

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 9**

Wednesday, May 4, 2011

Phoenix Room C, 3:00 p.m.

Presiding Officer: Michael Draney, Speaker

Parliamentarian: Clifford F. Abbott

- 1. CALL TO ORDER**
- 2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8**  
April 13, 2011 [page 2]
- 3. CHANCELLOR'S REPORT**
- 4. CONTINUING BUSINESS**
  - a. Code Change on Elections (second reading) [page 5]
- 5. NEW BUSINESS**
  - a. Code change of Defining Interdisciplinarity (first reading) [page 7]
  - b. Requests for future business
- 6. PROVOST'S REPORT**
- 7. OPEN FORUM ON INTERDISCIPLINARITY**  
Task Force Report on Interdisciplinarity -presented by Jeff Entwistle [page 8]
- 8. OTHER REPORTS**
  - a. Academic Affairs Council Report - [page 19]
  - b. Faculty Rep's report - presented by Brian Sutton
  - c. University Committee Report - presented by Illene Noppe
- 9. ADJOURNMENT**

**MINUTES 2010-2011**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 8**

Wednesday, April 13, 2011  
Alumni Room, University Union

Presiding Officer: Michael Draney, Speaker of the Senate

Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDU), Andrew Austin (SCD), Forrest Baulieu (ICS alternate), Caroline Boswell (HUS), Susan Cooper (EDUC alternate), Toni Damkoehler (AVD), David Dolan (NAS-UC), Michael Draney (NAS-UC), Adam Gaines (AVD), Adolfo Garcia (ICS), Thomas Harden (Chancellor, *ex officio*), Doreen Higgins (SOWORK), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Karen Lacey (HUB alternate), James Loebel (BUA), Kaoime Malloy (AVD), Christopher Martin (HUS), Michael McIntire (NAS), Amanda Nelson (HUB), Illene Noppe (HUD-UC), Christine Smith (HUD), Brian Sutton (HUS-UC), Patricia Terry (NAS), Brenda Tyczkowski (NUR alternate), Julia Wallace (Provost, *ex officio*), Amy Wolf (NAS), Jennifer Zapf (HUD)

REPRESENTATIVES: Linda Parins (academic staff)

NOT PRESENT: Thomas Nesslein (URS), Heidi Sherman (HUS)

GUESTS: Derryl Block, Scott Furlong, Dan Spielmann, Steve VandenAvond

**1. Call to Order.** Speaker Draney called the meeting to order at 3:03 p.m.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 7, March 9, 2011**

Speaker Draney asked for corrections or objections and one senator found a slip in the attendance record.

**3. Chancellor's Report** The Chancellor confessed to being a bit talked out about the legislature's budget bills, but he did commend the campus for being professional and working for the benefit of students. He welcomed questions and he got a couple. One was whether he thought the proposed fringe benefit contributions would be retroactive when implemented. His response was probably not. Another question asked for his sense of the odds that UW-Madison would be separated from the UW-System. Here his response was that at this point it could go either way.

**4. Continuing business**

**a. Proposal for an Honors Program (second reading).** Senator Noppe reintroduced this proposal by noting a slight change in the resolution, making the creation of the program contingent on funding not just for creating but also for sustaining the program. **Senator Sutton (Senator Dolan second) moved adoption of the resolution.** Senators expressed concerns about preferential treatments (but inducements are needed) and access to the program by those other than entering first year students (you have to start somewhere and expansion of the program may

be possible later). This latter point led to a change in the wording of the resolution, agreed to by the mover and seconder so that the resolution stood as **“Be it resolved that the Faculty Senate endorses the establishment of phase one of an Honors Program at UW-Green Bay, as described by the Honors Program Task Force, contingent upon the procurement of outside funding for creating, implementing, and sustaining the program.”** This version passed (24-2-1).

## 5. New business

a. Resolution on Granting Degrees. Speaker Draney introduced this standard resolution. **Senator Wolf (Senator Lacey second) moved its adoption and the Senate passed the resolution unanimously (27-0-0).**

b. Resolution Commending the UW-Green Bay Women’s Basketball Team. Senator Sutton introduced this resolution, in a mood that approached joyous, and spoke of the institutional pride in the team’s success. **Senator Kaufman (Senator Arendt second) moved adoption and the motion passed unanimously (27-0-0).**

c. Resolution on the Wisconsin Idea Partnership. Senator Sutton introduced the resolution with a preamble that distanced him from a total endorsement of all administration positions but allowed that flexibility was a good thing. **Senator Terry (Senator Martin second) moved adoption and without discussion the motion passed unanimously (27-0-0).**

d. Resolution on UW-Green Bay Adjuncts. Senator Noppe introduced this resolution as needed to fill a policy void on the treatment of adjuncts. **Senator Damkoehler (Senator Lacey second) moved adoption.** The ensuing discussion focused on two concerns. One was whether responsibility belonged more with the individual (disciplinary) program or the (interdisciplinary) unit. The more local program would better know the needs of the curriculum but the unit has the budgetary responsibility. The other concern was the academic freedom of adjuncts and how much the budgetary unit could dictate the contents of a course. This led to the suggestion to use ‘review’ in place of ‘approval’ in the resolution. A little editorial license and good will of the mover and seconder produced this version of the resolution, **“Be it resolved that all adjuncts teaching courses at UW-Green Bay be approved by the Unit responsible for that course. There must be unit review of the adjunct’s course syllabi and course materials. In addition, all adjuncts must be evaluated, on an ongoing basis, by the approving Unit upon completion of any course that said adjunct teaches.”** There was a suggestion that the responsibility for the review could be delegated by the Executive Committee to the Chair of the unit. **The motion passed (27-1-0).**

e. Code Change on Elections (first reading). SOFAS Abbott presented this item. The Code changes are designed to remove restrictions in how some elections are run (by written ballot) where the restrictions do not seem motivated by consistency, logic, state law, or modern technology. State law generally favors openness in voting (secret ballots are allowed only for certain special circumstances) and does not specify a method of voting (only that a public record be kept of the results). State law does specify that if a member of a governmental body asks for a roll call vote, that request must be honored. There was no discussion, perhaps due to the presenter’s ability to present a totally compelling argument or a totally obfuscating one.

f. New Program: Health Information Management and Technology (first reading). The Provost intervened to report that UW-System has not yet granted the expected entitlement to plan for this program and consequently it would be premature for the Senate to act on it. The item was thus dropped from the agenda and may return at the next meeting.

g. Request for future business. The Speaker made his standard appeal.

**6. Provost's Report** The Provost reminded people who have been very cognizant of proposed cuts in the state budget that the federal budget may also present problems for grant availability, student service supports, and financial aid for students. She is seeking ways to help faculty in general become better aware of financial aid packages and their impacts on student decisions. On another front the Higher Learning Commission is in the process of redefining accreditation standards and, prompted by a Department of Education proposal, is concerned about possible abuses in how the credit hour is used as a standard unit of education. The standard Carnegie definition of one hour in class for every two out of class in a week is not always easy to apply in these days of hybrid courses, internship and independent studies credits, lecture capture, and other modes of delivery. We may need to have an answer when asked how we define a credit hour.

The Provost also reported that the search for a new CATL director is under way.

## **7. Other Reports**

a. Academic Affairs Council Report Speaker Draney acknowledged the report included in the agenda.

b. Faculty Rep's report. Faculty Rep Sutton reported that the last meeting of the Faculty Reps had been totally devoted to discussion of the proposal to split UW-Madison from the rest of UW-System.

c. University Committee Report. UC Chair Noppe reported that nearly all of the issues the UC has been discussing were on display in today's agenda for the Senate.

d. Student Government Report. Speaker Draney noted the absence of the SGA representative and skipped this report.

**8. Adjournment** The meeting ended at 4:00.

## Proposed Code Changes on Elections

The proposal is to delete the struckthrough elements in the following sections of Code:

### **52.03 ELECTION OF SENATORS**

B. District Senators Shall be Elected as Follows:

3. ~~Election shall be by unsigned, written ballot.~~ The results of the election shall be announced at the meeting. The results of the election ~~and the ballots~~ shall be transmitted to the Secretary of the Faculty and Academic Staff by December 15 for recording.

### **53.04 INTERDISCIPLINARY UNIT CHAIRPERSON: SELECTION**

A. The chairperson shall be elected by a simple majority of the interdisciplinary unit members with the approval of the appropriate Dean(s) usually for a term of three years. In circumstances where both the Executive Committee and the Dean are in agreement, the term of appointment may be set for one to five years. There is no limit on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at an interdisciplinary unit meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the interdisciplinary unit faculty or on request of the appropriate Dean(s).

### **53.09 DISCIPLINARY AND OTHER UNIT CHAIRPERSON: SELECTION**

A. The chairperson shall be elected by a simple majority of the disciplinary or other unit members with the approval of the appropriate Dean(s) for a term of three years. There is no limit on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at a meeting of that unit with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the unit faculty or on request of the appropriate Dean(s).

### **52.07 ORGANIZATION OF THE FACULTY SENATE**

B. The Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting in the month of May. The Speaker of the Senate shall be the executive coordinator of the Senate. Term of office for the Speaker shall be one year. He/she shall be eligible to succeed himself/herself.

C. The Deputy Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting before the month of November. The Deputy Speaker will be the Presiding Officer in the absence of the Speaker.

## **53.12 GRADUATE PROGRAM**

### **C. Chairperson: Selection**

1. The chairperson shall be elected by a simple majority of members of a graduate degree program with the approval of the Dean of Professional and Graduate Studies for a term of three years. There is no limit to the number of terms that a chairperson may serve. The vote shall be ~~by written ballot~~ at a graduate degree program meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the Dean of Professional and Graduate Studies for approval. Removal of the chairperson by the Dean of Professional and Graduate Studies during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of fifty percent of the faculty of a graduate degree program or on the request of the Dean of Professional and Graduate Studies.

### **From the Faculty Handbook, but not in Code:**

#### **Faculty Elective Committees**

Faculty members are elected to elective faculty committees from a slate of names presented by the Committee on Committees and Nominations. Annually the Committee on Committees and Nominations nominates at least two candidates for each elective committee position to be filled. The list of nominations shall be sent by the Secretary of the Faculty and Academic Staff to each member of the Faculty prior to the Faculty Senate meeting at which the Committee on Committees and Nominations reports. Additional nominations, made by petition of three members of the Faculty, must be received within 10 days of the report of the Committee on Committees and Nominations. Such nominations are made with approval of the nominee.

The election is held prior to the close of the academic year. Ballots are sent to each member of the Faculty from the Office of the Secretary of the Faculty and Academic Staff. Ballots shall be returned to the Office of the Secretary of the Faculty and Academic Staff for tallying. ~~The Secretary of the Faculty and Academic Staff, one observer from the Committee on Committees and Nominations, and/or one observer from the University Committee, count the ballots.~~ The Office of the Secretary of the Faculty and Academic Staff reports the results.

**Faculty Senate New Business 4a 5/4/2011**

## Code Change on Defining Interdisciplinary Units

*Existing Code:*

### 53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse disciplines, but with a shared problem orientation.

*Change to delete struck-through and add bold-face sections:*

### 53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse ~~disciplines~~ **perspectives**, but with a shared problem orientation.

*Code as Changed:*

### 53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse perspectives, but with a shared problem orientation.

**Faculty Senate New Business 5a 5/4/2011**

# Task Force Report on Interdisciplinarity at the University of Wisconsin Green Bay Campus

March 2011

Task Force Members: Associate Professor Andrew Austin  
Professor Derryl Block  
Professor Steven Dutch  
Professor Jeff Entwistle  
Zach Voelz, Director of Adult Degree Programs

## *Introduction*

In the spring semester 2009, in response to the December 10, 2008 Senate vote to create a Taskforce on Interdisciplinary, the University Committee selected seven individuals representing each of the four domains (NS, SS, AH, Professional Studies), plus one at-large member, one representative from Academic Staff, and one student representative to study interdisciplinary education at the University of Wisconsin-Green Bay. Original members of the task force: Associate Professor Andrew Austin, Professor Derryl Block, Associate Professor Rosemary Christensen, Professor Steven Dutch, Professor Jeff Entwistle, Zach Voelz, Director of Adult Degree Programs, and student Joshua Joseph Vandenbusch.\* The task force was charged with investigating the nature of interdisciplinarity on our campus:

*The purpose of the Task Force on Interdisciplinarity is to investigate interdisciplinarity at UW-Green Bay with the goal of learning how this is actualized on our campus, and to suggest innovative ideas and models which can be used to support and improve this central aspect of our university's mission.*

The members of the task force all brought their years of experience at UW-Green Bay, their genuine interest in UW-Green Bay Select Mission, as well as their own perspective regarding interdisciplinarity in an academic environment to bear on this charge.

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\* The members of the task force would like to thank Rosemary Christensen, whose retirement from the university system happened midstream in this process, for her input and dedication to interdisciplinary education.

## *Summary of the Process*

After an initial meeting to clarify our individual perspectives as much as possible, we decided to proceed with discussions about the process. We carefully examined the nature and meaning of the select mission from our various perspectives.

### ***The Select Mission***

*The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource. (Approved by the UW System Board of Regents, September 2007)*

The Task Force members identified four essential components in response to the specific nature of our charge. 1) We investigated a number of definitions of interdisciplinarity from an obvious and fairly consistent collection of dictionary entries to more idiosyncratic definitions used by various universities and programs in defining themselves. 2) We investigated a variety of established interdisciplinary programs, schools, and centers around the country. Because there are few universities that require an interdisciplinary educational experience for all students in addition to UW-Green Bay and The Evergreen State College, our review involved numerous high profile interdisciplinary programs. 3) Through written responses and interviews, we collected information from all academic units on campus regarding the extent of problem focused interdisciplinary teaching, scholarship, and service at UW-Green Bay. 4) Finally, we considered our own campus history in relation to our select mission and examined the existing academic and management structure that has evolved from that interdisciplinary, problem focused select mission.

The Task Force recognizes the essential nature of the second sentence included in the select mission. However, given our charge, we focused on the first sentence of the select mission.

### ***1) Definitions***

There are countless definitions of the terms interdisciplinary and interdisciplinarity and for the most part they are variations on a theme almost always involving "two or more academic disciplines."

INTERDISCIPLINARY: involving two or more academic, scientific, or artistic disciplines –(in·ter·dis·ci·plin·ar·i·ty – noun)<sup>i</sup>

Generally, interdisciplinary programs and centers define interdisciplinary education in a way that matches the approach they use. The rudimentary definition above is de facto the lowest common denominator among all Interdisciplinary programs.

UW-Green Bay has used descriptions over the years that are as consistent as most descriptions found elsewhere. Beyond the wording of the Select Mission, this campus has never attempted to agree upon a specifically crafted statement about our approach to interdisciplinary education that is based on approaching the solution of complex problems through the use of multiple academic perspectives. The university should also consider both our internal and external audiences in marketing the nature of an interdisciplinary education. On our own web pages we have various individual definitions or descriptions of our interdisciplinary approach and goals but we have always allowed for individual choice and program perspectives in communicating that approach to students and parents. Often the descriptions are too long and complex and in this era of bullet points and short lists they may not all be as effective in communicating the essence of a UW-Green Bay education to an external audience or to our newest faculty colleagues on campus. Some examples from existing campus documents/web pages that seem to capture the essence of what is meant by our educational goals and interdisciplinary approach to education follow.

The Task Force Report on the Compelling Idea identified the major goals of the educational experience at our institution.

The University of Wisconsin-Green Bay was established as an innovative, interdisciplinary and problem-focused institution of higher education. Much of what we pioneered — most especially, interdisciplinary study and thought — has come to be practiced in colleges and universities across the country. Encouraged by our successes, we remain committed to the Green Bay Idea and the mission of providing a unique learning experience.<sup>ii</sup>

At the University of Wisconsin-Green Bay we seek to prepare students to become smart, articulate, and engaged citizens and professional practitioners.<sup>iii</sup>

Two faculty definitions of what is meant by an interdisciplinary approach to education on our campus are found on the Interdisciplinarity in Action web page:

"It is education organized more effectively to address real problems, experiences, and issues in the world today." <sup>iv</sup>

Interdisciplinarity "can be defined as bringing to bear on a particular problem or issue the perspectives of more than one of the traditional academic disciplines to better understand and appreciate a variety of nuances and alternative concepts/theories/principles/strategies to further illuminate and resolve complex concerns"<sup>v</sup>

The first definition of UWGB interdisciplinarity listed above offers an elegant sound byte, while emphasizing the problem-focused character of our educational process. While this elegant statement doesn't offer much insight into the educational process the second definition brings more focus to the complexity of an interdisciplinary educational approach as simply as possible and although it does not offer a simple sound byte it does capture the essence of an interdisciplinary educational experience. Both statements address quite nicely what it is we have done and continue to do at UW-Green Bay.

## *2) Interdisciplinary Programs*

The Task Force spent time investigating numerous interdisciplinary programs, and identified an extensive list of interdisciplinary programs including but not limited to the following: We examined Stanford University's Interdisciplinary Human Biology Program Mission Statement<sup>vi</sup> and the Interdisciplinary Program array.<sup>vii</sup> We studied The University of Chicago Law School with its rich heritage of interdisciplinary study. A quote from an article about an interdisciplinary approach to teaching by Douglas Baird (Harry A. Bigelow Distinguished Service Professor of Law) identifies one of the problems a broad interdisciplinary education seeks to address:

[T]eachers whose scholarship takes them to other disciplines run two different risks. First, they may inject their courses with insights from their area of expertise to the exclusion of the legal fundamentals and, as important, to the exclusion of insights from other disciplines. In such cases, the teaching tends to be narrow and idiosyncratic. Second, in order to avoid this trap, teachers sometimes slight interdisciplinary material altogether. These courses tend to be too bland and make law too remote, to flat, too dull.<sup>viii</sup>

As such, Chicago 's educational mission identifies these key elements: "the life of the mind, participatory learning, interdisciplinary inquiry, and an education for generalists."<sup>ix</sup> We investigated the University of California Los Angeles' commitment to Interdisciplinary Education and Research that is supported with

“more than 80 National and campus based multi-disciplinary research centers, characterized by long-term institutional commitment and robust finding.”<sup>x</sup> We examined arts programs that varied from the traditional conservatory style at Carnegie Mellon University<sup>xi</sup> and Julliard<sup>xii</sup> to Vanderbilt’s Curb Center for Art, Enterprise, and Public Policy,<sup>xiii</sup> which promotes all of the arts to “animate conversations, reach across cultures, and bring people together around heritage, public service and difficult dialogues.” We also reviewed interdisciplinary programs or program arrays such as those at Harvard University,<sup>xiv</sup> University of California, Northridge,<sup>xv</sup> Tufts University Center for Interdisciplinary Studies,<sup>xvi</sup> Portland State University,<sup>xvii</sup> and found that each school, center, or program had developed unique approaches in establishing an interdisciplinary experience for their students. We found that a prevalent model involved adding an interdisciplinary studies program to an existing array of academic programs so an interdisciplinary approach to teaching and scholarship might be supported, promoted, and advertised in those stand alone areas of interdisciplinary study.

In our investigation descriptions of interdisciplinary program’s goals and objectives support each school’s unique curricular structure. Some interdisciplinary programs are structured similarly to programs at UW-Green Bay where faculty members from a variety of academic disciplines teach and conduct research in a singular interdisciplinary program. Programs like Democracy and Justice Studies (formerly Social Change and Development), for example, have Economists, Historians, Sociologists, Political Scientists, and Anthropologists on the faculty who work together in identifying and solving problems using the multiple perspectives of their various scholarly specialties. The Environmental Science Program has Geoscientists, Biologists, Chemists, Mathematicians, and Engineers on faculty who work together in much the same way in addressing environmental issues and problems from a variety of academic perspectives.

Other programs tend to approach interdisciplinary education and problem solving much the same way as described above by Douglas Baird the Harry A. Bigelow Distinguished Service Professor of Law at the University of Chicago. These programs, often found in the Arts and Humanities, by necessity expect individual faculty members to bring interdisciplinary perspectives to their own scholarly and curricular material. In Visual Art, for example, as with any given piece of original art, the individual will bring historical, sociological, psychological, engineering, and aesthetic perspectives among others depending on the nature of the work combined with the specific technical knowledge of their particular artistic field on a single piece of finished art. In a program like Theatre every production is a collaborative creation/problem to solve with all faculty specializing in different areas and yet each one of those collaborators approaches their individual realm of that creative process and problem solving in much the same way as the

aforementioned visual artist. A director will bring historical, sociological, psychological, physical/kinesthetic, vocal, and aesthetic perspectives while a Scenic Designer and Technical Director will bring historical, architectural, engineering, aesthetic, sociological, anthropological, physics, even chemical, and aesthetic perspectives along with specific knowledge of the technology in the field to bear on their design and technical solutions, not to mention the additional collaboration and perspectives from Costume Designers, Lighting, Sound, and Projection Designers etc. Both of these approaches embody the essence of the definition of interdisciplinarity included in this document.

The Task Force paid special attention to the interdisciplinary curricular approach at The Evergreen State College that has remarkable similarities to UW-Green Bay's Individual Major program option.<sup>xviii</sup> Certainly there are differences between the two structurally but conceptually and in advising and in eventual curricular structure they are very closely related.

It was also noted that programs on some campuses that are thought of as traditional and disciplinary, such as Biology, could well be considered interdisciplinary on other campuses, such as Harvard's Division of Biological Sciences. Likewise programs at UW-Green Bay that are listed as disciplines in the current academic structure are considered interdisciplinary on other campuses. For instance at Stanford University, the Interdisciplinary Dance Division was moved into the Theatre Program and the Astronomy and Creative Writing Programs are featured among Stanford's stand alone interdisciplinary programs.

### *3) Academic Program Interviews/Responses*

To gather the type of information necessary to meet the central charge for the task force we carefully developed a series of questions that would be posed to all academic programs on campus. We asked that each program arrange for an open faculty discussion related to interdisciplinarity and wherever possible one or two members of the task force would join the academic programs for those discussions. The task force accepted comments and messages throughout the process if faculty or others associated with the academic community were so inclined. Joining the programs for these discussions also allowed task force members to hear from both junior faculty and other senior faculty members in the programs. Additionally, program chairs were asked to submit a written response to the questions to assure coverage of each of the task force questions in a succinct manner.

We were particularly interested to learn how important the select mission was to each academic program and how integrated into the programs were elements of problem focused, interdisciplinary education. We also wanted to learn how

adherence to the select mission might affect teaching, scholarship and service within academic programs at UW-Green Bay. Without question, programs throughout campus have experienced significant development and change since Disciplinary programs were instituted back in 1985 and yet there has been no change to the program structure on campus regardless of those 26 years of academic and curricular evolution and change.

### *Questions Pertaining to Interdisciplinarity and Academic Programs*

1. In what ways, if at all, do your program's mission statement, goals and objectives statements, or other distributed materials reference or support interdisciplinary education?
2. In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?
3. In what ways, if at all, do your program and curriculum address a problem-focused approach to education?
4. In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?
5. In what ways, if at all, does the interdisciplinary aspect of the select mission of this campus contribute to unique aspects of your program?
6. In what way(s) might the Institution support your program's future interdisciplinary objectives?

We gave no guidelines for these responses, as we wanted each program to feel free to share any and all information they felt was appropriate. During this information gathering process various programs shared a concern for any hidden agenda that the Task Force might be focused on. One program in particular shared a concern and others mentioned or asked questions about the possible elimination of the interdisciplinary minor requirement.

Unit responses show that there was an emphasis on interdisciplinarity at UW-Green Bay. Given the consistent presence of upper level interdisciplinary activity and scholarship (student and faculty) in virtually all programs, it is fairly safe to say that interdisciplinarity as an approach to teaching and scholarship is very much evident throughout the UW-Green Bay campus.

Some disciplinary programs presented fairly compelling cases to seek a change in their program designation to interdisciplinary in responding to the Task Force. There were also programs that indicated an additional desire to stand alone as a separate interdisciplinary budgetary units, as well, given concerns that were raised in the response to the last Task Force question. Since a process on campus already exists for programs seeking this kind of re-designation and since this Task Force was not the appropriate campus body to review and make such

recommendations, it is suggested that programs with such interests begin the process with their faculty and Dean as described in 53.01 in the Faculty Handbook related to the establishment of an interdisciplinary unit.

#### 53.01 INTERDISCIPLINARY UNITS

- A. An interdisciplinary unit shall consist of faculty members from diverse disciplines, but with a shared problem orientation.
- B. Recommendations concerning the establishment, the merger, or the discontinuance of interdisciplinary units can be initiated by the faculty members concerned, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Such recommendations must be reviewed by the faculty concerned, the Academic Affairs Council and the Personnel Council, meeting jointly, and the University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost/Vice Chancellor for Academic Affairs and the Chancellor, to be transmitted to the President and the Board of Regents.

### *4) Conclusions*

Interdisciplinarity and problem-focused education is alive and well and living on the UW-Green Bay campus. While the current structural or management model and budgetary history over the past 26 years (since the advent of UW-Green Bay's disciplinary program designations) have somewhat obfuscated the ongoing interdisciplinary curricular development on campus, interdisciplinarity is cherished and respected on this campus. The institution should encourage interdisciplinarity in teaching, learning, and scholarship, to recognize interdisciplinarity when it takes place, and to foster our students' and their parents' understanding of the richness and meaning of an interdisciplinary educational approach.

Despite the current requirement that UW-Green Bay students have an interdisciplinary major or minor (UW-Green Bay Catalog, 2010), it is possible for them to have taken only 24 credits from interdisciplinary units. That could be achieved with an 18 credit interdisciplinary minor and completing an HB2 and an NSPS2 category general education course. Those are the only two categories of general education that are solely from interdisciplinary units.

The structural model of having interdisciplinary units is based on the idea that interdisciplinary units support the development of interdisciplinary programs and coursework. Analysis of the responses from units regarding interdisciplinarity indicates that there are some required courses in interdisciplinary units that could be considered disciplinary in nature. Conversely, many program responses indicate that there are many interdisciplinary curricular experiences currently offered by disciplinary units. Additionally, some units that are categorized as

disciplinary had interdisciplinary aspects to their curriculum.

After wide ranging discussion and consideration of various structural models/solutions, the Task Force recommends that, in addition to the current requirement for an interdisciplinary major or minor, the university consider requiring additional interdisciplinary coursework as a condition of graduation. The readers of this report should not lose sight of the fact that most students on campus do currently take significantly more interdisciplinary credits than the minimum or even proposed minimum. To make sure that all students have a substantial interdisciplinary experience consistent with our Select Mission, the Task Force recommends that a graduation requirement of 40 interdisciplinary credits. To this end, courses could be identified and flagged as we do our Writing Emphasis or other General Education courses to allow students to make interdisciplinary course selections to meet new required totals. Identifying interdisciplinary courses would entail initial identification by units and a course approval process through a governance group. The General Education Council might create a subcommittee charged with this task, with the GEC administering the program.

### *Task Force Recommendations*

1. Establish a minimum number of required interdisciplinary course credits to a minimum of 40 credits for all UWGB students while maintaining a requirement of an interdisciplinary major or minor.
2. Have each disciplinary program examine the existing curriculum and identify those courses that they strongly feel should be considered interdisciplinary in nature.
3. Identify in the official Schedule of Classes/Timetable courses approved as interdisciplinary by an appropriate governance group.
4. Encourage all programs to include a statement related to interdisciplinary study and curriculum in campus web pages and program descriptions that are used in the recruitment of students and in public marketing of the university.
5. Use consistent statements as often as possible throughout the campus to establish a more unified message related to the interdisciplinary and problem focused educational experience at UW-Green Bay. The two statements included below derived from our "Interdisciplinarity in Action" web page are the type of statements we recommend. One such statement might be used for an external audience of parents and prospective students. The second

statement should work effectively for our internal or UW System communication. They both also fit effectively with the established theme of "Connecting Learning to Life."

A UW-Green Bay interdisciplinary, problem focused education is organized more effectively to address real problems, experiences, and issues in the world today.<sup>xix</sup>

A UW-Green Bay interdisciplinary and problem focused education addresses real world problems or issues through the perspectives of more than one of the traditional academic disciplines to better understand and appreciate the nuances of a variety of concepts, theories, and methods that will further illuminate and resolve such complex real world concerns."<sup>xx</sup>

6. Continue to offer, require, and promote active participation by all academic programs in the Common Theme program. This particular practice offers UWGB an ideal example for the practice of a campus wide interdisciplinary experience for all.
7. Make available Faculty Development opportunities related to interdisciplinary educational approaches and curriculum development. This might at least be considered for new faculty hires.
8. Make available Faculty Development opportunities related to problem focused educational approaches to curriculum. This could be beneficial for all faculty as a method of evolving current courses in the curriculum to more interdisciplinary models.
9. Include a question about interdisciplinary and problem focused curricular approaches and development as an integral part and regular feature in the program review process.
10. Actively promote the interdisciplinary option of the UW-Green Bay Individualized Major. Information about the Individualized Major should be included in information shared with both prospective and current students, parents, and in freshman experiences like the Introduction to College experience and first year seminar courses.

## ENDNOTES

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- i Merriam Webster Unabridged 2011.
- ii Task Force Report on the Compelling Idea.  
<http://www.uwgb.edu/univcomm/news/compelling/report.htm>
- iii Task Force Report on the Compelling Idea.  
<http://www.uwgb.edu/univcomm/news/compelling/report.htm>
- iv Harvey Kaye, Interdisciplinarity in Action. <http://www.uwgb.edu/iia/about/>
- v Lloyd Noppe, Interdisciplinarity in Action. <http://www.uwgb.edu/iia/about/>
- vi <https://humbio.stanford.edu/?q=node/180>
- vii <http://www.stanford.edu/academics/programs.html>
- viii Douglas G. Baird, *An Interdisciplinary Approach: Beyond Law and Economics*, University of Chicago Law School Headnotes, 1998–1999, available at <http://www.law.uchicago.edu/prospective/headnotes/interdisciplinary.html>
- ix <http://www.law.uchicago.edu/school/mission>
- x UCLA Report for the WASC *Capacity and Preparatory Review* (December 2007) Essay 7. *Facilitating Interdisciplinary Education and Research* or [www.wasc.ucla.edu/CPR\\_Essay7.pdf](http://www.wasc.ucla.edu/CPR_Essay7.pdf) and [www.wasc.ucla.edu/cpr\\_endnotes/IDPs.pdf](http://www.wasc.ucla.edu/cpr_endnotes/IDPs.pdf)
- xi <http://www.cfa.cmu.edu/index.php>
- xii <http://www.juilliard.edu/degrees-programs/index.php>
- xiii <http://www.vanderbilt.edu/curbcenter/signature-programs/vanderbilt-creative-campus-initiative/>
- xiv <http://www.hsph.harvard.edu/academics/catalog/interdisciplinary-programs/>
- xv <http://www.csun.edu/>
- xvi <http://cis.tufts.edu/default.aspx>
- xvii <http://www.gsr.pdx.edu/ip.php>
- xviii <http://www.evergreen.edu/home.htm>
- xix Derived from Harvey Kaye’s statement, Interdisciplinarity in Action.  
<http://www.uwgb.edu/iia/about/>
- xx Derived from Lloyd Noppe’s statement, Interdisciplinarity in Action.  
<http://www.uwgb.edu/iia/about/>

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## **Academic Affairs Council Report of Activities**

Met to approve new Health Information Management Technology program to allow UC and Senate to act by end of the semester. We understand the program is held up by off-campus actions. But we tried.

Review master of Social Work Program

Approve creation of General Business Area of Emphasis

Approve new AVD courses in Oil Painting and Media Exploration to replace a single existing course

Approve addition of a travel course to the BUA Management Electives

Approve addition of Cultura Latina to Spanish Electives

Approve addition of US Immigration History to History supporting courses

Scheduled joint AAC-Personnel Council meeting on May 4 to discuss proposed split of AVD

- submitted by Steve Dutch, chair, AAC