COMMITTEE ON COMMITTEE'S REVIEW OF THE COMPUTING RESOURCES COMMITTEE

This review of the Computing Resources Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Computing Resources Committee, which meets about three times a year, met on January 23 of this year and reaffirmed that their Standing Rules still reflect the charge of the committee. The committee's members see their role as liaison to the academic faculty and their focus to be on computing technologies that affect the teaching, learning, and research environment, rather than those involving administrative computing, such as OSCAR. In the past, the committee has even more specifically focused its attention on classroom activities and access to computer labs.

   The committee's meetings have been more issue driven, and the committee functions more reactively than proactively. For example, a committee member may hear of a project that may be of interest to faculty members and invite the project's manager to talk to the committee about the project. However, this approach may mean committee members miss reviewing projects that haven't risen to their attention, such as occurred several years ago with the Blackboard project, as it is not a requirement or university expectation that computing projects be brought before the committee.

   During the course of my conversation with the chairs, I discovered there are several campus computing projects I am aware of that the committee is not. This suggests the committee—which, except for a representative from Information Services, is composed of teaching faculty and students—may need to strengthen links with the computing branches of the university, which are largely administrative.

   The committee chairs noted they would like other committees to become more aware of the Computing Resources Committee and to use the committee as a "sounding board." The committee also would like to have a greater role in long-range IT planning.

2. The committee has regularly submitted annual reports. Annual reports for each of the last six years are available on the Faculty Senate web site for the committee. The committee's actions or functions have been consistent with the committee's standing rules.

3. The committee's annual reports outline the issues addressed by the committee and the committee's activities and outcomes. The reports also provide subsequent committees

with information about broad, outstanding issues that the committee may choose to address.

4. While the committee has had student representatives over the years, it has been difficult for students to attend meetings. The committee has addressed this by sending meeting minutes to the student members. Another issue has been the timely appointment of student members. This year, the committee has had difficulty in getting the ASOSU to confirm committee appointees, leading to months' delay in appointment of student members.

5. The committee chairs noted the committee hasn't been approached about helping to forward the university's strategic goals and that the committee's goal is to help academic faculty; however, the chairs would like others to approach the committee. Nevertheless, I can see that the committee could help further any of the three goals listed in the strategic plan:

   - Provide outstanding academic programs that further strengthen our performance and pre-eminence in the five thematic areas.

   - Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.

   - Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources.