Journal of the Society of Christian Ethics’ and has published several books and articles on political and economic ethics.

**Alverson, Kelly** -- Kelly M. Alverson earned her Ph.D. in Humanities from Salve Regina University where she also works as an adjunct instructor of philosophy and business communications. Her dissertation, *Contagion of Kindness: Observability, Recognition and Shared Experience as Motivation for Online Prosocial Behavior,* is an interdisciplinary interpretative analysis of individual motives, for other-interested online participation.

**Anderson, Tonia** -- Tonia Anderson received her PhD in American Studies from Yale in 2006. She has been teaching at the University of Science and Arts of Oklahoma since 2009.

**Augsburg, Tanya** -- Tanya Augsburg is Associate Professor of Creative Arts and Humanities in the School of Humanities and Liberal Studies at San Francisco State University. She is VP for Relations of the Association for Interdisciplinary Studies.

**Ball, Daisy** -- Dr. Daisy Ball is an Assistant Professor of Sociology and Program Coordinator of Criminology at Framingham State University. She is founder of the Inside-Out Program at Framingham State University.

**Barca, Lisa** -- Dr. Barca’s research and teaching experience have spanned rhetoric, feminist theory, media and cultural studies, and gender studies, and literature. She currently teaching in the Barrett Honors College at ASU.

**Beckwith, Guy** -- Guy V. Beckwith holds an interdisciplinary Ph.D. from the University of California at Santa Barbara. He teaches world history and intellectual history at Auburn University. Guy is a charter member of AIS, and co-founder of the honors program at Auburn. His research interests include technological imagery in the western literary tradition, utopian studies, and interdisciplinary theory.

**Bentley, Gail** -- Gail Bentley is a full time Instructor in the Integrative Studies program at Texas Tech University. She is an avid interdisciplinary and enjoys uncovering new perspectives to address complex issues. Her research interests are also interdisciplinary, ranging from parenting and breast-feeding to pedagogy. Teaching interdisciplinary research methods has become an encompassing passion. In addition to full time teaching, she is also the Faculty Advisor of the Texas Tech student affiliate of AIS, the Tech Society for Interdisciplinary Studies (TSIS).

**Bowdoin, Natalia Taylor** -- Professor Natalia Taylor Bowdoin is Interdisciplinary Studies Program Coordinator and Library Collections Coordinator at the University of South Carolina Aiken. Her research...
focuses on the open access movement, library development in Sub-Saharan Africa, the information needs of refugees and civil society groups in Central Africa, and issues around access to information as a human right.

Boylan, Kristina -- Boylan earned the DPhil in Modern Latin American History from the University of Oxford in 2001. Her historical research addresses religious identity, gender, and social change in Revolutionary Mexico. She has taught History, Other World Civilizations, and Interdisciplinary Studies at the SUNY Polytechnic Institute (formerly Institute of Technology) since 2002.

Brooks, Benjamin -- Benjamin Brooks, Ph.D., is an Assistant Professor in Leadership Studies and Multidisciplinary Studies at West Virginia University. Prior to coming to WVU, Dr. Brooks was awarded a Fulbright Fellowship to Hungary. Dr. Brooks currently conducts research focusing on higher education program design, assessment, and evaluation.

Bruno, Dominique -- Dominique received her Bachelor’s and Master’s in English literature in 2008 and 2010 from Boston College. She currently works as the Graduate Advisor for the Department of Multidisciplinary Studies at West Virginia University, while she finishes her dissertation. Her interests include advice manuals, and using gender theory to study service-learning goals and outcomes.

Buchberger, Michelle -- Michelle Buchberger (Ph.D., Brunel University) teaches both Integrative Studies and English at Miami University, OH, and her research areas include teaching in the field of Interdisciplinary Studies, Creativity, and Post World War Two British Literature. Prior to joining Miami in 2014, she proposed and developed the BS in Interdisciplinary Studies at Franklin University, where she chaired the program from its launch in 2009.

Burkhardt, Todd -- Todd Burkhardt is a Lieutenant Colonel in the United States Army who teaches English and Philosophy sat the United States Military Academy.

Carlson, Eric -- Dr. Eric Carlson is an associate professor of English at the University of South Carolina-Aiken, where he teaches medieval literature, history of English, grammar, and composition. In his primary area of research Dr. Carlson investigates violence as a cultural construct in Old English and Old Norse literature, often through the lens of Girardian mimetic theory.

Carmichael, Tami -- Tami Carmichael, Ph.D., is Professor and Director of Humanities & Integrated Studies at the University of North Dakota. She also Coordinates the university's Norway programs. Dr. Carmichael's work focuses primarily on assessment of student learning, interdisciplinary pedagogy, and international teaching. She was recently selected as an AAC&U's national STIRS Scholars.

Carp, Richard -- Richard Carp is Professor and Vice-Provost for Undergraduate Academics at St. Mary's College of California. Former AIS Board member. Former Chair of IDS at Appalachian State, Chair of Foreign Languages and Literatures, and a large Art Department. His scholarly work is in the interstices of fields such as material culture, philosophy, art, film, and world religions.

Carson, Benjamin -- Benjamin Carson is a Professor and Chair of the Department of English. He specializes in 20th and 21st Century American Literature.

Carter, Flora -- Flora Carter, Professor of Humanities at MJC, and founding instructor of MJC’s Humanities Program, was a participating NEH Scholar in the 2011 Summer India Institute. She has Master of Arts degrees in Art History (George Washington U.) and in Interdisciplinary Studies (California State U., Stanislaus).
to teaching, she was associate curator of American Painting and Sculpture at the Smithsonian American Museum of Art.

**Cavallaro, Lisa** -- Lisa Cavallaro is Program Coordinator for the Merrimack College Honors Program. In that capacity, she plays a leading role in the strategic direction and administration of the Program. She has been onsite coordinator for interdisciplinary study abroad trips to Italy and London, and is developing an honors international service course for 2016.

**Cellio, Jennifer** -- Dr. Jennifer Cellio is an Associate Professor of English and Director of Writing at Northern Kentucky University. She studies rhetorics of science and feminist rhetorics and teaches rhetoric and writing for graduate and undergraduate students. She co-edited a book on disability and mothering; her current project considers eugenics and reproductive rights.

**Clark, Hugh** -- Hugh G. Clark, Ph.D., MSSW, is the Chair/Director of the Regis College Social Work Program. He previously served as the Southwest Florida site coordinator for the Barry University MSW program. Previously he served as executive director of the Oklahoma Chapter of the National Association of Social Workers. He has served on the faculties of Texas A&M University-Commerce and Texas Woman's University. He has extensive experience in social service management and is well versed in administrative and organizational leadership.

**Crabill, Scott** -- Scott L. Crabill is the interim Associate Dean for the School of Health Sciences at Oakland University. He is charged with advancing student success and faculty development and has assumed responsibility for the oversight of the Office of Academic Service-learning. He is an Associate Professor in Communication. Computer-Mediated Communication and Interpersonal Communication are his primary areas of study with a quantitative methodological focus.

**Davis, Stephen** -- Stephen has taught Interdisciplinary Studies and Organizational Leadership in the Faculty of Interdisciplinary and Liberal Studies at Arizona State University since 2014. His academic background spans Anthropology and Geography, and in his "previous life" in the 1990s he was a writer and editor for Encyclopaedia Britannica, Inc., in Chicago.

**de Greef, Linda** -- Linda de Greef is program manager at The Teaching lab at the Institute for Interdisciplinary Studies (IIS) of the University of Amsterdam. Having previously served as program director of the interdisciplinary bachelor natural & social sciences. As program manager at The Teaching lab, she contributes to the development of interdisciplinary higher education. Her fields of expertise encompasses: course and curriculum development, interdisciplinary teaching and learning, organizational development, training and coaching of lecturers and change management.

**Dellner, Jennifer** -- Jennifer Dellner (Ph.D., University of Washington) is Professor of English and Literature at Ocean County College, where she has been a founding co-director of its Faculty Center for Excellence, Creativity, and Innovation. She also serves as an interdisciplinary consultant and is the IT director for the AIS board. She and Angus McMurtry recently published a short article on interdisciplinarity and relationalism in Integrative Pathways. This summer she has completed a graduate certificate in Digital Humanities at University of Victoria, B.C. in a lead up to her sabbatical, during which she will be working on various interdisciplinary projects, including one on trams and the technological imagination in Joyce’s Ulysses.
**DeLusé, Stephanie** -- Dr. Stephanie deLusé is a Principal Honors Faculty Fellow in Barrett, the Honors College at Arizona State University. Before joining Barrett in 2010, she served three years as Associate Faculty Director for the Interdisciplinary Studies program at ASU which was her academic home for eight years total.

**DeRosa, Robin** -- Robin DeRosa is Professor of English and Chair of Interdisciplinary Studies at Plymouth State University. Her current research focuses on open access, open pedagogy, and the role of the public university in society.

**Dreyfuss, Simeon** -- Simeon Dreyfuss has been Chair of the undergraduate Interdisciplinary Studies for 17 years, and was for 15 years the Director of the Liberal Arts Core program at Marylhurst University. His essays, stories, poems, peer reviewed scholarly articles, and journalistic publications have appeared widely. He is currently co-editor of Issues in Interdisciplinary Studies.

**Erdheim, Cara** -- Cara Erdheim is an Assistant Professor of English at Sacred Heart University where she teaches a wide variety of courses, ranging from “Disability Discourse” and “American Sports Stories” to “Literary Expressions of the Human Journey” and “American Voices.” Her research and writing as well as publications focus on American literature, African American writing, environmental criticism, food theory, and most recently disability studies.

**Estep, Clarissa** -- Dr. Estep is an associate professor of multidisciplinary studies at West Virginia University. She completed her doctoral degree in political science with an emphasis in international relations. Her interests include the democratization of the developing world. She is also the coordinator for the WVU Model United Nations program.

**Evans, Jennifer** -- As the Compass Program Manager, Jennifer Evans provides first year students with the support they need to achieve a successful academic transition from high school into college. Through designing and delivering workshops, academic counseling, advising, and referrals for the program, she oversees a holistically designed approach to student success. Evans holds a Master's of Arts in Interpersonal Communication with a focus on Adolescence.

**Falk, Audrey** -- Audrey Falk directs the Master's Program in Community Engagement at Merrimack College. She holds an Ed.D. from Boston University and has completed post-doctoral research fellowships with the University of Maryland College Park and the American Institutes for Research. Previously, Audrey taught at Towson University.

**Farris, Matthew S. Haar** -- Matthew S. Haar Farris is an interdisciplinarian whose work operates at the intersections of philosophy and religious studies, especially contemporary continental philosophy and theory and methods for the study of religion. He is currently teaching philosophy and religious studies courses at California State University, Fresno.

**Figueiredo, Sergio** -- Sergio C. Figueiredo serves as Assistant Professor of Social and Digital Media in the Department of English at Kennesaw State University. His research and teaching interests are in media histories and rhetorics (print, digital, and material), rhetorical theory, composition theory and practice, comics and games, public engagement, and writing studies.

**Freitag, Adam** -- Adam is a double-major undergraduate in Interdisciplinary Studies and Psychology at UMBC. His faculty-approved interdisciplinary curriculum is in Ludology, the study of games and play. He is
currently working on designing games that engage students in collaborative, creative problem solving of complex issues presented in interdisciplinary courses.

Fuchsman, Ken -- Ken Fuchsman is Assistant Extension Professor at the University of Connecticut and teaches interdisciplinary capstone courses in the Individualized Major and General Studies programs.

Gardner, Amanda -- Amanda Gardner has spent the last 20 years creating and directing community arts programs for homeless people, incarcerated women and “at risk” artists. She has led the NEA’s Big Read program three times in the Albuquerque County Jail, and has edited and published two editions of the Albuquerque Almanac, a compilation of community writing.

Garmann, Gerburg -- Gerburg Garmann is a professor of German and French and serves as Assistant Dean of Interdisciplinary Programs & Service Learning at the University of Indianapolis. A scholar, poet, and painter, she considers herself a practicing interdisciplinary.

Garns, Rudy -- Dr. Rudy Garns is an associate professor in the philosophy program at Northern Kentucky University and will serve as the interim director of Integrative Studies in 2015. He is co-author of an introductory textbook in philosophy; he has published papers with Informatics faculty and presented at the Society for Neuroscience conference.

Gatling, Anne -- Anne Gatling’s PhD. experience in the field of education began as an elementary teacher, then as an education fellow for Teacher Quality with Senator Lieberman. As an assistant professor she values the opportunity to research and work with preservice and inservice teachers as they develop the knowledge and skills necessary to reach each student in our science classrooms today.

Gibbs, Raynie -- Raynie Gibbs is a full time Integrative Studies instructor at Texas Tech University in Lubbock, Texas. She holds a Master of Arts in Education Counseling from the University of Texas of the Permian Basin and a Bachelor of Science in Human Development from Texas Tech University. Her research interests include overcoming stumbling blocks for non-traditional students in higher education, technology in the classroom, and the intersection of grief, family, and faith.

Giordano, John -- John Giordano is an interdisciplinary artist and writer who teaches Critical Inquiry in the Compass program at Merrimack College, where he is also affiliated faculty in Visual and Performing Arts. Giordano recently completed his Ph.D. in Interdisciplinary Studies. His work looks at post-epistemological frames for group creativity and participatory art in the context of the cultivation of democratic association.

Girgenti, Alicia -- Dr. Girgenti’s teaching and research interests include capital punishment, intersectionality, and race, gender and social class inequality in the criminal justice system. Her doctoral dissertation titled The Intersection of Victim Race and Gender in Capital Cases: Evidence from the Capital Jury Project examines the effects of victim characteristics on capital jurors’ decision to impose a death sentence.

Gisholt, Nicolas -- Nicolas Gisholt received his B.S. in Clinical Psychology from Universidad Iberoamericana in Mexico City. He completed his MSW at University of Michigan. He has worked at Michigan State University for the Interdisciplinary Studies major since 2006 and is the advisor for the AIS National Honors Society.

Goshert, John Charles -- Professor of English and Director of Interdisciplinary Studies at Utah Valley University; teaches courses in critical theory, LGBT/queer literature and culture, and contemporary American literature. Entering the Academic Conversation, a research writing text for college composition, was
published by Longman in 2011. Among works in progress are articles on the role of online communications on first year composition pedagogy, gender politics in Asian American literature, and the relationship between radical politics and aesthetics in LGBT culture.

**Gourlay, Jonathan** -- Jonathan Gourlay is the ESL Director at the University of Saint Joseph in West Hartford, CT. He holds MA degrees in Poetry and Linguistics. He is currently a PhD candidate in Humanities at Salve Regina. He is author of numerous articles, many about his eleven years in Micronesia.

**Greeley, June-Ann** -- June-Ann Greeley is an Associate Professor in the Dept. of Theology and Religious Studies at SHU. She teaches a range of courses in historical theology, women’s studies (religion and spirituality), ethics, comparative theology and Holocaust Studies. Her research interests, conference presentations and publications include those themes as well as her work in Catholic Social Justice teachings, religion and art and undergraduate pedagogy.

**Gurry, Joanne** -- Joanne Gurry teaches graduate education courses. She has also led the Leadership Think Tank professional development initiative for several years working with personnel at all levels of K-12 education, including aspiring leaders in the classroom, department heads, principals, and Superintendents of school districts.

**Hager, Lori** -- Dr. Hager’s research and teaching concerns the community arts field, including the history of public policies and programs in the U.S. She is founding director of the ePortfolio Project, an online learning community, and faculty at the University of Oregon. Dr. Hager has been working in the Community Arts field for 30 years, as an artist, teacher, and scholar.

**Harshbarger, Randy** -- Prof. Randy Harshbarger reached academia through a circuitous route, having first worked in international relief and development for Catholic Relief Services (Lebanon, Italy, Djibouti, Rwanda) and Save the Children Federation (West Bank/Gaza Strip). He holds a B.A. in History and French Literature from Dartmouth College and a J.D. from Columbia University and is currently Associate Professor of Cultural Studies at Mercer University. He has also served as Mercer On Mission Fellow.

**Hayden, Karen** -- Dr. Hayden’s areas of interest within criminology include girls, women, and crime; rural crime; law and society; and cultural criminology. Her work has appeared in Studies in Symbolic Interaction, Teaching Sociology and she wrote two chapters in the edited volume, Against Urbanormativity: Perspectives on Rural Theory (Lexington Books/Rowan & Littlefield Publishers, Inc.).

**Heffernan, George** -- George Heffernan is Professor of Philosophy at Merrimack College. He earned a B.A. and M.A. from The Catholic University of America and a Ph.D. from the University of Cologne. He specializes in phenomenology, hermeneutics, and existentialism, and focuses on evidence, understanding, and meaning. He has presented numerous papers and published numerous books.

**Hill, Jordan** -- Dr. Jordan Hill is an interdisciplinary historian with a keen interest in violence, cultural memory and the campus community engagement projects that bring about meaningful social change. He is a faculty member in the departments of History, Urban Affairs & Planning, Humanities, and Religious Studies at Virginia Tech.

**Hodges, Eric** -- Eric Hodges is an Instructor in Interdisciplinary Social Sciences and Political Science at the University of South Florida Sarasota-Manatee. He holds a Ph.D. from Virginia Tech in Governance and
Globalization and an M.A. from Virginia Tech in political and moral philosophy. His research examines whether military veterans possess skills and values that encourage civic engagement.

Hoekstra, Steven -- Dr. Hoekstra is a social psychologist and chair of the Interdisciplinary Studies program at KWU. His research links psychology with interpersonal and mass communication.

Hopkins, Renée -- Renée Hopkins is a community-based artist and facilitator with a keen interest in university-community partnerships and experiential learning. As a liaison working closely between Greater Lawrence Head Start and Merrimack College, she worked to facilitate the partnership as a contracted consultant to create a stronger relationship and facilitate data analysis for Head Start. With an M.Ed. in Community Engagement, and a background in dance and the arts, she currently works in the schools and organizations within Lawrence to create opportunities for creative community development and growth.

Hutnick, Carrie -- Carrie Hutnick is a Ph.D student at George Mason University studying Public Sociology. She works as a Graduate Assistant coordinating faculty and community development and instructing a community based learning capstone titled Creativity for Social Action and Transformation. She cares deeply about educational dialogue in community settings, particularly in correctional facilities.

Jackson, Shera Thomas -- Shera Jackson is an Instructor in Human Development & Family Studies and the Honors College at Texas Tech University. A lactation consultant since 2004, she works with families in the community and her research interests include breast feeding, relationship development, and pedagogy. She is also the faculty advisor of the National Council on Family Relations student affiliate, Tech Council on Family Relations (Tech CFR).

Jauhari, Alka -- Alka Jauhari is an Associate Professor in the Department of Government, Politics & Global Studies. Dr. Jauhari's areas of specialization are the political landscapes of Africa and South Asia and the dynamic interface between international politics and human rights. She teaches and has published articles on political, economic and social issues in Africa and Southeast Asia regions.

Johnson, Grace -- Grace Johnson is a student in the inaugural cohort of the Accelerated Leadership Program at Grand Valley State University. By highlighting initial student perspectives and outcomes, Grace will speak to the value and potential of this interdisciplinary program. Upon graduation in April 2016, she plans to further pursue community development.

Karjala, Aleisha -- Aleisha Karjala received her PhD in Political Science from the University of Oklahoma in 2007. She has been teaching at the University of Science and Arts of Oklahoma since 2007.

Kamber, Richard -- Kamber is Professor of Philosophy at The College of New Jersey. The author of three books in the history of philosophy, he has published articles on aesthetics, existentialism, and higher education.

Kaminer, Richard -- Alka Jauhari is an Associate Professor in the Department of Government, Politics & Global Studies. Dr. Jauhari's areas of specialization are the political landscapes of Africa and South Asia and the dynamic interface between international politics and human rights. She teaches and has published articles on political, economic and social issues in Africa and Southeast Asia regions.

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Johnson, Grace -- Grace Johnson is a student in the inaugural cohort of the Accelerated Leadership Program at Grand Valley State University. By highlighting initial student perspectives and outcomes, Grace will speak to the value and potential of this interdisciplinary program. Upon graduation in April 2016, she plans to further pursue community development.

Karjala, Aleisha -- Aleisha Karjala received her PhD in Political Science from the University of Oklahoma in 2007. She has been teaching at the University of Science and Arts of Oklahoma since 2007.
Concurrently she is a doctoral candidate at the University of Oklahoma Health Sciences Center. Her research focus is in autism spectrum disorders.

**Keestra, Machiel** -- Machiel Keestra is Assistant Professor in the Institute for Interdisciplinary Studies at the University of Amsterdam (Netherlands), involved in its interdisciplinary BSc program and Brain and Cognitive Sciences master program. His research focuses on the philosophy of cognitive neuroscience. Dr. Keestra is the President of the Association for Interdisciplinary Studies.

**Kelleher, Jacqueline** -- Jacqueline Kelleher is an Assistant Professor of Education in the Farrington College of Education. Her teaching and research focuses on special education, individuals with disabilities, autism spectrum disorders, learning strategies, and developing perspective-taking about disabilities in pre-service teachers. Dr. Kelleher serves on the Connecticut Special Education Advisory Council.

**King, Teresa** -- Teresa King has a PhD in Clinical Psychology from the University of Houston. Her research focuses on psychological factors affecting women’s health such as body image.

**Kirven, Stephane** -- Stephane Kirven is an Assistant Professor in the Department of Criminal Justice. Prof. Kirven teaches both graduate and undergraduate courses in constitutional law, criminal procedures, the justice system and race/ gender/ class, and the law in literature. She has presented at conferences and published on a range of topics and her current scholarship focuses on restorative justice and social complexities in American society.

**Klacszko, Donald** -- Donald is an undergraduate student at the State University of New York College of Environmental Science and Forestry (SUNY ESF). He is currently a junior in the Environmental Studies program concentrating in Environmental Law, Policy, and Planning with a minor in Environmental Writing and Rhetoric.

**Kurkul, Katelyn** -- Katelyn Kurkul, Ed.D. received her doctorate in Human Development from Boston University. Her research focuses on social and cognitive development in early childhood, with a specific focus on caregiver-child interactions and their role in shaping the skills necessary for school success. Katelyn is also a licensed elementary school teacher and has worked on projects to design interventions and curriculum that target the use of executive function strategies in at-risk youth.

**Lackey, Laura** -- Dr. Laura W. Lackey is Senior Associate Dean of the School of Engineering at Mercer University and Professor of Environmental Engineering. She earned B.S., M.S., and Ph.D. degrees in Chemical Engineering from the University of Tennessee. The terminal degree was awarded in 1992. She has six years of industrial experience at the Tennessee Valley Authority as an Environmental/Chemical Engineer where she conducted both basic and applied research with emphasis on the mitigation of organic wastes through bioremediation. In the 17 years since she began her career at Mercer, she has taught 16 different courses. She is a registered professional engineer.

**Lake, Danielle** -- Danielle Lake is an assistant professor of Liberal Studies at Grand Valley State University. Her Ph.D. is in public philosophy, with a dissertation entitled “Working With: Expanding and Integrating the Pragmatic Method for a Wicked World” (2014). Her area of focus is in the field of wicked problems, American Philosophy, and Democratic Deliberation. Further information can be found at http://works.bepress.com/danielle_lake
**LaPierre, Yvette** -- Yvette LaPierre, Ph.D., is the Director of Advisement and Admissions at the University of North Dakota School of Medicine and Health Sciences. For 10 years, she was a faculty member of the Integrated Studies Program at UND, focusing on assessment of student learning and student engagement.

**LaPlante, Josephine** -- Josephine M. LaPlante, Ph.D. is associate professor of public policy and leadership at the University of Southern Maine. She earned master's and doctoral degrees in interdisciplinary social science from the Maxwell School at Syracuse University. Professor LaPlante’s current recent research focuses on inclusive approaches to visioning and revitalizing urban places.

**Larner, Daniel** -- Articles in Eugene O’Neill Review, Journal of Educationals Controversy, Journal of Religion and Theatre, Sipario (Italy), Shakespeare Jahrbuch (Germany), Publicaciones De La Asociacion De Directores De Escene De España (Spain), Legal Studies Forum, Cardozo Studies in Law and Literature, American Drama, others. Playwright, consultant to general studies and interdisciplinary studies programs. Dean of Fairhaven College of Interdisciplinary Studies, Western Washington University, 1982-89.

**Lau, David** -- David Lau is the Interim Director of the Bachelor of Integrative studies which enables students to design their own course of study in consultation with advisers and faculty. He was the founding Interim Director of the Center for Excellence in Teaching and Learning and was Director of the Communication Program for 18 years. His scholarly creative work explores the role of poetry in communication and pedagogy.

**Lau, Matthew** -- Matthew Lau is an assistant professor of music at Simpson College. The small size of this liberal arts college makes it possible for Mr. Lau to explore the interdisciplinary relationship of music, art, dance, drama, poetry and history in his teaching. In addition to his teaching responsibilities, he continues his long career as an opera singer appearing with companies in Boston, New York City, Philadelphia, Atlanta, Houston and Seattle among many others. Also an artist, his paintings and fiber art pieces have appeared in galleries and national publications.

**Lawler, Peter** -- Peter Lawler is an international relations specialist who has taught predominantly in Australia and the UK as well as visiting appointments in Canada, India, Russia and Spain. In addition to being a long-standing member of the political science faculty, Peter is currently the Academic Director of the University College for Interdisciplinary Learning at the University of Manchester.

**Lee, J. Scott** -- Lee is Executive Director of the Association for Core Texts and Courses. He was principle investigator of the FIPSE-funded, longitudinal study, "Trends in the Liberal Arts Core.” Editor of volumes on core text education, including, Tradition and Innovation and Uniting the Liberal Arts: Core and Context, Lee earned his Ph.D. at the University of Chicago.

**Leonard, Jeannie Brown** -- Jeannie Brown Leonard, Ph.D., is Dean of Student Academic Affairs at George Mason University. Her passion of interdisciplinary teaching and learning began when she was Assistant Dean in the School of Interdisciplinary Studies at Miami University. Her research interests include student learning and cognitive development, retention, and student success.

**Lewis, Karin Ann** -- Karin Ann Lewis, PhD is an Assistant Professor of Cognition, Learning, and Human Development at the University of Texas Rio Grande Valley. Karin is also a professional sign language interpreter. Her scholarly interests include beliefs about diversity and difference, mechanisms that influence personal epistemology, and socio-cultural construction of knowledge.
Loris, Michelle -- Dr. Loris holds a doctorate in American Literature from Fordham University and a doctorate in Clinical Psychology from Antioch University Graduate School in Psychology. She has published in both areas --literature and psychology. She has directed the development of Sacred Heart University’s interdisciplinary common core: The Human Journey Seminars-Great Books in the Catholic Intellectual Tradition.

Lotrecchiano, Gaetano -- Gaetano R. Lotrecchiano, EdD, PhD is an Assistant Professor of Clinical Research and Leadership, and of Pediatrics, The George Washington University, Washington, DC. Professor Lotrecchiano is a specialist in team science and teaches graduate students in team, collaboration, and transdisciplinary science. He is a special issue editor of Collaboration Science and Translational Medicine of the Journal of Translational Medicine and Epidemiology.

Loughlin, Kate -- Kate Loughlin is a recent graduate of Merrimack College’s Masters of Higher Education program. While achieving her M.Ed. she worked as the Compass Graduate Fellow. Kate grounded her Capstone research within Compass to highlight the influence of the program's curriculum and practices on students. Prior to her graduate studies Kate served two years as a MA Campus Compact AmeriCorps*VISTA where she built capacity for campus-community partnerships for education. Kate holds a BA in Gender Studies & Sociology.

Madsen, Dorte -- Dorte Madsen is an Associate Professor in Communication Studies and Information Management at Copenhagen Business School where she developed an interdisciplinary program in Information Management. This development process sparked an interest in the proliferation of the Information Schools and the curiosity to see how they translate their interdisciplinary DNA into practice.

Magness, Mark -- Mark Magness, JD, is an Assistant Professor of Humanities & Integrated Studies at the University of North Dakota. He currently focuses on issues of assessment tool development and integrative learning. Prior to his time at UND, he was a US Air Force Attorney.

Manalang, April -- Dr. April Manalang joined the Department of Interdisciplinary Studies at NSU in August 2014. She has taught the Introduction course and Approaches to Critical Analysis. She trained at the University of Chicago for her M.A. in Social Sciences and completed her Ph.D. in American Culture Studies, specializing in Politics, Religion, Globalization, Race/Ethnicity. She currently serves as the advisor to the Interdisciplinary Studies Student Association.

Marnane, Ryan -- Ryan Matthew Marnane is a doctoral candidate and adjunct instructor of humanities at Salve Regina University. His current project, "Ecocriticism and the Everyday: Literary Journalism amid the Anthropocene," concerns and situates itself at the intersection of dark-ecology and literary & cultural theory.

Mascolo, Michael -- Michael F. Mascolo is Professor of Psychology at Merrimack College. His research interests include the construction of a comprehensive model of individual development. Toward this end, his research focuses on the processes of teaching and learning, the development of self in socio-cultural contexts, the development of persons as an intersubjective and socio-emotional process, and psychotherapy as a developmental process. He teaches Critical Inquiry in the Compass program.

Mathison, Patricia -- Patricia Mathison is the Associate Director for Social Action and Integrative Learning (SAIL) at George Mason University. She coordinates and instructs in a number of community based learning programs, and is grateful to have the opportunity to work with compassionate professionals and students every day.
**McAlpine, Steven** -- Assistant Director Steven McAlpine joined the INDS team in June of 2006 as a Program Advisor and Instructor for the Capstone Seminar (INDS 480). Before coming to UMBC, Steven worked as a researcher and seminar facilitator for the Interdisciplinary Studies Project at Harvard Project Zero. While at Harvard, Steven designed a Teacher’s Guide for Walden Media’s IMAX film “PULSE: a STOMP Odyssey” and worked as an education consultant for the Boston Arts Academy. He currently teaches an interdisciplinary project based learning course, INDS 430 Kinetic Sculpture Project, funded in part by a Breaking Ground grant. Steven earned his B.A. from Dartmouth College and his Ed. M. from the Harvard Graduate School of Education.

**McCormack, Brian** -- Brian McCormack is Principal Lecturer in Interdisciplinary and Liberal Studies in the College of Letters and Sciences at Arizona State University. Some of his work has appeared in Issues in Interdisciplinary Studies and in Pathways. He is a Member of the AIS Board of Directors.

**McCoy, Linda** -- Linda McCoy, M.Ed., CCC-SLP, is a Speech-Language Pathology Instructor at the University of Science and Arts of Oklahoma with interests in language development and childhood language disorders. She holds certification from the American Speech-Language-Hearing Association. Before coming to USAO, McCoy was an SLP in public schools in Texas and Oklahoma.

**McGrath, Kelly** -- Kelly McGrath is a Ph.D. student at George Mason University studying International Education. She works as a Graduate Assistant coordinating Alternative Breaks and instructing a community based learning course titled Leadership and Community Engagement as part of Living Learning Communities in SAIL. She loves working with students, traveling, and petting her two cats.

**McGuire, James** -- James P. McGuire is the Coordinator of New Media at Salve Regina University and a graduate student in the Humanities program. Hailing from a film and television background in Los Angeles and New York, James also teaches video and film production, documentary filmmaking and screenwriting courses as an adjunct to Salve's Department of English and Communications.

**McKnight, Natalie** -- Natalie McKnight is Dean and Professor of Humanities at the College of General Studies, Boston University. A Victorianist by training, she has published several books and articles on Dickens and other Victorian authors as well as on issues related to general education.

**McMakin, Deborah** -- Dr. Deborah McMakin is an Assistant Professor in the Psychology and Philosophy Department and Program Coordinator of Counseling Psychology at Framingham State University. A clinical social worker, Deborah worked as a group and individual therapist for over ten years.

**McMorrow, Shannon** -- Shannon McMorrow, MPH, Ph.D is Interim Director of the MPH Program and Assistant Professor of Kinesiology at the University of Indianapolis. Her background as a public health practitioner in multi-disciplinary settings spanning the U.S., Belize, and Uganda has led to academic interest in interdisciplinary approaches to improving socio-cultural relevance of public health interventions and reducing health disparities.

**McMurtry, Angus** -- Angus McMurtry is a professor in the Health Professions Education Program in the Faculty of Education at the University of Ottawa. His research interests include interdisciplinarity, interprofessional healthcare education, complexity science, sociomaterial learning theories and action research.

**McQueeney, Krista** -- Dr. McQueeney's research and teaching interests center on race/gender/sexuality, the mass media, and domestic violence. She has published several articles in academic journals about teaching
domestic violence from an intersectional perspective and teaching about the social construction of terrorism in the media.

**Mele, Todd** -- Todd Mele is a Humanities doctoral student at Salve Regina University. He holds a Masters degree in Sociology from St. John's University and teaches courses in sociology, media studies, the humanities and philosophy. His research examines the ways in which interdisciplinary intellectual frameworks limit understanding of reality and, subsequently, promote danger.

**Mellin, Elizabeth** -- Elizabeth Mellin is an Associate Professor and the Director of the interdisciplinary PhD Program in Community and Public Affairs at Binghamton University. Her research interests focus on the contributions of interdisciplinarity for advancing mental health and education reform. Elizabeth is a member of several interdisciplinary professional organizations and communities of practice.

**Michaud, Robert** -- Rob holds a B.A. in History from Merrimack College, an M.ed. in secondary education from Salem State University and is currently a doctoral candidate in the Educational Leadership program at UMass Lowell. His research interests include teachers' professional development, teacher collaboration, and data teams. He is a National Board Certified teacher at Andover High School where he teaches World Civilizations and Advanced Placement US History. Rob is an active member of the Essex Base Ball Club, an organization that demonstrates the rules and customs of 19th century baseball.

**Miller, Jordan** -- Jordan E. Miller received his PhD in interdisciplinary humanities from Salve Regina University, where he currently teaches in the religious and theological studies department. His research focuses on political and social resistance movements and the philosophy of religion. He is an advisory board member for the International Society for Heresy Studies.

**Miller, Khadijah** -- Dr. Khadijah O. Miller is an associate professor and department chair of the Department of History and Interdisciplinary Studies at NSU. Her research interests include the history, development and survival of U.S. Black women, online learning within the African American community, the interdisciplinarity of Black Studies and environmental racism.

**Moranski, Karen** -- Karen R. Moranski is Associate Vice Chancellor for Undergraduate Education at UIS, where she supervises a variety of student retention and success initiatives, program approvals, and the honors program. A former AIS President, Karen has developed, implemented, and assessed interdisciplinary general education curricula and now fosters interdisciplinary teaching and scholarship.

**Myers, Eric** -- Eric Myers is currently the Service-Learning Coordinator with the Program for Multidisciplinary Studies at WVU. He is a current doctoral student in the Political Science Department at WVU. His areas of interests include social capital and civic engagement. Eric holds a M.P.A. from Indiana University of Pennsylvania.

**Nicholson, Renee** -- Renee K. Nicholson is the author of ROUNDABOUT DIRECTIONS TO LINCOLN CENTER and Assistant Professor of Multidisciplinary Studies at WVU. She was the 2011 Emerging Writer-in-Residence at Penn State-Altoona. Renée works in the areas of creative writing, dance, narrative medicine and leadership and the arts.

**Nolan, Tom** -- Dr. Tom Nolan is the director of graduate programs in criminology at Merrimack College. A former senior policy analyst in the Office of Civil Rights and Civil Liberties at the Department of Homeland Security, as well as a 27-year veteran of the Boston Police Department, Tom is consulted regularly by local,
national, and international media outlets for his expertise in policing and civil rights issues and police practices and procedures.

O'Toole, Laura -- Laura O'Toole is Dean of Arts and Sciences and Professor of Sociology at Salve Regina University. She is co-editor of Gender Violence: Interdisciplinary Perspectives and has published and presented on teaching, learning, and substantive subjects in Sociology and Gender Studies. O'Toole facilitates Community Engagement initiatives at Salve Regina University.

Parker, Debra -- Debra Parker is a Ph.D. candidate in English Studies at Illinois State University and former Chair of the Division of Arts & Letters at Benedictine University at Springfield. She has also served on the Board of Directors for AIS and currently serves as the editor for the AIS Peer-Reviewed Syllabus Project.

Payne, Brian -- Brian Payne is the author of Fishing a Borderless Sea: Environmental Territorialism in the North Atlantic, 1818-1910. His primary teaching and research interest is on the labor of resource extraction. Brian received both his MA and PhD from the University of Maine and his BA from St. John Fisher College.

Pecorella, Robert -- Robert F. Pecorella is an Associate Professor in the Department of Government and Politics and the Director of the Institute for Core Studies at St. John's University in New York. His primary teaching responsibilities and research interests involve state and local government, public administration, and research methods.

Pettibone, Justin -- Justin Pettibone has a Masters Degree in continental philosophy from Miami University in Oxford, Ohio. He is a faculty member in the Liberal Studies Department at Grand Valley State University where he has taught for the last 7 years. Justin teaches interdisciplinary courses that emphasize service learning, ethical reasoning, and critical engagement with popular culture.

Pruett, Laura -- Laura Moore Pruett is Assistant Professor of Music at Merrimack College. Her research interests include American music of the nineteenth and twentieth centuries, music and culture, the philosophy of music, and music criticism. This paper is related to the development of an interdisciplinary course called "Music and Spirituality," first taught in spring 2014.

Pryzdia, Michael -- Michael R. Pryzdia lectures as a faculty member of the Interdisciplinary Studies, Liberal Studies, Organizational Studies, and Organizational Leadership Program within the College of Letters and Sciences at Arizona State University. He has also worked as a corporate consultant since 1994. His work highlights the relationship between Complex Dynamical System Theory, Integral Theory, and Interdisciplinary Inquiry. He recently launched a new course at ASU focused on how the way human beings manage organizations seems increasingly out of date and where he explores the extent to which human beings long for more soulful workplaces, for authenticity, community, passion, purpose, and the common good.

Redwing, Chad -- Chad Redwing, Ph.D., is a Professor of Humanities at Modesto Junior College (MJC) and is the director of a newly funded National Endowment for the Humanities (NEH) project: “The Search For Common Ground: Culture in California’s Central Valley.” Dr. Redwing received his Master of Arts and Doctor of Philosophy degrees in the Committee on the History of Culture at the University of Chicago and spent 18 months researching the cultural consequences of authoritarianism in Chile while on a Fulbright-Hays grant. He has been teaching a wide-range of Humanities classes at MJC since 2005.
**Ricco, Michael** -- Michael E. Ricco is in the Management Department, Seidman College of Business- GVSU. He has extensive management and leadership experience plus teaches in a variety of management, marketing, and international business disciplines. His research interests are in strategic alliances, effective collaboration, and higher education pedagogy.

**Rinehart, Charlie** -- Charlie Rinehart is a Special Lecturer at Oakland University where he teaches in the Communication & Journalism and Wellness, Health Promotion and Injury Prevention departments. Charlie teaches an array of presentation based Performance and Communication courses. His academic interests are primarily Performance Studies, Pedagogy and Service Learning. Charlie also serves as the Director of the Oakland University Forensics (speech and debate) team.

**Robison, Scott** -- Scott Robison, PhD, directs the Learning Technologies and Online Education team and co-directs the Center for Excellence in Teaching and Learning at Plymouth State University. His recent work focuses on the pedagogical drivers for EdTech and on developing initiatives related to Open Educational Resources.

**Sasser, Jennifer** -- Jenny Sasser, Ph.D. is Director of Gerontology and Chair of Human Sciences at Marylhurst University in Portland, Oregon. She specializes in public gerontology and critical educational gerontology. Central commitments include co-authoring the text Aging: Concepts and controversies, convening the Gero-Punk Project, and facilitating cross-generational collaborative inquiry and community conversations.

**Scheible, Ellen** -- Ellen Scheible's research is in the areas of fin-de-siecle and twentieth-century British and Irish fiction, modern gothic fiction, the domestic interior, and the postcolonial body. She is the assistant editor for the Bridgewater Review and the coordinator of the BSU Irish Studies Program.

**Schindler, Roslyn** -- Roslyn Abt Schindler is Associate Professor of German and Holocaust Studies at Wayne State University. A past president of AIS and currently on the Board ex-officio as liaison to conference planning teams, Roz has a strong record of teaching and scholarship in interdisciplinary studies, adult learning, and Holocaust Studies.

**Selman, Donna** -- Donna Selman is an Associate Professor of Sociology and Criminology at Eastern Michigan University. Her integrative works include the critical examination of the privatization of justice, legalization of marijuana, gendered justice and the social construction of moral panics. She is currently the Chair of the Division on Critical Criminology (ASC).

**Sinha, Madhu** -- Madhu Sinha is a Lecturer in the Department of Integrative Studies at Miami University Hamilton, Ohio. She holds a PhD in late Victorian travel writing from the University of Cincinnati. She is currently pursuing research interest in food studies. Her focus is on ethnic foods in America, authenticity, and domesticity.

**Stowe, Don** -- Don Stowe, Ph.D. is the assessment coordinator for the School of Education at the University of South Carolina -Upstate and a past-President of AIS. During his time on the AIS Board, Don served as chair of the ad hoc AIS Assessment Advisory Group. Between 1981 and 2007 Don directed the Bachelor of Arts in Interdisciplinary Studies (BAIS) program at the University of South Carolina.

**Stowe, Drew** -- Drew Stowe is a doctoral candidate in Clemson University’s Rhetorics, Communication and Information Design (RCID) program. He is currently completing his dissertation examining communication
practices surrounding the issue of doping in competitive road racing. His other teaching and research interests include media studies, classical and modern rhetorics, composition, and public communication.

Sullivan, Megan -- Megan Sullivan is Associate Dean and Director of The Center for Interdisciplinary Teaching & Learning at the College of General Studies, Boston University. A specialist in Irish Studies, she has published books and articles on women in Northern Ireland, and she also publishes in the area of disability studies.

Summers, Clark -- COL Clark H. Summers, Ret. (USAR) is a doctoral candidate at Salve Regina University. His dissertation research considers aspects of American citizenship influencing the employment of women in combat. Projects include recent article publications in Military Review and US Army Chemical Review.

Szostak, Rick -- Rick Szostak has been a member of AIS since 1997, and served as President 2011-4. His research has focused for decades on facilitating interdisciplinary research and teaching. He has to that end been developing for over a decade a classification system that could facilitate interdisciplinary inquiry in libraries and across a variety of other databases. He has published many works on the feasibility and desirability of such a classification.

Tai, Bonnie -- Bonnie teaches at College of the Atlantic, where she directs the Educational Studies Program. She has worked with teachers in Nepal, Maine, Los Angeles, and Boston after beginning her teaching career as a junior secondary Math and English teacher in Mahalapye, Botswana.

Tanner, Marcus -- Dr. Marcus Tanner is the Program Director for Integrative Studies at Texas Tech University and serves as the chair for Alpha Iota Sigma Honor Society.

Taylor, Jean -- Jean Taylor is a teaching artist for Lincoln Center Education and teaches Theatrical Clown and Aesthetic Inquiry at The New School for Drama. She is a member of The Teaching Artist Journal’s editorial board and a board member for The Maxine Greene Center for Aesthetic Education and Social Imagination.

Turner de Vera, Lisa -- Lisa Turner de Vera is the Associate Director for Programs in Interdisciplinary Social Science at The Florida State University where she focuses on course and program development. During her time at FSU she focuses on developing the interdisciplinarity of the undergraduate experience, domestic and international land tenure and social equity.

Upton, Heidi -- Dr. Heidi Upton, a pianist, is Associate Professor at St. John’s University in Jamaica, New York where she teaches for the Institute for Core Studies. She has been a teaching artist for Lincoln Center Education since 1998 and is president of The Maxine Greene Center for Aesthetic Education and Social Imagination.

van der Lecq, Ria -- Ria van der Lecq is Associate Professor at Utrecht University, The Netherlands. She has been doing research and teaching in medieval philosophy and critical thinking. In 2003 she has set up a successful Liberal Arts and Sciences programme with an interdisciplinary core curriculum.

Vaspol, Gary -- Gary Vaspol teaches Digital Video Production and English literature at Portsmouth High School in Portsmouth, RI. As a Ph.D. student at Salve Regina University, Gary’s dissertation research uses an existential framework to explore and examine the visual language of images and cinematography in postmodern film.
Weber, Eric -- Eric Weber, MPA is a professional sign language interpreter and adjunct professor for Women and Gender Studies at Eastern Kentucky University. Eric is ABD for his Ed.D in Educational Leadership and Policy Studies. He aspires to a leadership role to contribute to social justice and diversity affairs in postsecondary education.

Welch, James IV -- James Welch IV is an Associate Professor of History and Chair of the Division of Social Science and Business at the University of Science and Arts of Oklahoma. He is also the Vice President of Development of AIS, and served on the board since 2008.

Wenting, Lucy -- Lucy Wenting is director of the Institute of Interdisciplinary Studies (IIS) of the University of Amsterdam. She started at the institute as program director of the research master Brain and Cognitive Sciences and coordinator of the Cognitive Science Center Amsterdam (currently ABC) of the UvA. Her field of expertise is leadership and strategy development, interdisciplinary course and curriculum development and personal empowerment.

Wentworth, Jay -- Jay Wentworth. Emeritus Professor of IDS, Appalachian State University. AIS Board of Directors, 1997-2003 and Editor, Issues in Integrative Studies, 2000-2003. For AIS: wrote two co-authored chapters of AIS-sponsored books, articles for the Newsletter, and several presentations. Published poet. Designed 50+ classes; team-taught with 50+colleagues.

Whitson, Dave -- Dave Whitson is the Palma Scholars Program Director at Catlin Gabel School in Portland, Oregon. Previously a History teacher and Director of Global Education at Catlin, he has led 22 international student trips. He is the co-author of Cicerone Press’s The Northern Caminos, a guidebook on the Camino de Santiago.

Wians, William -- William Wians teaches philosophy and directs the Merrimack College Honors Program. A proponent of interdisciplinary approaches since his first teaching positions in the University of Chicago core curriculum and Notre Dame’s Program of Liberal Studies, he encourages all honors students to study abroad.

Widders, Evan -- Evan Widders is an associate professor at West Virginia University. He has been director of the Multidisciplinary Studies program since its inception in 2006, and this year he began recruiting for a new undergraduate interdisciplinary program. His current research interests are in undergraduate assessment and retention.

Wilson, Richard -- Richard Wilson has taught at UMBC for 20 years and has taught a wide range of Applied and Practical Ethics classes including, Engineering Ethics, Computer Science Ethics, Medical Ethics, Business Ethics, Environmental Ethics, and Media Ethics.

Winters, Laurence -- Dr. Laurence (Larry) Winters was born in Salem Massachusetts, and attended Salem High School. He received his BA in Philosophy and Religion from Boston University. He received his Master’s degree in Philosophy and Anthropology from McGill University. After teaching at Concordia University in Montreal, he received his Ph.D in Philosophy and Sociology from the New School University. He is currently on faculty at Fairleigh Dickinson University and is the director of the Bachelor of Arts in Interdisciplinary Studies program.

Wood, Barry -- Barry Wood holds an interdisciplinary doctorate in English and American Literature, Humanities, and Religious Studies from Stanford University. He teaches American Literature and an interdisciplinary course called Cosmic Narratives, a narrative history of the Universe to the present emphasizing its relevance to the human situation. He was a presenter at the 2014 conference.
CAMPUS MAPS

1 – Dunkin Donuts, Bookstore, Entrance into Volpe

2 – Innovation Classrooms

3 – Sports Medicine

4 – Hamel Court

5 – Fireplace lounge, meeting room B, Murray Lounge, Multipurpose room (MPR), Merrimack Club

6 – Provost Conference Room: 1st Floor, Austin 202: 3rd Floor

Lot H – Shuttle pickup
DIRECTIONS TO 510 TURNPIKE STREET

** Parking location for Saturday, October 24

Shuttle buses will run continuously from 510 Turnpike Street to the main Merrimack campus.
O’Reilly Hall
Third Floor