Since 1996, the Interdisciplinary Studies degree has offered ASU students an opportunity to apply knowledge in new ways to meet the challenges of an ever-changing world by either focusing on two subject area concentrations or by pursuing the Organizational Studies option. In 2009, the College of Letters and Sciences also welcomed the Liberal Studies degree to its offerings and in 2013, added Organizational Leadership. As one of the largest and fastest growing programs at ASU, we currently have 2729 Interdisciplinary Studies majors, 986 Liberal Studies majors, 1320 Organizational Leadership majors and 13,618 combined graduates as of August 2017.

Inside This Issue:
- Getting to Know Our Faculty
- Meet the Advisor
- Summer Study Abroad Programs
- Internship Spotlights
- Faculty Highlights
- Academic Calendar

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Ben Ellsworth, staff writer
Jessica Solis, staff writer
Vicki Asato, editor

Original artwork in the Kaleidoscope masthead was created by BIS student Rebecca Soltis.
Q: Where are you originally from?
A: I’m from Fargo, North Dakota.

Q: What are some interesting facts about you?
A: I collect eyeglasses – there are probably people who have never seen me wear the same pair twice.

Q: What is your educational background?
A: I did my undergraduate work at St. John’s University in Minnesota, and then got an MA in political science and a PhD in Social, Political, Ethical and Cultural Thought, both from Virginia Tech. I’m always getting an education!

Q: What courses have you taught throughout the years?
A: Being in an interdisciplinary faculty suits me for this reason. I’ve taught classes listed in departments of Political Science, Philosophy, Environmental Studies, Economics, Organizational Leadership, and Interdisciplinary Studies. The actual classes are numerous, but here are a few that are representative of my sensibilities: Democracy at Work, Heretical Economics, Aesthetics and Rebellion, Philosophies of Food, and I really enjoy teaching the Theory and Practice of Leadership in our Organizational Leadership program because a lot of questions of leadership and organizational change intersect with questions of power, equity, politics, and fairness. My students might get a bit more political philosophy than they bargained for, but I hope it’s for the better!

Q: What is your philosophy of education?
A: I emphasize a participatory element, because I don’t think that education is a matter of a teacher imparting facts and/or wisdom from on high and then students, having accumulated a certain amount of knowledge, get their diploma. I take seriously the idea that our everyday lives shape who we are and how we view ourselves in the world. Validating that experience is important, because we all carry different experiences and knowledges with us, and when we can come together and build a base of intellectual inquiry from those diverse lived experiences, that’s where I think intellectual development can really take hold. When we don’t just take classes to take them, but rather develop the capacities and knowledges that we already have, that’s when you see sustained intellectual growth.

Q: What advice do you have to give to students?
A: Don’t be afraid to engage! I really appreciate it when students get into detailed discussions about various texts or theories, and have (civil) arguments about the merits or applications of them. Working through those discussions, and by relating these things to our lived experience can yield great insight as you work through your college career.

Q: What is one thing you are looking forward to for the rest of this year?
A: I’m really looking forward to seeing how our faculty and college continue to grow and thrive and establish modes of outreach and engagement. We have a dynamic, committed group of faculty and staff with seemingly boundless energy and capacity to build and excel. I’m honored to be a part of that.
Meet the Advisor
Trudi VanderPloeg
By Jessica Solis

Q: Where is she from?
A: Trudi grew up in Colby, Kansas. Over the course of her life she has lived in five different states – Kansas, Ohio, Pennsylvania, Michigan, and Arizona. Trudi moved to Arizona in 2002, where she began her career in higher education.

Q: What is her educational background?
A: Trudi received her Bachelor’s degree in Sociology with a minor in psychology from Northwestern University in Ohio. From there, she continued her education and achieved a Master degree in higher education with a focus in college student development from Geneva College in Pennsylvania.

Q: What does she do in her free time?
A: In her free time, Trudi enjoys doing one of her many hobbies including photography, sports, baking (fun fact: she hates tomatoes), and spending time with her kids (another fun fact: she is an adoptive mother).

Q: How long has she been an advisor?
A: Quite a while, about two and half years. However, since moving to Arizona she has been in higher education advising since 2002.

Q: What are her thoughts on the programs the College of Integrative Sciences and Arts has to offer?
A: She loves it! She believes students can choose their own adventure within their personal and career lives with the way the CISA program is mapped out. She also thinks the CISA programs allow students options they may have not seen as possible which allows almost all to believe they can graduate and be successful.

Q: What advice would she give to students?
A: “What’s the 1st best thing to try?” This is the question Trudi tends to ask her students in hopes of understanding how a career is not equal to a particular job. Trudi believes college is a time to become more marketable. “It’s all about degree + experience,” she says.

She also encourages students to understand the importance of self-talk, which means realizing mindset matters, viewing our own skills and working through challenges is vital in the process to become more successful.

Summer Study Abroad Programs
By Ben Ellsworth

Students are always looking for summer internships. Last summer, many ASU students had the unique opportunity to visit some incredible places across the globe, and were able to earn internship credit at the same time! Here’s a quick recap of the three CISA Summer 2017 Study Abroad experiences:

Beijing, China: (May 24 – June 1, 2017)

Our students had an incredible time interning and site seeing in Beijing, China this summer. They were able to earn six credits for BIS 401 as well as either BIS 301 or 402. Students spent most of their time working away from Mondays to Fridays at their internships, which themselves were very diverse. Students got in contact with an internship placement site in Asia who worked with them to find English-speaking internships that matched the students’ varying concentration areas.

On weekends, students were able to take several trips around Beijing. They visited The Forbidden City (which

Photo credit: Stacy Hernandez
served as the Chinese Imperial Palace for nearly 500 years), the Temple of Heaven, the Summer Palace, and even went camping at the Great Wall. When they weren't traveling, our students spent time in their impressive living areas. The students were housed in a post-industrial residential area known as the “798 Art-Zone,” which afforded many interesting sites. Some even said that their apartments in Beijing were more luxurious than their homes here in AZ!

But studying abroad is obviously different than being a tourist. In fact, according to Dr. Jessica Hirshorn who accompanied the students, working as interns allowed our students to have experiences that are unavailable to tourists. “They got to experience the real China,” she said. The internship sites quickly accepted our students and were very appreciative of their work. One of the biggest assets they provided was as English speakers, and many students were able to assist their internship sites by cleaning up translation projects.

The students had an amazing time interning in Beijing this summer. Dr. Hirshorn was delighted to be able to accompany them, and is excited for the trip this next year!


Twenty-seven of our ASU students spent almost two full months in Dublin, Ireland. While there, they visited interesting historical sites including several medieval castles, ancient dwelling areas, and the 5,000 year-old tomb of Newgrange. They also got to see some incredible scenic attractions like the Cliffs of Moher.

But the country of Ireland is more than a historical site. Our students spent many free weekends traveling to cultural centers and music and city festivals. Some were able to visit Belfast, known for being an important cultural center in Northern Ireland, as well as several other popular tourist cities like Limerick, the small, seaside town of Bray, and the village/peninsula of Howth Head.

Something that really caught our students’ attention throughout their travels and internship experiences was the upbeat Irish culture. “Irish culture is renowned for welcoming American visitors, partly because of shared ancestry and partly because of the joy of interacting with new people” said Dr. Stephen Davis who accompanied our students this year. He said the Irish are famous for using humor to “minimize stress and promote inclusion… They don’t joke with one another in order to be disrespectful; instead they want to keep one another positive and upbeat as well as honest and focused on the responsibilities at hand.” Dr. Davis painted a picture of a jovial crowd full of warm hearts and smiles that not only accepted our students, but took them in and made them feel right at home.

But studying abroad in no walk in the park. Our students were expected to keep up with their school work as well. Each of the students had a six-week internship that matched their major, interests and vocational goals, and were able to earn internship credit for BIS 401 or BIS 484. They also fulfilled requirements for either BIS 302, BIS 402/BIS 499, or BIS 360. Talk about a great way to finish up your major requirements!

Overall, the students had an incredible experience, and were able to earn credit for several BIS classes as well! Dr. Davis said the students were “among the most upbeat, good-humored, hard-working, bright, and creative students we have seem at ASU.” It was truly a once-in-a-lifetime experience.
Prague, Czech Republic: (May 22 – July 8, 2017)

Twenty of our students spent seven weeks on our college's very first study abroad in the Czech Republic. The students were able to earn internship credit, and worked in some incredibly diverse fields such as Business and Marketing, Special Education, Engineering, Journalism, Design and the Arts, and many others, all in the capital city or Prague.

While they weren’t working, the students participated in some incredible side trips. They visited some very important historical sites like the Terezin concentration camp and the Kutna Hora, the famous “bone church,” as well as many national parks. But our students were also able to visit some interesting cities and cultural sites including the city of Pilsen (birthplace of Pilsner beer), Cesky Krumlov (known as a popular river-rafting destination), and Karlovy Vary (a town famous for its world-class spas and a large film festival in July).

Apart from being a popular tourist destination, Prague is also known as having an extremely well-established economy. Dr. Dave Thomas, who accompanied our students in Prague, stated that the city is “currently one if the safest, most stable, and prosperous cities in Europe.” Our students noted that the Czech people were especially excited to bring American perspectives into their organizations through internships. Students were impressed by the “entrepreneurial and authentic” culture of the Czech Republic.

Our students and faculty had an amazing time visiting the “City of a Hundred Spires.” The students were able to fulfill credits while enjoying their time in a historical, picturesque destination. To sum up his discussion of the program, Dr. Thomas said that “many travelers to Prague consider it to be one of the most beautiful cities in Europe, and return again and again to this medieval Bohemian capital city.”

Internship Spotlights

House of Ruth with Mr. Pat Bell
By Hahnna Christianson

Mr. Pat Bell is the Director of Development at House of Ruth, which is a site that students have done internships at through the BIS 401 course. Here are some questions and answers about the company and the internships they offer:

Q: What is your name and title at the internship site?
A: My name is Pat Bell, Director of Development at House of Ruth

Q: What kind of internships do you have available for students?
A: We offer a variety of internships that support our business needs. For example, I’m currently looking for a Marketing Communications Intern, that can help us with updates to our WordPress website, blog and newsletter articles, and messaging on 5 social media accounts. We also have internships available in the social services field, specifically those majoring in social work, women’s issues, etc.

Q: What is the mission of your company?
A: House of Ruth is dedicated to the safety and well-being of those victimized by domestic violence.

Q: Tell us any interesting facts about your business.
A: We are located in southern California, and provide services to families that reside in both LA and San Bernardino counties. We are celebrating our 40th year of transforming lives, and we serve approximately 25,000 people a year with crisis intervention and prevention education.

If you are interested in interning at this wonderful company, visit their website at http://houseofruthinc.org/.
Pima County Superior Court
Melissa Sotomayor
By Jessica Solis

Q: What is your major here at ASU?
A: I am an Interdisciplinary Studies major with concentrations in Business and Family & Human Development.

Q: Why did you choose your internship site in particular?
A: I actually saw the flyer for an internship within Pima County Superior Court's Pretrial Services Release Assessment Division and saved it because it looked interesting. I am currently employed full-time as an accountant and have been in this career for nearly 17 years. When I began this degree, it was with the intention of exploring a different career path within social services or criminal justice. This internship sounded exciting and provided a glimpse into one of the early stages of the criminal justice process; interviewing defendants shortly after an arrest.

Q: How has your experience been so far at your internship site?
A: So far, the experience has been great. I'm learning about the criminal justice process from inside a correctional facility. It is fascinating to speak with defendants and their families and associates; I often hear several different sides to the same story.

Q: What is the most challenging part of the experience so far?
A: The most challenging part has been adjusting to the harsh stories I hear from the alleged crime victims. There are some disturbing trends when it comes to domestic abuse and family violence that I have not been previously exposed to so that was pretty shocking. It is also very frustrating to see young adults, barely out of high school with an extensive criminal history.

Q: What is something you have learned from your experience thus far?
A: Thus far, I have interviewed defendants to obtain demographic and some background information. We also try to obtain contact information for relatives and friends in order to verify the information the defendants have provided. All of this is done in preparation for a defendant’s initial hearing that happens via video court from the jail. The case analysts gather the information from the interview and conduct criminal background checks in order to present the judge with a case report in order to assess whether or not the defendant should be released or remanded to custody pending his or her court date.

Q: Do you have any advice for future students interested in applying for BIS 401? How can the applied study be beneficial?
A: My best advice for future BIS 401 students would be to choose an internship that will be beneficial as well as interesting. In my case, this is something that I would never had the chance to do; it is giving me a glimpse into a whole different career path so I am very grateful for the experience.

Q: Tell any stories about your experience you feel are important to share.
A: I tend to be a shy person by nature so the nature of the work I am performing is really forcing me out of my comfort zone. It is important to keep an open mind and remember that it is not just work experience one is gaining; it really is an opportunity to branch out and challenge oneself in many different aspects.

Faculty Highlights

- Dr. Mai Trinh contributed 2 papers in a symposium entitled "High-Tech or High-Touch? Developmental Relationships in the Digital Age," which won the Best Symposium award from the Management Education & Development division of the Academy of Management, the largest professional association in the field of business & management. Here is the link to the session details: http://my.aom.org/program2017/SessionDetails.aspx?sid=13139

• Dr. Elizabeth Castillo was selected for a grant award from Independent Sector and the Association for Research of Nonprofit and Voluntary Action (ARNOVA) to develop and present a paper on measurement in the nonprofit sector.

• Dr. Castillo and Dr. Jennifer Jones (University of Florida) published “The Fundraiser’s Journey: A Developmentally-Informed, Grounded-Theory Analysis” in the International Journal of Nonprofit and Voluntary Sector Marketing.

• Dr. Castillo and Dr. Jennifer Ihm (Kwangwoon University, South Korea) published "Development and transformation of collaborative networks in events" in the Journal of Convention & Event Tourism.

• Dr. Jennifer L. S. Chandler developed and delivered a short-term, lab-based engineering mentoring program for the NSF funded Center for Bio-Inspired, Bio-Mediated Geotechnics (CBBG) Summer Programs. ASU is the lead of this collaborative research program that includes, Georgia Tech, UC Davis, and NMSU. The CBBG Summer Programs bring 20-30 undergraduate students, high school students, and K-14 teachers together to participate on ground-breaking CBBG research projects. Graduate students, faculty, and post-docs serve as mentors for these Supper Program participants.

The mentoring program that Dr. Chandler implemented: (1) facilitated the mentees’ learning during their five or eight-week program; (2) assisted the mentors’ development of their mentoring, teaching, and leadership capacities; and (3) contributed to the Center as a welcoming and inclusive environment.

Dr. Chandler further supported the mentors and mentees by integrating concepts from the CBBG Short-term, Lab-based Engineering Mentor Guide that she was the lead author of into the online communication and social media tool used by all 2017 Summer Program participants. Additional support was provided in weekly mentor and mentee 2-hour drop-in sessions that Dr. Chandler held for mentors and mentees during their Summer Programs, which provided a relaxed environment for sharing experiences and obtaining additional guidance.

Dr. Chandler’s accomplishments were one of the Highlights in the CBBG 2017 Annual Report. Those Highlights are provided to the NSF site visit team and to Congress.

**Academic Calendar**

**Spring 2018**

| Session A: Monday, 01/08/2018 - Tuesday, 02/27/2018 |
| Session B: Monday, 03/12/2018 - Friday, 04/27/2018 (ASU Online and iCourses may end on Tuesday, 05/01/2018) |
| Session C: Monday, 01/08/2018 - Friday, 04/27/2018 (Final Exams 04/30 - 05/05, 2018) |

| Schedule of Classes Available | September 18, 2017 |
| Registration and Tuition Guide Available | September 18, 2017 |
| Registration Dates Begin | ASU Online students: September 25, 2017 In-Person students: October 16, 2017 |
|------------------------------------------------|-------------------------------|---------------------------|-------------------------------|
| $50.00 Late Registration Fee Begins            | December 31, 2017             | March 4, 2018             | December 31, 2017             |
| Suggested Postmark Date to Meet Payment Deadline| January 11, 2018              |                           |                               |
| Classes Begin                                  | January 8, 2018               | March 12, 2018            | January 8, 2018               |
| Academic Status Reports                        | Jan 8 - Feb 18, 2018          | Mar 12 - Apr 22, 2018     | Jan 8 - Apr 22, 2018          |
| Extended Hours (Registration Sites Only)       | TBD                           |                           |                               |
| Last Day to Register or Drop/Add Without College Approval | January 9, 2018               | March 13, 2018            | January 14, 2018              |
| Residency Classification Petition Deadline     | January 12, 2018              |                           |                               |
| Tuition & Fees 100% Refund Deadline            | January 14, 2018              | March 18, 2018            | January 21, 2018              |
| Martin Luther King Jr. Holiday Observed - University Closed | January 15, 2018              |                           |                               |
| University 21st Day                            | January 29, 2018              | April 2, 2018             | January 29, 2018              |
| Deadline to Apply for Graduation               | February 15, 2018             |                           |                               |
| University 45th Day                            | February 21, 2018             |                           |                               |
| Tuition Fee Payment Deadline – For registration from 9/25/17 through 1/18/2018. For more information see Tuition and Deadlines | January 25, 2018              |                           |                               |
| Spring Break – Classes Excused                 | March 4 - 11, 2018            |                           |                               |
| Tuition Fee Payment Deadline – For registration from 2/19/2018 through 3/18/2018. For more information see Tuition and Deadlines | February 25, 2018             |                           |                               |
| Course Withdrawal Deadline                     | January 26, 2018              | March 30, 2018            | April 1, 2018                 |
### Complete Session Withdrawal Deadline
As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to contact their college/school to facilitate the withdrawal process. For more information click [here](#).

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