

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

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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 bite, 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 bite 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. In an appendix at the end of this report there is a 28-page attachment containing the responses received by the task force. 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

- 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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## Appendix A

### Program Responses to the Task Force on Interdisciplinarity

- 1- In what ways, if at all, do your program's mission statement, goals & 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?
- 2- 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?

During the fall semester of 2010 all academic program chairs received a series of six questions posed by the Task Force as a means of identifying the ways that programs campus wide address interdisciplinarity. During that same fall semester the Task Force requested that all academic programs meet and discuss the related questions prior to submitting any written documents. Task Force members also made themselves available to attend a number of these program discussions as well if the academic units requested it. Some academic programs met and held discussions without a task force member present and forwarded their collective unit responses to the task force. Any unit that requested a task force member to be present for their discussions had that opportunity and many seized that opportunity. Information shared with the Task Force members was used throughout our deliberations whether in written responses that appear in this appendix or through open meetings and frank discussions. As an example, Humanistic Studies had a very active and complete discussion and members of the modern languages, English, and Philosophy also made their perspectives known at that meeting as well. Even though there is no written response in this Appendix from Humanistic Studies and their related disciplines their voices were clearly heard and incorporated into all of the material that was used in arriving at our recommendations.

**The following is a collection of all written responses received by the Task Force.**

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## Accounting Response to Interdisciplinary Task Force

Steven Muzatko, Chairperson - Accounting

**1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

*One of the learning outcomes for Accounting is "Interdisciplinarity: Students should demonstrate their ability to apply a synthesis of different disciplines when solving problems."*

**2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

*Both the major and minor in Accounting are disciplinary. Students completing the major (minor) are required to have a minor (major) that is interdisciplinary. Students are also required to fulfill the University's general education requirements which provide a broad based liberal education. The Accounting curriculum is comprised of three integrated elements: supporting, core, and major courses. The supporting and core courses provide breadth through courses covering topics in the areas including economics, statistics, law, information systems, finance, management, and marketing. These areas also are inherently interdisciplinary, integrating many of the social and natural sciences. For example, many of these courses discuss human behavior, environmental sustainability, political decision making, ethics, etc.*

**3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

*There is one learning outcome for Accounting directly related to a problem-focused approach to education: "Problem Solving: Students should demonstrate their ability to identify and solve unstructured problems in unfamiliar settings and to apply problem solving skills to real world problems." A second related learning outcome is: "Critical Thinking: Students should demonstrate their capacity for inquiry, abstract logical thinking, inductive and deductive reasoning and critical analysis in understanding and implementing concepts and theories." There are numerous experiences in the accounting curriculum that require critical thinking skills through complex decision analysis.*

*Most accounting courses require decision making where there are multiple alternative solutions. Some courses cover decision making under uncertainty. These types of decisions, which often do not have one "correct" solution, require critical thinking on the part of students to formulate and support their own solutions.*

*In addition, many case-based problems are used in courses, requiring students to exercise an element of "professional judgment". While solutions may vary between students, each student must be able to document and support their decisions. This type decision making requires complex analysis and inference skills, not simply rote memorization.*

**4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

*We are always looking for potential faculty who are able and willing to work with others across disciplines within and outside of accounting and business. Our potential faculty are made aware of our university's select mission during the interview process.*

**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?**

*Given that Accounting is a disciplinary major, the interdisciplinary aspect is formalized in the general education requirements as well as the requirement that disciplinary majors (minors) be matched with interdisciplinary minors (majors). This gives students considerable exposure to the liberal arts and a broad based education.*

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

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*The Accounting faculty attends faculty meetings for the Professional Programs in Business. If the Task Force members are attending a Professional Programs in Business faculty meeting, it might not be necessary to meet with the Accounting faculty separately.  
Please contact Kelly Anklam, our office manager for our upcoming faculty meeting dates.*

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### **Anthropology Response to Interdisciplinary Task Force**

Interdisciplinary: Anthropology, Center for Food in Community and Culture, and Social Change and Development. Anthropology is one of the most interdisciplinary of the disciplines. Its four-field include cultural anthropology, archaeology, physical anthropology, and linguistic anthropology. From its beginnings as a discipline anthropology has taken a holistic approach to understanding human life and culture. Anthropology assume that our humanity is found in what we have in common from our place on earth, our human biology, our evolutionary background, and our near total reliance as a species upon cultural knowledge; and it is found in our differences as these reflect diverging histories, languages, religions, geographies, and cultures.

Anthropology appreciates the complexity of human life and has developed pedagogies and research methods that can accommodate complexity without being mired in it. As someone trained in anthropology and having taught for over thirty years in interdisciplinary programs, I know that my approach to interdisciplinary has been shaped by my training in anthropology. On the other hand, my anthropology courses and scholarship have been reshaped in productive ways by my experience at UW-Green Bay.

As co-Director of the Center for Food in Community and Culture, I appreciate the opportunity afforded by UW-Green Bay's unique mission to encourage and accommodate interdisciplinary scholarship. Our new 2 volume collection, entitle Critical Food Issues and State-of-the-Art Solutions, was just published by Praeger. Several contributors were part of the Center and come from many different disciplinary and interdisciplinary perspectives. In the Preface, I wrote: "The knowledge integration process has been institutionally supported by the fact that the editors and some of the contributors are faculty members at the Center for Food in Community and Culture at the University of Wisconsin-Green Bay. The mission of the center is reflected in the central interdisciplinary problem-focus of this collection, which is to promote 'interdisciplinary scholarship to enhance the synergy between sustainable food systems and a sound environment, healthy people, and equitable communities, locally and globally.'" Its work is reinforced by the innovative, interdisciplinary structure of the university's mission, in which the faculty is encouraged to cross the traditional boundaries of knowledge within the broad frameworks of ecology and engaged citizenship."

As chair of Social Change and Development for seven years, I was consistently impressed by the ability of our graduates to synthesize knowledge and to do creative problem solving. Those who have gone on to graduate programs in the disciplines have done well and report that they are ahead of some of their contemporaries in their capacity for independent thinking. I attribute their success, in part, to our interdisciplinary approach.

Lynn Walter  
Rosenberg Professor  
Chair, Anthropology  
Co-Director, Center for Food in Community and Culture  
Social Change and Development

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## Art Response to Interdisciplinary Task Force

### Mission Statement.

#### 1. In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

The Art Discipline has a sustained commitment to interdisciplinary education. Our mission statement is posted on the first page of our website (<http://www.uwgb.edu/art/ArtDiscipline.html>). Our mission statement is also displayed on the Art Major Advising Board on the first floor of a highly trafficked area in the Studio Arts building. The advising board includes poster-sized four-year planners that identify possible interdisciplinary minors for art majors and take-away four-year planners and art course checklists for students. Designed by Art Professor Christine Style, the "Art Catcher" is an interactive flyer that contains our mission statement as well as other pertinent information about our programs and faculty. The "Art Catcher" is distributed at Majors Fair, Art Open House, Campus Preview Days, Art Discipline Welcome & Information Session, and during visits to area high school art programs. Our mission statement reads: "The Art Discipline at UW-Green Bay embraces the many possible forms and functions of art. We strive to create an environment that encourages students to take risks and experiment with subject matter, concept, process, and creative outcome. The Art program exemplifies the essential interdisciplinary focus of our campus by encouraging reciprocal influence of studio areas and learning experiences through a language of seeing, thinking, and making. At a time in history when our access to information, entertainment, and the broader world is constantly expanding, an art education provides problem-solving skills necessary for informed understanding and effective expression of our lives and the world around us. An art education enables students to critique classroom theories, to assimilate ideas from various disciplines, and to develop and defend their own informed intellectual position on issues as they become engaged members of an increasingly global community. We acknowledge art as an integrating and energizing force in our society."

The Lawton Gallery is vital to the educational mission of our discipline and the cultural life of our campus. The Lawton Gallery website identifies its commitment to interdisciplinarity: "Intended to complement and augment the academic programs of the university, the gallery showcases the work of students and faculty as well as regional, national and international artists. The Lawton Gallery serves as an important cultural and educational resource within the lives of the students, faculty and staff of the University of Wisconsin-Green Bay. The Lawton Gallery is also a partner in the University of Wisconsin-Green Bay's outreach mission and is committed to enhancing and engaging with the cultural resources in the larger community." Two-thirds of Lawton Gallery's permanent collection is distributed in offices throughout campus and includes the American Intercultural Center's Native American subcollection.

#### 2. In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

Teaching: Given that studio practice entails creating original content, Art students actively utilize other disciplines on a daily basis. This ranges from "mechanics" (using algebra to scale plans up or down, or using chemistry in glaze formulation) to "philosophical" concerns (issues in representing the human body, or the practice of appropriation in the context of plagiarism). Additionally, most studio art courses have specific interdisciplinary components, especially at the upper level. For example, studio art assignments are often paired with readings from popular culture, cultural criticism, semiotics, gender studies, non-western cultures, literature, philosophy, science, performance/theatre, and music. The pairing of studio assignments with interdisciplinary research provides students with the opportunity to connect ideas across disciplines and expand opportunities to problem solve in unfamiliar or multiple contexts. Most of our faculty teach Fine Arts, General Education courses in studio and/or art history (History of the Visual Arts I & II, Concepts and Issues of Modern Art, Contemporary Art 1960 - Present, Modern American Culture,

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Women in the Visual Arts, World Art, and this semester as a freshman seminar: Handmade from Sewing to Ceramics). All these courses examine visual/material culture interdisciplinarily in the context of diverse societies and thought systems.

Scholarship: Art faculty engage in research and creative work that reflects a diverse range of interests and study in areas outside of visual art. Professor Emmons' multi-media installations integrate conceptual and visual structures from philosophy, architecture, the sciences, and culture. Professor Deetz's paintings enfold autobiography, post-structuralist theory, language, and art history; Professor Detweiler's multi-media work reflects her interests in post-modernism and popular culture; Professor Gates' textiles/sculptures evidence her commitment to women's issues and gender studies; Professor Mokren's metal pieces cross boundaries between high and popular craft; Professor Lee's ceramic sculptures combine Asian and Euro-American aesthetics; Professor Stehlik's interactive object-based installations examine the ways that social expectations affect personal desire; Professor Style's multi-media prints layer appropriated images from diverse cultures and sources to create a visual dialogue of the "inbetween;" Mark Sauter's (Woodshop Supervisor) highly crafted wood sculptures reference natural systems and explore ideas of balance; Dr. Perkins' (Lawton Gallery Curator) word art uses language to challenge beliefs and examine social, political, and cultural structures, thus encouraging social awareness.

Service: Art faculty have served on university committees and task forces that have interdisciplinary objectives, participated as members of search committees for other disciplines in our unit, and taken part in performances, lectures, and panel discussions with other departments/disciplines across campus. For example, Carol Emmons spearheaded the panel discussion "Scandal of Pleasure/Axis of Evil" that related ideas of censorship in contemporary art, specifically comparing events surrounding the Robert Mapplethorpe exhibition at the Contemporary Arts Center in Cincinnati, Ohio, with those that occurred during our Lawton Gallery exhibition "Axis of Evil." The panel included faculty from philosophy, religion, art, and foreign languages, and Professor Wendy Steiner, the Richard I. Fischer Professor of English and Founding Director of the Penn Humanities Forum at the University of Pennsylvania, also participated. In addition, currently Professor Carol Emmons is chair of the Research Council; Professor Alison Gates is chair of the Women's and Gender Studies Minor and UW System Women's Studies Consortium Advisory Council Chair Elect; Professor Jennifer Mokren is Vice Chair of Arts & Visual Design; Professor Sarah Detweiler recently finished as chair of the Library and Instructional Technology Committee; Professor Kristy Deetz is chair of the General Education, Fine Arts Domain Subcommittee; and Professor Chris Style is chair of the Academic Affairs Council.

**2. In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

Problem-focused critical thinking is part of all studio art assignments and activities. Students engage in projects that require the understanding and application of: 1) the formal elements and principles of organization of visual art; 2) research, analysis, and experimentation; 3) art history and visual culture; 4) materials and processes of two-dimensional and three-dimensional media; 5) group, individual and written critique; 6) concept and idea development; and 7) contextualization and presentation of visual art. In addition, Art 106 (Design Methods) focuses specifically on problem-solving methods. The pedagogy of the art history, theory, and culture components of the Art curriculum is consistently based on critical thinking rather than the traditional memorization of data. Students in these courses develop methodologies for analyzing visual culture, including its subtexts and implications, through focus on specific cases/problems. Gallery/Museum Practices classes are organized as seminar discussion groups. Great emphasis is placed on students being able to read and absorb a variety of different ideas and to develop and articulate their own positions with regard to the readings. For example, a number of

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readings address issues of diversity in the art world, particularly as this relates to exhibitions. (This is also one of many examples of the Art program's commitment to the special mission's emphasis on multicultural understanding.) Being a fully rounded professional in the art world implies becoming a responsible world citizen, and the hands-on experience students gain in the Lawton and 407 Galleries connect their readings to practical problem-solving in the field. Art Education students move from their problem-focused studio and art history/theory studies to actual classroom experiences. For example, Art Education students take a conflict resolution seminar and then interact with children from the community in the Phuture Phoenix Field Experience and during student teaching. These field experiences are based on identifying goals and utilizing creative problem-solving to achieve those outcomes. Parallel to the Lawton Gallery example, Art Education students are also grounded in the special mission's commitment to diversity through such coursework as Cultural Images: Materials for Children & Adults, and they share these ideas with their Art student colleagues through their classroom exchanges and artwork. (It should be noted that the mission's sustainability element is also core to Art students' education, ranging from daily practice [e.g., Art 101 includes understanding Manufacturer's Safety Data Sheets specifying chemical and health information] to conceptual concerns [e.g., drawing projects utilizing found/discarded materials as the substrate].) Every day each art student engages in original research through analyzing and creating. Across the Art curriculum, students use case studies, internships, and public presentations (weekly 407 Gallery exhibits; annual Student Juried Exhibitions and Senior Exhibitions), to develop not only *problem-solving* but also *problem-formation* skills. The latter evinces their higher order understanding of problem-focused investigations.

**4. In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

As noted above, there is high participation in interdisciplinary courses amongst the Art faculty. In recent searches we sought out and identified candidates who could contribute to interdisciplinarity and diversity in our discipline. We looked at candidates' abilities to teach interdisciplinary classes, most recently to teach World Art. More broadly, we have sought out and supported faculty who have a strong commitment to liberal arts education, and an understanding of the rich background that provides for the life-long learning essential to effective art practice. Currently our discipline does not have any funding to support larger interdisciplinary or team teaching projects that faculty might wish to pursue. Faculty must compete for minimal development funding on the unit level and with all faculty/staff on campus for teaching and research grants that do not necessarily support interdisciplinary projects.

**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?**

As noted above, interdisciplinarity is embedded in the daily practice of our students and faculty. For example, Art Majors are required to take either Modern American Culture or World Art as their junior-level art history/theory course. As an option to this component, we are creating a new course: Women, Art and Ideas. This upper level course (WE, GE) will examine the influence of gender on visual art and the roles women have played historically in the world of art not only as practitioners, but as muses, collectors, dealers, critics and consumers. When compared to other Art programs, this is unique programming in that our students engage not only the high art Euro-American tradition, but delve into alternatives to that mainstream. This alternative derives from our commitment to interdisciplinarity as driven by an understanding of visual and material culture as part of a larger universe, and a practice of critical examination of the underpinnings of culture. Both of these courses have been taught (or will be taught, as has our general education course, Art & Ideas) on-line, reaching more diverse and non-traditional students. The Lawton Gallery offers numerous cases of interdisciplinary offerings. Many campus galleries--

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especially small, underfunded ones like ours--focus on exhibits by students and faculty, showing traditional examples of mainstream art. In contrast, the Lawton has sponsored exhibits like "Immigration Stories and the Staff of Life: An Installation by Apo Torosyan." This installation is derived from the artist's Armenian heritage and the genocide of his ancestors at the beginning of the 20th century in Turkey. More broadly the installation addressed issues fundamental to how we live our lives within the global community as well as encouraging viewers to reflect upon their own stories and experiences of movement and resettlement. The artist was brought to campus and gave talks at UWGB and St. Norbert College. In addition, his film on the Armenian genocide was shown and discussed at the Neville Public Museum as part of the Green Bay Film Society's offerings. (The exhibition and related programming were developed in response to the campus theme of "Waging War, Waging Peace.")

Another relatively unique aspect of our program is the relationship of Art to Visual Design. In many programs, these areas of study are segregated and oppositional. In contrast, our program and degree requirements entail shared coursework and faculty. For example, design and photography students do coursework in drawing, expanding their universe beyond the digital. At the same time, we are working on incorporating digital media into the art studios. These connections across traditional art disciplines are echoed throughout the studios, and reinforced through both faculty practice and our encouragement of student exploration of media and approaches. A number of students have developed portfolios of work engaging their studies in theater, athletics, music, women's studies, biology, and other fields.

**6. In what way(s) might the Institution support your program's future interdisciplinary objectives?**

a. Currently the Art Discipline does not have funding for a Visiting Artist program or lecture series. This type of programming is at the heart of our interdisciplinary objectives and would be a vital link to studio classes, the Lawton Gallery, the UWGB community, and the people of Northeastern Wisconsin. b. We are in desperate need of Faculty Development money for interdisciplinary projects, both in research and teaching. c. Expanding and updating our facility, and enhancing operating budgets, would go a long way to improving the quality, diversity, and interdisciplinarity of projects that we could do with our students.

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## Arts Management Response to Interdisciplinary Task Force

Ellen Rosewall

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? From the catalog: The philosophy of the program is grounded in community settings and the curriculum is centered around three focus areas: management and organizational skills; interdisciplinary arts literacy; and practical experience. From website ([www.uwgb.edu/artsmanagement](http://www.uwgb.edu/artsmanagement)) and brochure: We believe that successful arts managers are equally proficient in art and administration – and we also believe that the arts are a unique industry and have management challenges that are not found in other kinds of businesses. Your studies will include arts management core courses along with courses in the arts, not-for-profit management and business. The second does not use the word interdisciplinary but does explain that arts management studies include a variety of disciplines.

2-In what ways, if at all, do your curriculum and your faculty support interdisciplinarity in teaching, scholarship and service?

Since I am the only Arts Management faculty, this answer refers both to me and to the program. I talk about interdisciplinary education both in the classroom and in individual meetings with advisees. In class, I make a point of noting when we are coming at a problem from multiple perspectives. In my own work, I regularly attend not only arts management conferences, but arts conferences and management conferences. I have been published in arts journals but have also spoken to community groups, chambers of commerce, etc. There are probably lots more ways that I could say I support interdisciplinarity so if you would like to talk more, please let me know.

3-In what ways, if at all, do your program and curriculum address a problem-focused approach to learning?

If I understand this correctly, quite a bit. Most of my classes feature case studies where students apply knowledge to solving a problem for a fictional organization. For example, in ARTS MGT 355: Funding and Financial Issues in the Arts, the students receive information about a group called the "Door County Civic Orchestra." This organization has some deliberately constructed financial problems, and the students' assignment is to apply their new financial management skills to help the DCCO develop a better budget and financial reporting. Because many arts management students move very quickly from theory to practice once they leave school, it's important that they be given practical ways to analyze and propose solutions for issues facing the community arts organizations they will serve.

4-In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development This is not really applicable since I am the only faculty member and will be for the foreseeable future. However, I have served on several search and screen committees for other artistic disciplines at UWGB and the idea of interdisciplinarity is always central to the search.

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?

Arts management is by its very nature interdisciplinary. However, we have from the beginning very consciously taken advantage of UWGB's interdisciplinary focus in both shaping curriculum and promoting the program. For example, our program is somewhat unusual in that students are required to take a solid foundation of arts courses in addition to their management coursework. In many other undergraduate programs, students are not required to actually BE artists, just to understand the administrative side. In AVD we feel strongly that understanding the arts and

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artists is a key to success for arts managers, to help ensure that artistic considerations be strong in all administrative decisions.

6-In what way(s) might the Institution support your program's future interdisciplinary objectives? I think a primary goal would be to define interdisciplinarity in a way that we can all understand and communicate to our students.

Many faculty use this term in different ways. I speak of interdisciplinarity as approaching a problem or issue from multiple viewpoints. I also don't know if most of us are clear that "interdisciplinary, problem focused" is one bullet point or two.

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## Biology Response to Interdisciplinary Task Force

Brian Merkel

1. Our mission statement - The biology program examines living systems from the molecular level to the ecosystem level, focusing on patterns of biological diversity and processes that maintain them. Above all, the Biology curriculum stresses application of the scientific method using critical thinking and an interdisciplinary, problem-solving approach. The biology major prepares students for careers in ecology, field biology, organismal biology, physiology, genetics, and cell and molecular biology. The major also establishes a foundation for interdisciplinary careers in biological resources management, agriculture, health professions, and science education and communication. A curriculum can be developed to prepare for graduate study or veterinary, medical, or health professional schools.

2. Teaching – by its very nature the “discipline” of Biology is interdisciplinary. Microbiology draws from chemistry, physics, and “biology”. Essentially, every course we teach and the general make-up of our curriculum is interdisciplinary.

Scholarship – again by its very nature our research, which is a reflection of what we teach, is interdisciplinary. Doing an experiment in immunology requires understanding of physiology, anatomy, chemistry (blood analysis), experimental design, statistics, writing.

In addition, our research often involves the combined expertise (interdisciplinarity) of our faculty, e.g., looking at hormone function in frogs (Bauer – Meinhardt).

Service – as a unit we provide service in many ways which arguably makes it interdisciplinary. For example, being a member on the Bellin Hospital Institutional Review Board (IRB), giving public lectures on a variety of topics, giving special presentations in schools, and even providing music (ala our bass player Hanke) for campus activities.

3. Again, by nature, science is problem focused. Be it finding a solution to a physics problem, determining the response to various doses of a drug, figuring out probabilities for various genetic expression, WE SOLVE PROBLEMS! It is the essence of what we do as scientists!

4. Our search and screen process typically includes a question about how the candidate might contribute to the interdisciplinary nature of the campus and unit. Additionally, candidates are asked what specific course they might want to teach or develop that is interdisciplinary. Our search and screen process also takes into account how the candidate “fits” with the other faculty expertise in terms of collaboration and teaching assignments, i.e., is the candidate interdisciplinary?

5. The interdisciplinary nature of the campus and the subsequent way “faculty units” are organized has the biggest impact on our unit. This is arguably the clearest example of interdisciplinary at UW-Green Bay. Beyond the impact of “grouping”, there is minimal impact of the campus interdisciplinary philosophy. Much of the discussion and “talk” of interdisciplinary seems redundant and anything but novel to a program that whose teaching and scholarship are already heavily interdisciplinary in nature.

6. The institution can best support the future interdisciplinary nature of our program by providing resources for us to continue to teach our majors and pursue our research interests. Lack of funding threatens both of these endeavors as both teaching (labs) and research is expensive. For the record members of the Human Biology and Biology faculty have often mused at the fact that Human Biology, a subset of biology, is considered an interdisciplinary unit, whereas biology is a disciplinary unit. It is our view that both of these “disciplines” are very interdisciplinary, but logic would argue that a subset cannot be more like interdisciplinary than the set from which it is derived.

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**Business Administration Response to Interdisciplinary Task Force**

**1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

*Business administration has as one of its learning objectives: "Interdisciplinarity: Students should demonstrate their ability to apply a synthesis of different disciplines when solving problems."*

**2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

*By its nature, business is interdisciplinary. Business students must understand wide range of issues affecting business, from economics, the sciences, human behavior, to name just a few. They must also be able to integrate these disciplines and be able to view problems from all sides, understanding the impacts of decisions in business on the economy, the environment, individuals and communities. Our teaching, scholarship, and service reflect that.*

**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?**

*We are always looking for potential faculty who are able and willing to work with others across disciplines within and outside of business. Our potential faculty are made aware of our university's select mission during the interview process.*

**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?**

*Our students have a strong foundation in interdisciplinarity through the general education requirements. Because few courses required for the majors in business and accounting also satisfy general education requirements, our students have a strong background in the liberal arts as a foundation for the professional courses in business.*

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**  
*I'm not sure.*

**Please let us know when your academic program will be meeting, as we would like to arrange for a couple of Task Force members to be present for each program discussion. Send those meeting times to [entwistj@uwgb.edu](mailto:entwistj@uwgb.edu) and we will get back to you as soon as we can.**

*Please contact Kelly Anklam, our office manager for our upcoming faculty meeting dates.*

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**Chemistry Response to Interdisciplinary Task Force**

**Chemistry October 2, 2009 3:30 pm LS 468**

**1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

The chemistry program mission involves offering courses to different majors and offering general education science courses. The program is focused on supporting the four touchstones of the Green Bay Idea (problem solving and drawing upon multiple perspectives) through problem focused education.

**2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

They work closely with other disciplines in NAS. Their courses are required by other areas. They focus on chemistry and bring applications to other areas.

**3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

Most students in the major and many in the minor do independent study research projects, all of which are problem focused. Students that take the ACS major must do a research project. Didactic classes are not themselves 'problem focused' but students are taught how to identify and address problems.

**4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

Search materials and interviews mention and stress interdisciplinarity. Job descriptions get input from other departments (NAS and Human Bio). Search and screen committee is made up of people from different disciplines.

**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?**

They believe that students need to be well versed in chemistry before seeing the interdisciplinary aspects. There are core concepts within the discipline to learn first. Chemistry is always applied, but interdisciplinarity comes with the research projects.

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

There's such a need for chemistry courses that faculty can't teach too many interdisciplinary courses. There are plenty of opportunities for that but not enough manpower. There's a need for more money, people, and time. Interdisciplinarity isn't cheap—there's a need to cover the foundational courses and then to do interdisciplinary work. This program isn't different from other universities. In the sciences, all programs nowadays are interdisciplinary.

**Please let us know when your academic program will be meeting, as we would like to arrange for a couple of Task Force members to be present for each program discussion. Send those meeting times to [entwistj@uwgb.edu](mailto:entwistj@uwgb.edu) and we will get back to you as soon as we can.**

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## Communication Response to Interdisciplinary Task Force

1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

The way communication is defined as an interdisciplinary program makes its interdisciplinarity clear. The Comm web pages do an excellent job of articulating how we see and define the field (in words and through our curriculum offerings).

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

Comm. faculty contribute to teaching most of the unique Information Sciences courses that are part of that interdisciplinary major and minor; Comm faculty routinely draw upon their backgrounds in various disciplines and incorporate that in their course structures and deliveries. Comm faculty participate in other interdisciplinary programs. They publish and present papers in various venues allied to communication in addition to the traditional communication journals and professional organizations. Examples include Sloan Management Quarterly, International Journal of Technology, Knowledge & Society, Academy of Management, Journal of Marketing, Marketing Research, Journal of Conflict Resolution, and many, many others. Faculty members have served on ad hoc task forces to address institutional concerns and for potential curriculum and research center development.

3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

The Comm curriculum has always been the model for problem-focused education. Group work and individual exercises are required in all upper division classes and most supporting courses. One key difference is that problems are drawn from faculty members' experiences outside the classroom. These are actual problems that were addressed at some point, to one degree or another regarding success, outside the classroom so actual experiences can be compared and contrasted with the solutions arrived at by students.

4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

It's built into the job/qualifications descriptions.

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?

With our very strong emphasis on internships and practicum projects and our involvement of students with faculty in their research (either student- or faculty-centered), we are exemplary in connecting learning to life with an interdisciplinary, teamwork, problem focused approach.

6- In what way(s) might the Institution support your program's future interdisciplinary objectives?  
We continue to be very open to supporting future initiatives that have interdisciplinarity as either the core or at the least a very important component. Several times in the past, including recent past, we have had faculty participate in a lengthy series of meetings to develop new interdisciplinary programs only to have them set aside for different reasons. Examples include the Management of Information Systems (MIS) program and the Center for Management Leadership.

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## Education Response to Interdisciplinary Task Force

1. In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

The integrated themes under vision in our conceptual framework support interdisciplinary education. In addition, the concepts of "thinking critically" and "embracing diversity" in units' vision statement both dovetail with the concept of interdisciplinary education.

2. In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service? Our work across campus in the areas of majors and minors deals directly with interdisciplinarity. We work in teaching teams and work with other disciplines in the area of teaching. We also work with projects and grants that cross disciplinary lines. A good example is the creation of the education/FNS center on campus—this involves both education faculty and First Nations Studies faculty. The course requirements for our students also address this concept. Another example would be our athletic coaching certification, and our content methods courses. Writing and Reading Across the Curriculum are also best practices that rest integrating subject matter.

3. In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

We feel that all Professional Programs are grounded in problem-based approaches. Education has nearly all of its courses grounded in problem focused issues. In addition, nearly all of our coursework is field-based or has required field components.

4. In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

A requirement for our searches is that the candidates are comfortable working in this area. In fact, we ask specific questions about interdisciplinary work in our process. Searches in 2007, 2008, and 2009 all focused on this quality.

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?

We have a great focus on diversity within our field sites (Danz, Nicolet, Oneida Elementary, Washington MS, East HS, just to name a few). In addition, the establishment of our Cuernavaca, Mexico site even stretches this beyond the borders of Northeast WI. This site in Mexico also serves our other professional programs. We also have made a significant effort in the area of sustainability—nearly 90% of all we do is in electronic format—this includes electronic portfolios required of all students in education.

6. In what way(s) might the Institution support your program's future interdisciplinary objectives?

Building in the capacity for content areas to work more closely together. Faculty release to identify initiatives and work together toward meeting goals. Also, coming to consensus on a clearly defined goal of interdisciplinarity and interdisciplinary education.

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## English Response to Interdisciplinary Task Force

1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

The program mission statement states that English Composition provides “courses in Composition for the General Education requirement and unit requirements”—including, of course, requirements of interdisciplinary units. In addition, the program mission statement states that English Composition operates the Writing Center “for all university writing needs”—thus, for needs in all disciplines and interdisciplinary areas. In addition, the English Composition program relies on the UW-Green Bay English Composition Program Competencies Document—a document drawn up by the composition teachers themselves, summarizing what we believe students should know and be able to do by the time they complete College Writing (“comp one”) and Expository Writing (“comp two”). The goals listed in the Competencies Document apply to writing in any discipline. Moreover, some seem specifically designed to provide basic knowledge required for interdisciplinary writing projects, as in the goal that by the end of Expository Writing, students should be “aware of differences among various academic discourse communities and the genre conventions of those communities.”

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

Most UWGB English Comp teachers, if asked, would probably define their most important function as preparing students to succeed in their writing assignments in all classes across the curriculum. Thus, the English Comp teachers are always extremely interested in learning more about the conventions of writing in the various disciplines, and the assignments in most UWGB English Comp classes span interests and approaches from a range of disciplines. In fact, the most widely used textbook in Expository Writing (“Comp Two” at UWGB) is called *Reading and Writing Across the Curriculum*.

The English Composition teachers also staff the UWGB Writing Center (along with student tutors), and of course Writing Center tutors help students working on papers across the curriculum. Thus, English Composition teachers are accustomed to helping students with their writing in any discipline or combination of disciplines. English Composition is by nature interdisciplinary—or rather, it's by nature nondisciplinary, and thus easily clothes itself in the content of any discipline or combination of disciplines. That is, the goal of English Composition is to help students to become better writers—and writing isn't a discipline in itself, but rather a tool used to advance knowledge in any discipline or combination of disciplines (and a way for students to learn about the discipline[s] as they complete writing assignments). I'm the only faculty member teaching English Composition, so not surprisingly I'm the only one in the English Comp program who publishes scholarly work. Most of my scholarly publications are purely textual scholarship—disciplinary to literary studies. But when I publish in English Composition journals, the topics usually apply to all disciplines, as in my article “‘Swales’ Moves’ and the Research-Paper Assignment,” an article which applies the work of the linguist John Swales to the teaching of the research paper in any discipline or interdisciplinary area. And my textual-scholarship work is occasionally interdisciplinary, as when I applied psychologist William Perry's work about the changes in outlook students undergo as they progress through college to the changes in outlook seen in the characters in the Sondheim and Lapine play *Into the Woods* as the play progresses. The material about the Writing Center, three paragraphs above, describes the most important interdisciplinary service performed by members of the English Composition program. Again as the only faculty member in English Composition, I'm the only one with university-wide service obligations. My university service has tended to involve committees which must deal with interdisciplinary issues: current chair of the University Committee, past chair of the General Education Council, past member of the Academic Affairs Council, etc.

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3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

I've never been entirely certain what we mean by "problem-focused" at UWGB, but the basic structure of English Composition is to focus on a series of writing assignments, and thus on a series of problems. Beyond that, a common assignment in English Composition is for students to write a "problem/solution" paper: the student identifies a problem, whether nationally sociopolitical (millions of Americans with no health insurance, for instance) or local (declining sales figures at the student's place of employment, for instance), uses evidence to demonstrate the seriousness of the problem, and then proposes a solution, also supported with evidence.

4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

Again, I'm the only faculty member in English Composition, and I've been at UWGB since 1992, so English Comp hasn't had a faculty search and screen in almost 20 years. But because English Composition is housed within Humanistic Studies for personnel matters, when we search for new lecturers we seek persons who could occasionally teach interdisciplinary humanities classes along with their primary responsibility of teaching English Composition. And of course, we seek teachers capable of helping students with their writing in any discipline or interdisciplinary area.

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?

See answer to #2. If students at UWGB must write more on interdisciplinary topics than students at other universities do, then the English Composition teachers must prepare students more fully to complete interdisciplinary writing assignments, and the English Comp teachers must work with more interdisciplinary assignments in their roles as Writing Center tutors, compared with English Comp teachers at other universities.

6- In what way(s) might the Institution support your program's future interdisciplinary objectives?

It could allow us to hire more faculty members, or at least lecturers, in English Composition. Currently, roughly half the sections of English Comp are staffed by ad hoc instructors, and almost all the rest by lecturers. Ad hoc instructors (and to a lesser extent, lecturers) are largely isolated from the world of the UWGB faculty, and ad hoc instructors (and to a lesser degree, lecturers) generally lack advanced training in the conventions of writing in various academic disciplines. Yet the English Comp instructors are expected to prepare students for the writing assignments they'll receive from faculty across the curriculum.

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## History Response to Interdisciplinary Task Force

Summary Note: When the history faculty discussed interdisciplinarity at our September 2009 meeting, we agreed without dissent that the interdisciplinary nature of UWGB enriches our teaching, scholarship, and service, and we were able to identify a number of concrete examples to support this position. See below for a brief accounting of the important role that interdisciplinarity plays for the history program and its faculty.

### **1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

History faculty frequently promote the history major and minor within an interdisciplinary framework. The description of the program that can be found in the course catalog and on our website notes: "History provides information and structure to many other programs, especially in the humanities and social sciences, while receiving significant impulses from these and other disciplines." Most of our majors and minors expect to draw on their history training within the context of another field, such as education or law. We thus describe and promote the study of history as an integral part of a liberal arts education.

### **2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

Teaching: History faculty teach interdisciplinary courses within their units (Humanistic Studies and Social Change and Development, primarily, but also Communications) and incorporate interdisciplinary learning into their disciplinary courses. In SCD, historians teach courses that combine history with the study of social sciences, gender, and the law. (For example, Professor Nielsen is teaching a Spring 2010 senior seminar on "Sex and the Supreme Court.") In HUS, historians teach a variety of "Perspectives" courses that combine history with the study of philosophy, literature, and the arts. (For example, Professors Ganyard and Voelker have separately taught an HUS course on "Romanticism to Modernism" that focused attention on literary and philosophical texts as well as on historical context.) Likewise, Professor Goff in Communications teaches a course that produces *Voyageur* magazine, thus combining history and journalism. The interdisciplinary spirit that marks these courses naturally carries over into history courses. History faculty commonly bring other disciplines to bear on their historical subjects. All disciplines—including history—have a history, which can be studied critically and comprehensively or can be selectively recalled and forgotten. History courses at UWGB address history relevant to many other disciplines, ranging from physics and biology to literature and law.

Scholarship: The history department recognizes and welcomes interdisciplinary scholarship as part of the professional accomplishments of its faculty. History faculty have published and presented research that draws on a variety of disciplines, including work on music, literature, material culture, political theory, and education. Some senior history faculty have had the freedom to allow their interests to change and develop over time, in part because of the interdisciplinary orientation of UWGB.

Service: History faculty have also shared their interdisciplinary interests with the community outside of the university. Professors Kersten and Voelker have both worked with Teaching American History programs that combine historical content with pedagogical principles to improve history teaching in schools in the region. (Professors Nielsen, Kaye, and Lowery have also participated in TAH programs as presenters.) Several HUS historians have led discussions of works of literature as part of the "Great Books" discussion group that meets monthly at the Brown County Library. Professor Kaye directs a Center for History & Social Change and organizes a "Historical Perspectives" lecture series that has brought in dozens of speakers over the years from a variety of disciplines, including not only history but also political science, journalism, education, and sociology. These lectures are attended by students, members of the university community, and general community members. History faculty members thus bring a variety of interdisciplinary interests into their service, particularly in the area of outreach.

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**3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

Although the discipline of history does not focus on problem solving, per se, historians do pay a great deal of attention to identifying and analyzing a wide variety of social, cultural, economic, and political problems— thus the label “problem-focused” applies quite well. History courses at UWGB demand that students think carefully about historical causation and significance, both of which are crucial to understanding a problem.

For example, history students study the origins of various racial and ethnic conflicts, starting with the very concepts of racism and ethnocentrism. Such conflicts are understood and approached as historical problems, with complex roots and with a history of solutions—some of which were more successful than others at addressing the underlying causes of the problem. History, in short, provides a powerful way to identify and understand various kinds of problems.

**4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

Because the history program draws significantly on faculty from both Humanistic Studies and Social Change and Development, we pay a great deal of attention to interdisciplinarity when defining new positions and when moving through the search and screen process. All history faculty teach interdisciplinary courses in their units, in addition to disciplinary courses in history. We must therefore carefully consider the needs of the relevant interdisciplinary unit when hiring new faculty, and we use the opportunity to develop and teach interdisciplinary courses as a recruiting tool. During the hiring process, we discuss interdisciplinarity with candidates and query them about what kinds of interdisciplinary courses they might teach. Furthermore, faculty use the opportunity to create and teach new interdisciplinary courses as a mode of faculty development. For example, during the spring of 2010, history faculty are teaching new interdisciplinary courses on topics ranging from “Sex and the Supreme Court” (Nielsen) to “Vikings” (Sherman) to “Drinking and Politics in the British Atlantic” (Boswell). Such courses taught under SCD and HUS course numbers benefit both faculty and students but would be difficult to offer within a traditional discipline-centric context.

**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?**

As indicated in many of the examples provided above, our mission-based commitment to interdisciplinarity enriches our course offerings, our scholarship, and our engagement with the community. The history program at UWGB is unique because of its interdisciplinarity. We offer courses, especially history-oriented courses through the interdisciplinary units, that simply do not exist elsewhere, and we encourage other faculty activities that go beyond the boundaries of history as a discipline.

On a more general and subtle level, our everyday interactions with colleagues in other disciplines (whether within or outside of our units) enrich our teaching, research, and service in substantial ways that are difficult to quantify. For example, two historians have worked very closely with First Nations Studies, which approaches the past from a very different point of view (and through different means) than historians traditionally use. Another historian is developing a course to co-teach with a member of the English department. The interdisciplinary nature of the university— our organization into interdisciplinary units— encourages this sort of intellectual and curricular cross-fertilization.

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

Given the demands of mounting a comprehensive history major that meets the needs of our students (many of whom will be future educators), it can sometimes be difficult for historians in SCD and HUS to offer as many interdisciplinary courses as we would like. There is no question that stretching faculty resources too thin can weaken interdisciplinary offerings, thus interfering with our interdisciplinary objectives. More than anything else, we need additional faculty

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positions in history (in HUS and SCD) in order to protect and expand our ability to promote interdisciplinary and problem-focused learning.

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## Human Biology Response to Interdisciplinary Task Force

Reference to interdisciplinarity in Human Biology educational outcomes – little if any.

1-From our web page The Human Biology Program offers an interdisciplinary undergraduate major and minor. Our goal is provide students with a curriculum that facilitates an understanding of the human organism from biological, medical, behavioral and nutritional perspectives.

Our program draws on the expertise of faculty from a variety of academic disciplines, including biology (molecular and cellular biology, genetics, evolution, reproduction, immunology, pharmacology, exercise physiology, neurobiology), chemistry, physics, and nutrition.

2-Teaching – by its very nature the “discipline” of Human Biology is interdisciplinary. Human physiology draws from chemistry, physics, and “biology”. Nutrition involves interaction between physiology, chemistry, and health. Essentially, every course we teach and the general make-up of our curriculum is interdisciplinary. Scholarship – again by its very nature our research, which is a reflection of what we teach, is interdisciplinary. Doing an experiment in exercise physiology requires understanding of exercise intensity, physiology, chemistry (blood analysis), experimental design, statistics, writing. In addition, our research often involves the combined expertise (interdisciplinarity) of our faculty, e.g., looking at hormone function in frogs (Bauer – Meinhart). Service – as a unit we provide service in many ways which arguably makes it interdisciplinary. For example, being a member on the Bellin Hospital Institutional Review Board (IRB), giving public lectures on a variety of topics, giving special presentations in schools, and even providing music (ala our bass player Hanke) for campus activities.

3-Again, by nature, science is problem focused. Be it finding a solution to a physics problem (we have physicist in our program now), determining the response to various doses of a drug, calculating energy expenditure for exercise, figuring out probabilities for various genetic expression, finding out how many calories are in a food, WE SOLVE PROBLEMS! It is the essence of what we do as scientists!

4-Our search and screen process typically includes a question about how the candidate might contribute to the interdisciplinary nature of the campus and unit. Additionally, candidates are asked what specific course they might want to teach or develop that is interdisciplinary. Our search and screen process also takes into account how the candidate “fits” with the other faculty expertise in terms of collaboration and teaching assignments, i.e., is the candidate interdisciplinary?

**5-It is my opinion, that the interdisciplinary nature of the campus and the subsequent way “faculty units” are organized has the biggest impact on our unit. (I would argue that this is the essence and clearest example of interdisciplinary at UW-Green Bay). A recent example to illustrate – Dr. Mike Hencheck recently portioned to be part of Human Biology on the basis that he teaches most of our students (who need physics for grad school etc). Beyond the impact of “grouping”, there is minimal impact of the campus interdisciplinary philosophy. Much of the discussion and “talk” of interdisciplinary seems redundant and anything but novel to a program that whose teaching and scholarship are already heavily interdisciplinary in nature.**

6-The institution can best support the future interdisciplinary nature of our unit by providing resources for us to continue to teach our majors and pursue our research interests. Lack of funding threatens both of these endeavors as both teaching (labs) and research in “physiological” science is expensive. For the record members of the Human Biology faculty have often mused at the fact that Human Biology, a subset of biology, is considered an interdisciplinary unit, whereas biology is a disciplinary unit. It is our view that both of these “disciplines” are very interdisciplinary, but logic would argue that a subset can not be more like interdisciplinary than the set from which it is derived.

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## Human Development Response to Interdisciplinary Task Force

### Re: Significant Questions Pertaining to Interdisciplinarity and Academic Programs

#### **1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

Human Development's catalog material and webpage make constant reference to interdisciplinarity. "Human Development is an interdisciplinary, liberal arts program in that it examines the contributions of psychologists, biologists, anthropologists, and sociologists to our understanding of the life cycle." The learning outcomes do not explicitly discuss interdisciplinarity but we stress gathering a broad base of knowledge:

<http://www.uwgb.edu/humdev/about/outcomes.asp>

#### **2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service? In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

All students must complete introductory level courses in the interdisciplinary field of human development, as well as in sociology or anthropology and statistics. These foundational experiences from multiple fields provide the basic disciplinary knowledge that can then be integrated to achieve an interdisciplinary understanding of development. All majors also complete Infancy and Early Childhood, Middle Childhood and Adolescence, and Adulthood and Aging. According to instructor report, these core courses are taught from an interdisciplinary perspective. All upper-level elective courses are also intended to be interdisciplinary. As a faculty we have discussed how we each operationalize interdisciplinarity and have had this issue as an item at our yearly retreats. Two of our faculty members also wrote a chapter (Bartell and Vespia (2009), in which they reviewed interdisciplinarity in hum dev programs across the nation and hence suggested ways we could be more so.

#### **4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

Our job ads explicitly mention the preference given to those with an interdisciplinary approach to research and teaching.

#### **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?**

We make an explicit link to the university's select mission in the catalog copy and make sure that we are fostering interdisciplinarity at the unit level. A recent revision of our catalog reflects these changes: Human Development is an interdisciplinary major that explores human growth, development and change conceptualized as a lifelong process involving biological, cognitive, emotional, social and moral development from conception to death, occurring in multiple contexts (sociocultural, biological, psychological).... Consistent with the interdisciplinary focus of UW-Green Bay, Human Development is a liberal arts program that works to integrate the contributions of psychologists, biologists, anthropologists, and sociologists, among others, to our understanding of the life cycle. Students take a multidisciplinary approach and are provided opportunities to apply knowledge and practice the integration of the different disciplinary habits of mind.

#### **6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

Have more campus discussions of what interdisciplinarity means and try to come to ways this term can be used, taught, etc.

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## Mathematics Response to Interdisciplinary Task Force

Significant Questions Pertaining to Interdisciplinarity and Academic Programs

1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

All material distributed in relation to the program in Mathematics is explicit in its reference to interdisciplinary education. Much of the material is built on the program's mission statement: The Mathematics Program mission addresses the need of the University to provide a multidisciplinary educational environment in which faculty and undergraduate and graduate students enhance their skills in mathematics, allowing for formal education in the mathematical sciences. The Mathematics Program is based on inquiry, critical thinking, disciplinary and interdisciplinary problem solving, and communication – all of which are invaluable in today's society. Indeed statistical inference and mathematical modeling, with their foundation in mathematical analysis, forms the core of the scientific method. Provide an environment in which disciplinary and interdisciplinary mathematical scholarship can effectively and efficiently be carried out.

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

The Mathematics curriculum supports two emphases – mathematics and statistics. Both are designed to core meet six learning outcomes for our major, as well as a minor. While, mathematics is traditionally thought of as a disciplinary program, one of the learning outcomes hinges on the concept of interdisciplinary problem solving: Mathematics majors will be able to demonstrate their understanding of how mathematics/statistics is used in the solution of real world problems.

Additionally one of the program goals is: Program Goal #7. Promote disciplinary and interdisciplinary activities. Mathematics faculty members have continued to support a seminar sequence that is available to students in the Mathematics Program as well as faculty in NAS and beyond. Over the years, Mathematics faculty members have made strong contribution to three graduate programs – Environmental Science and Policy, Applied Leadership for Teaching and Learning, and Administrative Science.

Many of the courses taught by Mathematics faculty members have components that are inherently or specifically interdisciplinary in nature. Examples include: Math-260 Introductory Statistics, Math-305 Ordinary Differential Equations, Env Sci-407 Mathematical Modeling of Modeling of Environmental Systems, Env Sci-425 Dynamical Systems, and ES&P-755 Environmental Data Analysis. Note that these courses include courses that we offer for the undergraduate programs in Mathematics and Environmental Science as well as coursework in the Environmental Science and Policy graduate program. Interdisciplinary scholarship is highly regarded and encouraged in NAS and currently all faculty in Mathematics are members of this Unit. As part of the NAS Expectations for Tenure Document we have: "While disciplinary scholarship is certainly valued, rigorous interdisciplinary scholarship is particularly valued."

3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

As noted in the response to question 2, the Mathematics program and curriculum clearly relate to 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?

Search and screen committees formed in NAS are always of an interdisciplinary composition. All members of NAS are expected to take part in open meetings associated with each search. New faculty members are selected with the hope that sooner or later they will make strong contributions to the interdisciplinary program. This does not mandate that every faculty member maintains an exclusively interdisciplinary focus; rather it speaks to creating /maintaining a faculty

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that produces interdisciplinary results based on a strong disciplinary base of knowledge. In many faculty postings we have included a phrase such as: "The successful candidate will be expected to maintain a research program consistent with the interdisciplinary goals of the Environmental Sciences program."

Promotion and merit reviews give high marks to interdisciplinary contributions.

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?

It does not seem that there is any conflict between the select mission of the campus and the undertakings of the Mathematics Program. In fact, it is of the highest priority for students of mathematics to always think critically. Due to the theoretical aspects of mathematics, students are not always working in an interdisciplinary mode; however, it is rare that they are always involved in a problem-focused educational experience. Additionally, many students become engaged citizens as they pursue a career in education; another large segment of Mathematics students become applied statisticians and/or actuaries – these individuals are certainly an intellectual and economic resource. Finally, Mathematics has historically been a world-wide cultural resource and it 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.

6- In what way(s) might the Institution support your program's future interdisciplinary objectives?

The most significant impediment to Mathematics desire to meet future interdisciplinary objectives is lack of faculty. In general Mathematics courses, which support the major and minor as well as numerous other programs on campus, are heavily enrolled. The current faculty cannot meet the disciplinary instructional demand without the use of ad hoc instructors, let alone develop and teach relevant interdisciplinary courses. The Mathematics program also needs to increase its ability to provide support (especially statistical) to the ES&P graduate program. The interest and desire is here – the resources to make use of our skills is limiting. Consistent with faculty in the NAS budgetary Unit, faculty in Mathematics would like to see additional opportunities to contribute across campus; new positions that bridge business, environmental science and policy; financial support and time resources to develop and maintain seminars; reassignments that would allow faculty to visit / take classes outside their field – i.e., the ability to educate our faculty in an interdisciplinary fashion. Our faculty members believe that we are already firmly ingrained in interdisciplinary education, scholarship, and service; however, it also the case that the Faculty wants to do more – wants to make an even larger interdisciplinary contribution to the University and Community.

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### **Music Response to Interdisciplinary Task Force**

#### INTERDISCIPLINARITY IN THE UWGB MUSIC PROGRAM

The Music Program discussed interdisciplinarity and its place within our curriculum in portions of meetings on three consecutive Tuesdays, culminating on Sept. 29, when Jeff Entwistle and Zach Voelz attended our departmental meeting.

The following answers are in response to our collective discussions on those days.

1-In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

Music has had a long-standing commitment to interdisciplinarity outlined in its mission. The Music Program's Mission Goals, updated in our 2002 NASM Self Study and earlier missions statements states that we will "Encourage interdisciplinarity in the study and practice of music." All earlier mission statements say essentially the same thing.

2-In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

The faculty of the Music Program supports our interdisciplinary curriculum by teaching AVD coursework, including Women in the Performing Arts, World Music, Jazz History, Music Theatre History, and Survey of Western Music.

Music also shares a faculty member with Education who teaches music education and education coursework. We also incorporate interdisciplinary approaches

to instruction within the context of disciplinary music courses. For example, the music history sequence provides context by

incorporating societal, cultural and artistic background. Conducting classes considers the effects of non-verbal communication

processes, psychology and evolutionary biology on the conducting process.

This year, through the efforts of AVD Chair Cheryl Grosso, Music faculty and students will join with Art, Arts Management, Design

Arts faculty to present performances of the music of Artist/Composer/Musician Matthew Burtner during a residency on our campus.

Students in musical ensembles are regularly exposed to extra-musical concepts that additional

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context. In recent years these discussions, often including guest scholars, have focused on such topics as death and dying, astronomy, Soviet/Czech relations, the Holocaust, civil rights history, sustainability, and literary/poetic sources of inspiration for compositions. Coursework and instruction has included collaborations with other artists across campus such as the production of musical theatre, opera, and music with video. Dr. Grosso's upcoming sabbatical project (Spring 2011) will result in the creation of a course on the music and life of John Cage. This course will explore the interdisciplinary nature of Cage's works and his collaborations with visual artists, dancers and writers.

This fall, the Music program began formal discussions of curricular re-design including discussion of how our B.A degree might be crafted to include more a genuinely interdisciplinary flavor in the study of music and related areas. Some interesting models have been suggested, based on interdisciplinary music degree programs at other universities.

3-In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

Students in applied lessons are directly involved in problem solving exercises as they progress towards their culminating juries,

convocations and recitals. Given appropriate information and instruction, students must, through individual practice, solve the

problem of their assigned performances. This is also true in ensembles which are larger scale exercises in performance problem

solving. Music's ongoing curricular revision process will continue to consider ways in which the problem solving aspect of lessons

and ensembles might become more explicit than it already is. This exercise has been helpful in that respect.

4-In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

Most Music Discipline faculty teach interdisciplinary courses at some point in their careers.

Candidates for faculty positions are

queried about interdisciplinarity. Their responses are fully considered in assessing how well they would fit into our interdisciplinary

framework. Faculty development is problematic, given sparse funding and the fact that our loads do not allow for frequent

development new coursework.

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?

The interdisciplinary major/minor requirement ensures that students in our program receive some type of an interdisciplinary

education, although some faculty members feel that it is unclear how this functions in the context of professional programs.

Some faculty feel that the interdisciplinary major/minor requirement is a beneficial aspect of our education. Others while

acknowledging the benefit, see a potential benefit in allowing students the latitude to select disciplinary majors and minors that

might meet their educational goals and interests. For music students this could create some new and relevant options, albeit with a

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less interdisciplinary flavor. The interdisciplinary aspect of general education is also seen as valuable

6-In what way(s) might the Institution support your program's future interdisciplinary objectives? Funding for events such as the Burtner Residency is difficult and time consuming to come by. A regularized budget for interdisciplinary guest artists and/or an interdisciplinary artist series would foster more cross-disciplinary dialogue. Faculty development, funding for interdisciplinary performances, scholarship and curricular endeavors would also have benefits for our students and faculty.

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### **NAS/Environmental Science Response to Interdisciplinary Task Force**

Significant Questions Pertaining to Interdisciplinarity and Academic Programs

1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials

reference or support interdisciplinary education?

All material distributed in relation to the program in Environmental Science is very explicit in its reference to interdisciplinary

education. Much of the material is built on the program's mission statement:

Environmental Science is the interdisciplinary application of scientific knowledge and methods to understanding environmental

problems and issues. The faculty in Natural and Applied Sciences (NAS):

Provide interdisciplinary undergraduate education in the Environmental Science major.

Support the general education programs of the University through introductory science and natural science issue courses.

Support undergraduate disciplinary programs in the sciences and mathematics.

Support the Environmental Science and Policy graduate program of the University.

Serve as resources for information to the community.

The emphasis on interdisciplinary environmental studies is a direct extension of the campus Core and Select Missions. The

Environmental Science program was a pioneer in its field forty years ago and even today, few other institutions offer similar

integrated majors in the biological and physical sciences. The Environmental Science program continues to maintain a center of

excellence in the University.

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

The Environmental Science curriculum is designed to meet six learning outcomes for our major, as well as a minor, and to provide a

major component in the General Education Program. The learning outcomes are listed below; and while the word interdisciplinary is

not in each of these, it is clear that interdisciplinary ideas have guided their creation:

Env Sci Outcome 1: Understand the natural environment and its relationships with human activities.

Env Sci Outcome 2: Characterize and analyze human impacts on the environment.

Env Sci Outcome 3: Integrate facts, concepts, and methods from multiple disciplines and apply to environmental problems.

Env Sci Outcome 4: Acquire practical skills for scientific problem-solving, including familiarity with laboratory and field

instrumentation, computer applications, statistical and modeling techniques.

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Env Sci Outcome 5: Understand and implement scientific research strategies, including collection, management, evaluation, and interpretation of environmental data.

Env Sci Outcome 6: Design and evaluate strategies, technologies, and methods for sustainable management of environmental systems and for the remediation or restoration of degraded environments.

All of our NPS2 General Education Courses and most of the NPS1 courses are truly interdisciplinary in nature. It is common for our

Faculty to teach across multiple disciplines, in the sciences, as well as in the ES&P Graduate Program.

Interdisciplinary scholarship is highly regarded and encouraged in NAS. As part of the NAS Expectations for Tenure Document we have: "While disciplinary scholarship is certainly valued, rigorous interdisciplinary scholarship is particularly valued."

3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

Learning Outcomes 3, 4, and 6 clearly relate to a problem-focused approach to education. It has long been a tradition for NAS to

support and promote laboratory based courses, capstone projects, and case studies. It is impossible to complete the Environmental

Science major without having several of these experiences.

4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

Search and screen committees formed in NAS are always of an interdisciplinary composition. All members of NAS are expected to

take part in open meetings associated with each search. New faculty members are selected with the hope that sooner or later they

will make strong contributions to the interdisciplinary program. This does not mandate that every faculty member maintains an

exclusively interdisciplinary focus; rather it speaks to creating /maintaining a faculty that produces interdisciplinary results based on

a strong disciplinary base of knowledge.

In many faculty postings we have included a phrase such as: "The successful candidate will be expected to maintain a research

program consistent with the interdisciplinary goals of the Environmental Sciences program."

Promotion and merit reviews give high marks to interdisciplinary contributions.

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?

In many ways the original select mission of this campus created our department. The current select mission meshes incredibly well

with our current program.

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.

6- In what way(s) might the Institution support your program's future interdisciplinary objectives?

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Of course there are the obvious ways to increase our contributions via additional faculty; additional graduate teaching assistants (to support laboratory instruction and contribute to research projects); full credit awarding for team-taught courses; load counting for travel courses; additional travel money; and staff to assist in grant writing and statistical and data-base analysis.

More forward thinking, faculty in NAS would like to see additional opportunities to contribute across campus; new positions that bridge business, environmental science and policy; financial support and time resources to develop and maintain seminars; reassignments that would allow faculty to visit / take classes outside their field – i.e., the ability to educate our faculty in an interdisciplinary fashion.

Faculty in NAS believe that we are already firmly ingrained in interdisciplinary education, scholarship, and service; however, it also the case that the Faculty wants to do more – wants to make an even larger interdisciplinary contribution to the University and Community.

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## **Nursing Response to Interdisciplinary Task Force Interdisciplinarity in the Professional Program in Nursing**

The faculty and staff in the nursing program appreciate the “push” to talk about interdisciplinarity with a set of structured questions from the Interdisciplinarity Task Force. The below responses are based on consensus opinion among faculty and staff in the Professional Program in Nursing.

### **1-In what ways, if at all, does your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

The nursing program mission and program outcomes do not explicitly mention the words “interdisciplinarity” and “problem focused” education. The nursing program faculty and staff support interdisciplinarity but are not always intentional in connecting the university select mission with the nursing program mission, program outcomes and curriculum. The nursing program outcomes address use of knowledge from a liberal education (program outcome #5). This outcome recognizes the need for wide-ranging knowledge from across multiple disciplines to address complex healthcare issues. Another program outcome addresses communication and collaboration (program outcome #2) with other health professionals which is necessary in providing quality healthcare. Distributed program materials do not explicitly identify interdisciplinarity but it is often verbally discussed by faculty and staff. For example, a PowerPoint used in establishing partnerships between the UW-Green Bay nursing program and other technical programs specifically mentions the university mission of interdisciplinarity. Program advisors allude to interdisciplinarity when explaining the value of and guiding students in their selection of general education and therapeutic nursing intervention (TNI) courses.

### **2-In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

There are numerous examples throughout the nursing program supportive of interdisciplinarity in teaching, scholarship and service.

Teaching:

\*Synthesis “capstone” course: interdisciplinary discussion with nursing and social work students on the professional code of ethics

\*Health GIS course co-taught by nursing and PEA

\*Community Health Practicum with exposure to different disciplines (epidemiology, sanitarians, GIS)

\*New offering of a travel course to Mexico with Spanish language immersion courses

\*Healthy Aging course with a discussion on collaboration in healthcare teams

\*Poverty simulation (in development) with involvement planned for social work, business, nutrition, public administration; Involvement with a UW System involvement poverty simulation.

Scholarship

\*Janet Reilly’s research on childhood obesity

\*Chris Vandenhouten and nursing faculty used faculty from other disciplines to review a research survey (political science, PEA,

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economics, nursing) for use in a study on the political participation of nurses

\*Susan Gallagher-Lepak's involvement with Social Work faculty on a Lesson Study Project Service

\*Mimi Kubsch's clinical practice at the NEW Clinic with other health professionals

\*Chris Vandenhouten's involvement as a project coordinator with the Wisconsin Express Program. The program exposes students from a variety of health professions (nutrition science, physical therapy, nursing, etc) to services available to vulnerable populations and provides an opportunity to shadow health professionals in the community.

\*Chris Vandenhouten's involvement as a member of the Oral Health Partnership with individuals from business, dentistry, marketing, nursing, and public health.

Nursing is an interdisciplinary major. We have had a small number of students take a minor (e.g., Mary Huelskamp graduated with a Human Development minor in May 2007; Chantelle Czech graduated with a Dance minor in 2006).

Nursing program faculty and staff discussed how the university mission could be more deliberately addressed in the nursing program mission and in certain areas of the nursing curriculum (e.g., community health courses).

**3-In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

Nursing uses a problem oriented focus in much of the coursework. Specific course assignments set up with a problem focus include the disease management assignment in the Synthesis in Nursing Practice course, GIS module in the Community Health practicum which provides a map related to a clinical problem (suicide, diabetes, tee pregnancy) and requires analysis of data, current programs, barriers, gaps in care, etc. Also, group work on ethics using scenarios in the N341 Theoretical Foundations of Nursing Practice course. The nursing program is participating in year 4 of the Wisconsin Technology Enhanced Collaboration in Nursing Education (WI-TECNE) grant with the four other UW nursing schools and the focus area this year is problem based learning.

**4-In what ways, if at all, does your faculty search and screen processes consider interdisciplinarity and future faculty development?**

Due to the composition of the Nursing Executive Committee (three members from outside nursing), individuals from the disciplines of Art & Design, Business and Chemistry were active in the last search and screen processes in 2007-2008. Specific reference to the university mission was not listed as a specific question on the structured candidate interview question list in the last search and screen process. However, one of the candidates during the process was very interested in the university mission of interdisciplinarity and this topic was discussed a fair amount in the search meetings. This candidate was offered a faculty position in nursing and accepted!

Faculty development r/t interdisciplinarity involves primarily the typical offerings at the university.

**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?**

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The select mission has been weakly carried out by the nursing program. In our discussion, it seemed that most faculty and staff felt that this could be improved in many ways. Soon we will be making some revisions to our expected program outcomes and would like to discuss inclusion of interdisciplinarity in our outcomes.

**6-In what way(s) might the Institution support your program's future interdisciplinary objectives?**

**Create more interdisciplinary efforts coordinated around the campus theme.** Plan projects in which students and faculty from various disciplines sit at a table to discuss solutions to problems. Also, funding for a common theme coordinator (course release) who could connect disciplines and individuals in common theme projects and discussions.

Re-institute senior seminars which were team taught and used role modeling of interdisciplinary thought and problem solving

Assist units and programs in re-evaluating outcomes to specifically address interdisciplinarity  
Structure opportunities for disciplines within professional programs to discuss interdisciplinarity and how it is supported in each of the professional programs (and a similar discussion with disciplines in LAS).

Grant funds to encourage interdisciplinarity in teaching, scholarship and service.  
If questions on the this document, contact Susan Gallagher-Lepak (ph 465-2034; [gallaghs@uwgb.edu](mailto:gallaghs@uwgb.edu))

#### **Public and Environmental Affairs Response to Interdisciplinary Task Force**

In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference

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or support interdisciplinary education?

Our learning objectives for both majors (Public Administration and Environmental Policy and Planning) ask students to think in multiple ways. For example, one learning objective for EPP is that students acquire an ability to engage in critical thinking about issues and concepts in environmental policy and planning that includes perspectives from politics, law, science and economics.

Beyond this, the program brochures and other documents, including its Web page, point strongly to careers in public affairs, nonprofit organizations, law, and planning organizations and urge students to avail themselves of interdisciplinary fields of study.

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

Most of the teaching, scholarship, and service strongly support interdisciplinarity. Over time nearly all faculty have stressed interdisciplinary fields in their scholarly work, such as environmental policy and planning, environmental law and regulation, food policy, and administration and program evaluation in public and nonprofit organizations. I would say the overwhelming majority of teaching, service activities, and scholarship emphasizes problem-focused and interdisciplinary work. Our faculty members frequently serve as social scientists on councils/organizations that are primarily composed of natural scientists or business persons.

Our curriculum in EPP requires eight credits of lower-level and up to six credits of upper-level science courses. Additionally, students must take courses in law, policy, planning taught by political scientists, geographers, public administrators and economists. The same holds for PA, where we require students to take courses across political science, public administration, economics and psychology.

3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

Extensively. Most of the faculty members emphasize problems and their solutions at the core of their teaching. Courses

incorporate papers, exercises, group projects, and other kinds of instruction that at heart emphasize how best to understand societal problems and respond to them. Students work in internships that provide problem-solving opportunities as well.

Four quick examples—Evaluating programs PUENAF 425 takes students into the community to work with nonprofits to evaluate

aspects of their program. Fundraising and Marketing of Nonprofits offers a similar community experience. Coastal Management and Environmental Planning both involve field research and working with “real” situations.

Two soon-to-be examples—the Environmental Management and Business Institute will offer a certificate in sustainability that will be

available to our majors, but require additional courses in the sciences and in business, as well as an internship on developing

sustainable practices in an organizations. Also, we are likely to partner with NWTC to develop a combined program in renewable energy and sustainable practices.

4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity

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and future faculty development?

Interdisciplinarity is an essential component of our recruitment of new faculty. It's in the job description, and we ask prospective individuals about their interest in being in a department comprised of political scientists, economists, geographers, planners and public administrators. For our small size (only 8 faculty), we represent several disciplines.

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?

As noted, PEA clearly has a problem-focused and interdisciplinary approach to education. A number of our courses historically have a clear problem focus, for example, environmental law, environmental politics and policy, public policy analysis, coastal management, land-use controls, program evaluation. If anything, we are weaker on traditional subject matter topics such as political theory, comparative politics, and international relations. Our largest number of offerings are in environmental policy and public management, which are very much in tune with both the problem focus and with an interdisciplinary orientation to the subjects.

6- In what way(s) might the Institution support your program's future interdisciplinary objectives? We need help. We've been a tiny department (8 faculty) for over 15 years. At the same time, interest in the program has increased. In order to do more, we need more faculty.

### **Psychology Response to Interdisciplinary Task Force**

1- In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?

Knowledge, Skills, and Values Consistent With the Science and Application of Psychology  
Our catalog description well describes how the field of Psychology is inherently interdisciplinary. For instance, the first paragraph states:

"Psychology is the systematic and scientific study of behavior and experience. It seeks to explain how physiological, personal, social, and environmental conditions influence thought and action. Research with humans aims to understand, predict, and influence behavior."

In addition, the core areas of Psychology come from 4 areas which would be considered multi-disciplinary: Physiological/Cognitive, Social/Personality, Developmental, and Clinical. Also, our explanation of career paths directly lay out careers in multiple disciplines:

"Graduates continue professional training in such psychology sub-disciplines as experimental, developmental, social or

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clinical/counseling psychology, as well as the related fields of social work, education, medicine, law and business."

In addition to our 5 Learning Outcomes that are focused on the discipline of Psychology, we also have the following 5 Learning

Outcomes where we state:

Knowledge, Skills, and Values Consistent with Liberal Arts Education That Are Further Developed in Psychology

6. Information and Technological Literacy

Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

7. Communication Skills

Students will be able to communicate effectively in a variety of formats.

8. Sociocultural and International Awareness

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

9. Personal Development

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies

for self-management and self-improvement.

10. Career Planning and Development

Students will emerge from the Psychology major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

2- In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?

Our curriculum is inherently multi-disciplinary as you can see from the four fields represented in our four core areas for the

Psychology Major/Minor:

Physiological/Cognitive, one of these:

PSYCH 308 Physiological Psychology, 3 credits

PSYCH 417 Psychology of Cognitive Processes, 3 credits

Social/Personality, one of these:

PSYCH 330 Social Psychology, 3 credits

PSYCH 429 Theories of Personality, 3 credits (WE)

Developmental, one of these:

HUM DEV 331 Infancy and Early Childhood, 3 credits

HUM DEV 332 Middle Childhood and Adolescence, 3 credits

HUM DEV 343 Adulthood and Aging, 3 credits

Clinical, one of these:

PSYCH 435 Abnormal Psychology, 3 credits

PSYCH 438 Counseling Across the Lifespan, 3 credits (WE)

In addition, our elective courses cross disciplinary boundaries into sociology, biology, diversity studies, women and gender studies,

environmental studies, and business:

PSYCH 305 Stereotyping and Prejudice, 3 credits

PSYCH 310 Drugs and Behavior, 3 credits

PSYCH 450 Health Psychology, 3 credits

PSYCH 350 Psychology and Culture, 3 credits

PSYCH 440 Multicultural Counseling and Mental Health, 3 credits

PSYCH 401 Psychology of Women, 3 credits

PSYCH 390 Environmental Psychology, 3 credits

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PSYCH 415 Organizational and Personnel Psychology, 3 credits

I could list many ways in which the Psychology faculty's research and service are interdisciplinary. Regan Gurung has collaborated with many people outside the field on the Scholarship of Teaching and Learning including writing a book titled, :Optimizing Teaching and Learning. Denise Bartell, Regan Gurung and Georjeanna Wilson-Doenges collaborated with others across the university to write a paper based on the First-Year Seminar Program. Dean VonDras has collaborated with nursing faculty and others to form a Institute on Gerontology. Jen Zapf has collaborated with Adolfo Garcia and others to present data on Clicker technology. These are just a few examples of the interdisciplinary research and service Psychology engages in.

3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?

Psychology is a science which uses the scientific method to solve problems. Our whole curriculum is based on this scientific method. Four of our ten learning outcomes specifically address research and critical thinking and problem solving:

2. Research Methods in Psychology

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

3. Critical Thinking Skills in Psychology

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. Application of Psychology

Students will understand and apply psychological principles to personal, social, and organizational issues.

5. Values in Psychology

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?

We have always stated the job description for Psychology Faculty as:

Assistant Professor of Psychology within the Interdisciplinary Unit of Human Development. We specifically ask faculty to rate our candidates on their potential to contribute to the interdisciplinary mission of this University.

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?

I'm not sure how to answer this one???

6- In what way(s) might the Institution support your program's future interdisciplinary objectives?

Psychology has some interest in becoming an Interdisciplinary Budgetary Unit called Psychological Science. Recognizing the interdisciplinary nature of our field would relieve some of the frustration associated with being designated as a discipline in a subordinate role due to the structure of UWGB.

Submitted by Georjeanna Wilson-Doenges, Chair of Psychology

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### **Social Work Response to Interdisciplinary Task Force**

#### **1-In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials reference or support interdisciplinary education?**

Our entire curriculum (and social work's professional foundation) is built on an interdisciplinary focus. We require 39

credits in program prerequisites, and these prerequisites span: English comp, human biology, human development, mathematics, political science, psychology, social change and development, urban and regional studies, women's studies, and ethnic studies.

All of our students are required to take a course entitled "human behavior in the social environment" which integrates

knowledge from this range of content areas as well. In addition, all of our other courses draw on material from other disciplines that

help students understand and intervene with individuals, neighborhoods, communities, organizations, and political entities.

This focus is reflected in the Program's mission (cited in the Student Handbook):

Graduates of the Program carry out the following purposes of the profession in their work:

The National Association of Social Workers' "Working Statement on Purpose" (1981) defines the unifying purpose or mission of

social work as "promot[ing] or restor[ing] a mutually beneficial interaction between individuals and society in order to improve the

quality of life for everyone (p.6). Social work is known for its integrated view, which focuses on persons in the context of their

physical and social environments. In response to the mission of the profession, social workers strengthen human functioning and

enhance the effectiveness of structures in society that program resources and opportunities for citizens. (Dubois and Miley, 2008, p.

10)

#### **2-In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

In addition to the materials included in course syllabi and assignments, which repeatedly ask

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students to integrate interdisciplinary learning and apply it to practice, some examples of interdisciplinary efforts include the following: faculty members instrumental in development of Gerontology Center  
faculty members active in Phuture Phoenix  
faculty members serve on boards, community committees and task forces that have an interdisciplinary focus  
student field placements are in settings where interdisciplinarity is present and interdisciplinary work is required  
faculty have developed and delivered general education courses that appeal to students from varied majors  
faculty have worked with others to develop international courses that have an interdisciplinary focus  
awarded a lesson study grant involving two social work faculty members, Gail Trimberger and Doreen Higgins; and one faculty member from Nursing, Susan Gallagher-Lepak. The title is: "Fostering Interdisciplinary Thinking to Strengthen Workforce Readiness".

**3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

The hallmark of social work practice involves engagement in problem-focused and problem-solving strategies with clients, agencies and communities. The program teaches specific strategies students can utilize in this effort.

**4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

Faculty interests have reflected a range of areas of practice that include: mental health, child welfare, aging, corrections, and health concerns. Faculty hired by the program must develop a research agenda that encompasses one or more of these areas of practice.

**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?**

See above

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

It would be helpful to provide better recognition for these efforts and some more consistent funding to explore and improve interdisciplinary work across the campus.

**Theatre Response to Interdisciplinary Task Force**

Laura Riddle, Interim Chair of Theatre

As a preface to the Theatre program's comments on interdisciplinarity, it is a recurring concern that there appears to be no shared understanding or definition of "interdisciplinarity" at UW-Green Bay. As a program, we

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understand interdisciplinarity to be study or problem-solving from multiple perspectives. When looking at literature from other university theatre programs, the word interdisciplinary is used quite frequently. It seems a given that theatre as an art form is interdisciplinary by its very nature. On the UW-Green Bay campus, Theatre has been designated a discipline. For those of us practicing and collaborating on a regular basis in theater production, we strongly believe our work to be an excellent example of interdisciplinarity in action.

1—Theatre's programmatic goals and objectives are stated in terms of interdisciplinary problem-solving within a liberal arts context.

The theatre faculty members are committed to helping students to appreciate the benefits of a liberal arts education in contrast to a conservatory style approach to theatre education.

2-The Theatre major and minor are structured so that students receive foundational instruction in many of the disciplines of theatre including but not limited to, performance, directing, script analysis, design, stagecraft, costume technology, and theatre history and literature. We feel strongly that students need to understand each aspect of theatre in order to better appreciate how these elements come together in the creation of theatre production. Cross-referencing terminology and theory is common and whenever possible faculty reach across disciplines, sometimes creating projects in which classes collaborate.

The scholarship of theatre is interdisciplinary in its very nature. Using a script written by a playwright, faculty artists directly engage students in a process that begins with script analysis and continues with production conceptualization, engineering, design and construction, rehearsal, and live performance for a diverse audience. Similarly, our service frequently involves students in outreach projects where they are able to apply skills learned in the classroom.

3-Each theatrical production is problem focused in nature. With no "correct" way to realize a play, the production team, made up of faculty and students, negotiate a concept and method of approach, frequently under the guidance of the director's "vision."

Throughout the process, unique problems are presented to students. Many of our greatest successes have been the result of giving advanced students leadership opportunities under faculty advisement. Our students never cease to amaze us in their ingenuity, creativity, and the pride of accomplishment.

4- Although the five faculty members of the theatre program are already in tenured positions, the search and screen processes for these positions was consistently focused on finding faculty members who would be strong collaborators, excellent artists, and have proficiency in several areas of theatre. We consider ourselves to be "one deep" in each area: one acting teacher, one scenic designer, one costume designer, etc. We've all continued to keep our proficiencies current while increasing our breadth of knowledge in order to provide students with a comprehensive theatre education. During the process of each of the faculty hires, our interdisciplinary unit worked closely with us to assure that faculty hires had the ability to teach

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within the interdisciplinary major  
"Communication and the Arts" (Now labeled "Arts and Visual Design.")  
5-The campus mission and focus on interdisciplinarity strongly reinforces our interdisciplinary approach to theatre. Students are encouraged to select general education courses that provide them with breadth of knowledge. Students are also motivated to pursue intellectual passions and to seek out connections with campus and community groups with shared passions. Students are strongly encouraged to use their creative and communication skills in all pursuits.

6 -Of primary concern to our program is Theatre's designation as a disciplinary major. We firmly believe our work to be a model of interdisciplinarity. In the same vein, our students find it very troubling that they are required to fulfill an interdisciplinary minor. The logistics of fulfilling an interdisciplinary minor in addition to the strong demands of a theater major and all of its production work has been extremely challenging, leading students to make important academic decisions based on availability of classes rather than interest or relevance to their academic goals. We encourage students to take coursework outside of theatre that will strengthen their proficiency but these courses rarely help them to fulfill graduation requirements. Numerous students have indicated that the requirement for an interdisciplinary minor has prevented them from pursuing study in an area more compatible with their major.

Also of great concern to us is the administrative structure of interdisciplinary units. While we fully acknowledge the benefits of this structure for certain units, Theatre has come to feel disenfranchised and impeded by this structure. While the interdisciplinary unit Communication and the Arts was once invested in a shared interdisciplinary major, the unit now serves, as a holding tank for the budgets and personnel issues of five discrete programs. It is a frustration to us that we frequently find ourselves repeating tasks at both a disciplinary and interdisciplinary level. The notion that the budgetary unit will function as a democracy is unrealistic, particularly to those programs with the fewest faculty votes. We believe that the notion of academic interdisciplinarity should be disentangled from the unit structure that is so demanding of our time and energies.

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### **Women's and Gender Studies Response to Interdisciplinary Task Force**

1-In what ways, if at all, do your program's mission statement, goals & objectives statements, or other distributed materials

reference or support interdisciplinary education?

A. This is from our website:

*"Women's and Gender Studies examines the world through the lens of gender. Women's and Gender Studies crosses cultures, regions, periods, academic disciplines, and theories in order to study the social roles and sexual identities in the contexts of race, class, and ethnicity, as well as why and how gender has influenced who we are and what we do.*

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*The 18 credit minor prepares students to better understand individuals, particularly but not only women, and the social structures that impact the lives of individuals. It also prepares students to think, research, and write while using strong interdisciplinary skills.*

*Thus Women's and Gender Studies is an essential component of a liberal arts education. Women's and Gender Studies draws upon methods and content from a wide range of disciplines, including anthropology, literature and the arts, biology, economics, history, political science, psychology, religion, and sociology. It seeks to extend students'*

*intellectual development by helping them to understand women's accomplishments and capabilities, and by looking beyond the limits of traditional gender-differentiated roles."*

**2-In what ways, if at all, do your curriculum and/or faculty support interdisciplinarity in teaching, scholarship, and service?**

A: Participation as a member of the Women's and Gender Studies faculty is entirely voluntary, and doing so essentially illustrates an individual faculty member's commitment to and support of, interdisciplinarity. Our curriculum includes coursework from all units on campus, and faculty from both LAS and Professional Programs. Many of the faculty are actively engaged in scholarship related to Women's and Gender Studies, within their home field. For instance, Professor Nielsen has published scholarly volumes on Helen Keller, which not only examine this extraordinary American as a historical figure (Dr. Nielsen is an historian, teaching in Social Change and Development) but also the social constructs affecting women and the disabled, contributing to the emerging field of Disability Studies. We also have a number of "faculty affiliates" who are unable to fit Women's and Gender Studies courses into their teaching load, but who sponsor internships and independent studies for students from their home units and programs who may wish to examine a particular subject, specifically taking gender into account. These affiliates join the official faculty in representing Women's and Gender Studies on committees, task forces and at Faculty Senate, working to ensure gender equity (as well as interdisciplinarity) is not left out of the equation in matters of curriculum, campus climate and governance. This includes acting on behalf of students.

**3- In what ways, if at all, do your program and curriculum address a problem-focused approach to education?**

A: Because we approach education from so many different fields, our minors are well prepared to examine any issue from multiple perspectives, using pedagogy and best-practices from a variety of disciplines, and capable of the kind of flexible thinking that is the cornerstone of creative problem-solving. In the course, AVD/WOST 272, students are challenged to form individual opinions on works of art, and defend their observations at different points in the semester. As their knowledge in the subject matter of either visual or performing arts grows, their ability to form educated assessments and to articulate their positions grows as well. At the same time, their knowledge of feminist thought and gender equity is being developed, and the last papers of the semester illustrate a more

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sophisticated set of opinions, formed from growth of awareness in more than one discipline.

**4- In what ways, if at all, do your faculty search and screen processes consider interdisciplinarity and future faculty development?**

A: To quote Blanche DuBois, (for Professor Entwistle)

“(We) have always relied on the kindness of strangers.”

While we remain ever hopeful that the faculties of the units and programs will take into consideration Women’s and Gender Studies

when replacing someone who formerly taught in our program, sadly, this historically has been the exception rather than the rule, and

we’ve lost cross-listed courses as a result. When we are very lucky, possible contributors to our program are brought forth by

existing faculty and affiliates; feminists join our ranks regardless of whether or not their views on gender played a role in the search

and screen process. Sometimes a faculty member’s commitment to us is based in their scholarship, and/or a basic belief in gender

equity and a willingness to work for the cause.

**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?**

A: Clearly, the most unique aspect of our program IS its interdisciplinary aspect. We have no courses that are not also shared with,

and contributing to, another unit or program. The contribution that Women’s and Gender Studies cross-listed courses make to the

General Education program is also sizable, as many of these courses are particularly well-suited to the advancement of a Liberal Arts

agenda in higher education. In every course, a student will examine a particular subject from at least two perspectives: work and

family are examined in context of gender roles when examined in a course like, Women, Work and Family, for instance.

**6- In what way(s) might the Institution support your program's future interdisciplinary objectives?**

A: Institutional support for our interdisciplinary objectives is dependent upon a clear commitment to allowing us to remain a “stand

alone” program. Continued funding for the administrative release for the Chair of the program should be codified, so that the Chair

position can be fully shared by faculty from both large and small units, without negative repercussion to that person’s home unit, and

so the work of growing, or even maintaining, the Women’s and Gender Studies minor can continue. Likewise, we need to establish a

permanent academic-staff support person for the program. (Currently these responsibilities travel with the Chair, so if you’re elected

to chair this program, you’ll have to tell the support person in your unit her workload just increased. Awkward, unethical...probably

against some law.)

**The abolishment of the requirement for an interdisciplinary minor for those with disciplinary majors would**

**negatively impact the number of students in the minor in this economic climate; even students with a strong**

**interest in the minor cannot, and will not, invest in even one extra semester of college to complete a minor.**

**Currently, our students do not always have access to the coursework they need to graduate in**

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**four years, due to staffing, course deactivation, and other issues controlled not by Women's and Gender Studies, but by the budgetary units.**

The best ways the institution can support our interdisciplinary objectives are to remember we exist, and to work to preserve the program by setting in place certain protections. Secure reassignment (funding for ad-hoc replacement for one course per year) for chairing the program, establishment of a "home" support person, and continued acknowledgement of the need to remain outside the budgetary unit structure are all very important to the future well-being of this minor. Better communication between the units and programs about curricular changes which affect Women's and Gender Studies is also crucial – recently a program deactivated two courses, for their own reasons. While we respect their decision, the deactivation left us 6 credits short on required elective credits for the minor, and effectively gutted the offerings in Arts and Humanities for our students, who are not, by the way, all social scientists. A new course had to be created, in another unit, to make up 3 credits of the deficit. While there's no way to force people to teach courses they don't feel they can teach effectively, units and programs do need to have the flexibility to hire ad hoc faculty so that cross-listed courses do not fall by the wayside, and the curriculum within interdisciplinary minors (not just Women's and Gender Studies) do not suffer unduly.

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