Resolution for the Rules Committee
October 6, 2011

Resolution to Request that the Senate directs APCC to immediately consider curricular and program business from all departments and units on campus.

Whereas the APCC has unilaterally decided that it can “suspend” business from departments it deems to have failed to comply with its directives, and

Whereas UWM Policies and Procedures does not authorize such action on the part of APCC, and

Whereas the “suspension” of normal business damages the quality of instruction the students of UWM receive by constraining normal curricular and program development,

BE IT RESOLVED that the Faculty Senate directs APCC to cease and desist immediately its presumption of powers that it does not have and to open dialog with the departments and programs affected by this and by other APCC decisions regarding course and program development.

Respectfully Submitted,
Margo Anderson, History
Margaret Atherton, Philosophy
Nancy Bird-Soto, Spanish and Portuguese
Luca Ferrero, Philosophy
Nadya Fouad, Educational Psychology
Gwynne Kennedy, English and Women’s Studies
Joyce Kirk, Africology
Michael Liston, Philosophy
R. John McCaw, Spanish and Portuguese
Neal Pease, History
Lex Renda, History
Robert Schwartz, Philosophy
Gabrielle Verdier, French, Italian and Comparative Literature
Bruce Wade, Mathematical Sciences
Jon Welstead, Music
Merry Wiesner-Hanks, History
Alan Wiseman, Physics

Background: In April 2011, APCC informed departments of its APCC GER Assessment Plan (Appendix III) and required responses by July 2011. Five departments that did not respond or
indicated that they could not respond properly within the time frame were unilaterally “suspended” from program and curricular development by APCC (Appendix I for an example). Of the several dozen departments affected, only 5 complied with the APCC directive completely. APCC did not respond to requests for additional time or discussion of the propriety of their action as outside their charter (Appendix II).

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Appendix I: APCC “Suspension” of Curricular Action from the History Department

MEMORANDUM

TO: Neal Pease, Chair
   Department of History

FROM: John Boyland, Chair
   Academic Program and Curriculum Committee

RE: GER Review 2011

At the September 13th meeting of the APCC, it was determined that your department has not yet complied with the request of the APCC that the department submit a review of GER course assessment for GER courses offered by your department by July 31, 2011. A motion was passed to suspend APCC business for your department until the review is submitted.

For more about the GER review process, please consult the following web page:
   http://www.cs.uwm.edu/~boyland/ger-review/

C: Dev Venugopalan, Associate Vice Chancellor
   Connie Jo, Associate Dean, College of Letters and Science
   Cheryl Andres, Program Assistant, APCC

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Appendix II: APCC Charter Functions:
http://www4.uwm.edu/secu/faculty/standing/apcc/upload/APCCcharter.pdf

A1.2 Academic Program and Curriculum Committee

(3) Functions
a) Resolves questions of curricular responsibility where interests of two or more schools or colleges are affected.
b) Reviews undergraduate courses and approves all new undergraduate courses as well as requests for changes or deletions of such courses offered in the UWM departments, schools, colleges, and divisions. When action by the Committee is decided on, the originating unit and its course and curriculum committee are notified of such action, with explanation of reason for it.
c) Reviews recommendations concerning requirements and changes in requirements for admission to, continuation in, and graduation from undergraduate programs offered in the UWM schools, colleges and divisions.
d) Reviews recommendations concerning policies and plans for further development of such programs.
e) Evaluates and reviews undergraduate programs and recommends necessary program additions, revisions, terminations, or other modification of undergraduate programs.
f) Evaluates the effect of administrative implementation on the attainment of university long-range undergraduate academic plans; coordinates undergraduate instructional programs with university research and public service.
g) Represents the faculty in administrative councils or advisory bodies, regularly established or ad hoc, created for or having significant implications on undergraduate programs; in execution of its responsibilities, coordinates with the Graduate Faculty Council, the School of Continuing Education, and the University Committee.
(Editorially revised: Document 2328, 4/18/02; UWM Administration approval, 5/15/02; Regent approval, 6/6/02)
h) Evaluates and makes recommendations to the Faculty Senate on all proposals for the establishment or termination of undergraduate degrees and majors.
i) Evaluates and makes recommendations to the administration on all proposals for the establishment or termination of undergraduate submajors.
j) Establishes policy in the area of General Education Requirements, including the following responsibilities:
   1. the approval or courses to be designated as fulfilling the requirements;
   2. the approval of all proficiency examinations and the setting of minimum scores;
   3. the establishment of policies pertaining to student appeals (Note: Student appeals will be handled in accordance with established department,
school, and university procedures, but the APCC will monitor compliance by schools and colleges.);
4. the exemption of one or more programs in individual schools or colleges from any part of the general education requirements;
5. the general monitoring of the academic impact of the requirements;
6. a periodic review, in conjunction with the Admissions and Records Policy Committee, of admissions standards in relation to general education requirements.
(Document 1016, 3/17/77; UWM Administration approval, 3/30/77)
(Document 1308, 4/22/82; UWM Administration approval, 4/29/82)
(Editorially revised, 9/9/83)
(Editorially revised, 9/20/85)
(Document 1738, 1/24/91; UWM Administration approval, 3/28/91)

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Appendix III: APCC GER Assessment Plan:

GER Assessment Plan 2011

Rationale: The report on UWM’s progress in assessing its GER courses can be reasonably produced through gathering data from individual instructional units and departments. Each will conduct a GER “self-study.” Given that many GER courses have only recently instituted outcomes-based syllabi with aligned assignments and assessment, it would be premature to ask for data on every GER course. Instead, the APCC will ask each department or instructional unit to report to APCC representative findings on the GER offerings that it controls.

Given that the current draft documents for the proposed new GER program continue and expand the present assessment structure of “outcome-assignment-assessment,” it is reasonable to ask departments to use this structure for the 2011 report.

Summary: The progress of each instructional unit or department toward a continuous improvement assessment cycle must be reported by July 31, 2011. One or two faculty/staff members are appointed (and paid) to collect all these progress reports and determine what criteria are met. The resulting summaries are then reviewed by the GER subcommittee, starting September 1. The subcommittee produces recommendation lists for action by the APCC.

Step 1: Progress Report
May 15: Every instructional unit or department offering more than two GER courses will identify the representative courses that will be used for the self-study. The chosen courses should account for at least 25% of the GER SCH for that department or unit. Courses should be those that have been using an outcomes-based syllabus, assignment, and assessment structure as per APCC policy.

July 31 Self-study components

Basic information:
- List of course numbers and titles
- Packet including syllabi for representative courses to be used in the study
- Total percent of GER SCH represented by these courses
- Date when syllabus with assessment was produced and first offered
- Semesters (inc. summer) when course was offered, with enrollment. (Fall 2006 through Spring 2011)

Assessment information:
- Describe how the department or unit gathers and maintains assessment data from courses, or how it plans to do so in the future
- Identify one GER distribution outcome for each representative course as listed on the syllabus. (Use Faculty document 1382 from 1984)
- Description of the assignment used for assessment and the basic rubric of assessment
- All assessment results for any of the times the course was offered as listed above.
- Summarize each result in one line:
  - (%age outcome not met, met, exceeded)
- Any action (with dates) that resulted from reviewing assessment;
- instruction changes, department discussion etc. comments?

Jointly offered courses should have a joint progress report.

Step 2: Collation (July 31-Sept. 15)

Evaluate each course by the following criteria:
- Verify start date for assessment
- Verify total enrollment since Fall 2006
- Some true assessment being carried out (yes/no)
- Assessment is leading to improvement (yes/no)?
- Create a table listing this information for each course.

Step 3: Review and Recommendations

After reviewing the collated data, the GER subcommittee of APCC will:
1. Identify strengths and weaknesses in each department or unit’s self-study and recommend, where appropriate, changes or modifications in departmental procedures for GER assessment.

2. In cases where the course appears to fail to meet APCC criteria, the subcommittee will issue recommendation for revision; the syllabus revision is due Dec. 1, 2011; new assessment data for that course are due three months after the end of the next semester in which it is offered. Failure to meet these deadlines will result in withdrawal of GER status for that course.

3. Report to APCC on overall patterns in the assessment data. Which outcomes are most often assessed? which least? what best practices in assignment design can be identified for use as models? which best practices in departmental collection and maintenance of data can be identified and uses as models?