

# Committee On Committees

## Annual Report 2003-2004

The Committee on Committees (COC) met on 14 July and 21 September to review annual reports from 29 committees as specified in the Faculty Manual and shared their discussion with the full executive committee on 10 August. The full committee reports are available in the Academic Senate Office.

The following committees are charged with submitting annual reports to the Academic Senate:

1. Academic Affirmative Action Committee (AAAC)
2. Academic Freedom Committee (AFC)
3. Academic Policies Committee (APC)
4. Academic Program Review Committee (APRC)
5. All-University Committee on International Programs (AUCIP)
6. All-University Committee on Students, Faculty and Staff with Disabilities
7. All-University Teacher Education Committee (AUTECH)
8. Athletic Advisory Board
9. Board of Appeals and Review (BOAR)
10. Center for the Enhancement of Teaching Board of Directors (CET Board)
11. Committee for the Protection of Human Subjects (CPHS)
12. Curriculum Review and Approval Committee (CRAC)
13. Educational Policies Council (EPC)
14. Faculty Affairs Committee (FAC)
15. General Education Council (GEC)
16. Graduate Council
17. Honorary Degree Committee
18. Liberal Studies Council (LSC)
19. Library Advisory Committee (LAC)
20. Professional Development Council
21. Student Affairs Committee (SAC)
22. Teacher Credential Committee (TCC)
23. University Academic Assessment Advisory Committee
24. University Advancement Activities Advisory Committee
25. University Committee on Written English Proficiency (CWEP)
26. University Enrollment Management Committee (EMC)
27. University Interdisciplinary Council (UIC)
28. University Promotions Committee (UPC)
29. University Sabbatical Committee (USC)

1. Academic Affirmative Action Committee (AAAC)

This spring, AAAC submitted only a signature page containing one signature, that of the chair – but included no narrative of any kind. Knowing that this committee has confronted many hurdles in its day, COC suggests that the Executive Committee review the charge of the committee to ascertain whether it is realistic and appropriate. In the interest of revitalizing the work of the committee, COC also suggests that the Executive Committee arrange to meet with past and present chairs and other interested members of AAAC so they can discuss obstacles to the committee’s success and ways in which it might become stronger.

## 2. Academic Freedom Committee (AFC)

The COC is pleased to note that the report from the Academic Freedom Committee is much expanded and more complete than in previous years, and that the report allows a fuller understanding of the very important issues surrounding academic freedom at our university.

Some interesting issues arose during the year, some of which were legislative. The AFC accurately identified the student “academic bill of rights” as a political salvo in the “cultural wars” envisioned by David Horowitz. AFC reviewed this item and other related arenas. The COC is pleased to note the AFC’s familiarity with a range of freedom issues on campus on many levels.

An interesting notion floated by the AFC was to offer a reward to an individual (or presumably an organization) on campus who acted with conscience to defend academic freedom by some means. It seems likely to the COC that if nothing else, such an award would heighten campus awareness of the many areas in which academic freedom is subject to attack, constriction or uninformed redefinition.

## 3. Academic Policies Committee (APC)

APC had a busy and productive year. APC reviewed a new policy on three-year baccalaureates, originally sent forward by the Graduate Council, and sent it to the Academic Senate where it was approved. This is the first faculty-approved policy regarding admission of international students from nations with three-year baccalaureates.

APC undertook the revision of a 1981 Senate Policy on grade appeals that had been vetoed and never put into practice. APC held discussions with Faculty Affairs and Student Affairs Committees regarding the grade appeals policy. The Senate passed the grade appeals policy.

Other items recommended to and passed by the Senate included (1) calendar for AY 2004-2005, (2) Summer 2004 calendar, and (3) calendar for AY 2005-2006. APC reviewed and passed the General Education Committee’s two-year revision of all GE policy that combined all isolated policy documents into a thirty-five-page GE policy. The GE policy will go before the Senate in Fall 2004. Because CSU enrollment policy limits the enrollment of students for second baccalaureate degrees, APC proposed creating a special committee to work with departments and programs wishing to propose admission of students for a second baccalaureate. The committee would decide which proposals would go forward from the campus and help selected programs make their best case. The APC proposal will go before the Senate

in Fall 2004.

APC Chair represented APC on three committees: They were the External Task Force on Writing, Graduate Council and the Enrollment Management Committee.

The Agenda for 2004-2005 includes:

Discontinuance of programs, which will be a major agenda item for the fall. APC will work with Curriculum Review and Approval Committee as the Educational Policies Committee.

Registration limitation for repeated courses. It has been recommended that APC consider policies to limit the re-enrollment of students in crowded courses.

Calendar for AY 2006-2007.

COC applauds APC's hard work and dedication.

#### 4. Academic Program Review Committee (APRC)

COC recognizes and commends the Academic Program Review Committee (APRC) for its extensive activities during AY 2003-4. APCR synthesizes all levels of program review for the Academic Program Development office to develop a Memorandum of Understanding (MOU) with the program/department under review, with the said MOU being the guideline for the program/department until the next review cycle. Committee Activities, AY2003-4 included the completion of 10 program review reports to the Associate Vice President for Academic Planning and Assessment for the following departments under review: Classics, Dance, Gerontology, Raza Studies, Technical and Professional Writing, Recreation, Creative Writing, Museum Studies, Design and Industry, and Sociology. Its tasks were equitably shared among the Committee members and were completed on schedule.

For AY 2004-2005, APCR expects to have another full schedule, anticipating 9 to 10 program reviews. In light of the focus on graduate studies, it will also coordinate its committee activities with the Graduate Council. COC commends APCR for its current outcome and expects a similar and outstanding committee performance in AY2004-5.

#### 5. All-University Committee on International Programs (AUCIP)

AUCIP has submitted to the Academic Senate no report at all, but rather a signature page containing five of the sixteen committee members' signatures. Of those missing, six represent various officers of the SFSU administration, four are faculty, and one holds a staff position. Without drawing any conclusions, COC is concerned about both the absence of a text describing the work of the committee in 2003-04 and the missing signatures; it has no choice but to wonder whether the committee ran into major difficulties attempting to complete its work last year. For this reason, it suggests that the Executive Committee meet with this year's committee chair along with, if possible, other members to take a retrospective look at the committee's activities during the year.

#### 6. All University Committee on Students, Faculty and Staff with Disabilities (AUCSFSD)

COC is impressed by the number and variety of tasks completed by AUCSFSD at its monthly meetings in 2003-04: a list of 11 different items, significant among them review of a system-wide audit of disability support and access; consideration of the committee's membership and recommendations for changing it; review of progress on removal of campus obstacles to full access; a detailed report on its mission and activities to the full Senate; study of the CUSP document and its attention to "issues of disability access and accommodations." COC appreciates the committee's achievements, its dedication to meeting its mission, and its use of subcommittees to address topics more easily managed by small groups than by the full committee. It joins in the committee's appreciation of the reports from and consistent participation of the Director of the DPRC at the monthly meetings.

Looking ahead to the AUCSFSD 2004-2005 agenda, COC sees that it positions AUCSFSD to work on three especially consequential issues: how, if at all, the closing of the Office of Human Relations will affect a) student complaint procedures; b) campus-wide review of the CUSP strategic plan; and c) outreach activities intended to signal that SFSU welcomes and values people with disabilities. All three will require the close attention of this group's very committed members. COC was, however, disappointed in the very late arrival of the committee's signature page.

#### 7. All-University Teacher Education Committee (AUTEC)

AUTEC serves as a forum for issues related to teacher education and is charged with recommending and supporting activities that promote interest in the teaching profession.

This committee met only once during the 2003-2004 academic year. Its report states that the committee was waiting for California Commission on Teacher Credentialing (CCTC) approval of the curriculum program documents submitted by the College of Education before convening a committee meeting. By the time the AUTEC report was written, the CCTC had given its approval to most of the programs submitted (Multiple Subject, Single Subject and CAD) but approval of the Liberal Studies program was still pending.

AUTEC reports that, due to budget constraints, the NCATE/ CCTC (the first acronym remains unexplained) program review that had been initially scheduled for 2005 may be postponed to 2007 or later.

AUTEC heard a report from Vanessa Sheared about the implications of the "No Child Left Behind" Act and monitored the status of Senate Bill 81, which authorizes creation of a BA in Education in the CSU system.

The Committee on Committees recognizes the burdens imposed on AUTEC by the slow budget-driven approval process of agencies outside the SFSU and urges the committee to meet more often and to broaden its focus beyond the approval process to include other ways in which positive attitudes toward the teaching profession can be enhanced among our students, especially those within the College of Ethnic Studies.

#### 8. Athletic Advisory Board

Apparently the Athletic Advisory Board did not meet in 2003-4, or at the very least had no report to issue to the Senate. In this case the COC has to wonder if this particular committee has any real use, and whether it might best be disbanded.

9. Board of Appeals and Review (BOAR)

BOAR has apparently had another busy year and the COC is pleased at some developments that the committee reports.

Requests for retroactive withdrawal from courses continue to form the vast majority of the appeals; BOAR is accurate and conscientious in noting the problematic nature of many of these requests (many are made so students can “clean up their records” – clearly an inappropriate reason for retroactive withdrawal). The board notes that now that petitions are made online, it is easy for the rules regarding their purpose and guidelines to appear with or on the form, so that students have the proper information in front of them. The board notes that this has almost eliminated problems with CR/NCR grades and the like.

The board also sees evidence of greater and more effective advising done in the colleges, an advance of some magnitude and hopefulness.

One interesting development is the granting of conditional retroactive withdrawal appeals contingent on a “performance” contract with the student. The COC is interested to see how this approach may play out and requests a copy of a sample performance contract in the board’s next report.

The COC is impressed with the amount of time and energy BOAR takes with its charge of reviewing appeals.

10. Center for the Enhancement of Teaching Advisory Board (CETAB)

The annual report from the CET Advisory Board lays out skillfully an exhaustive (and probably exhausting) array of activities and projects discussed at its monthly meetings in 2003-04. Among them were several personnel changes in CET and a commendation to retiring director Vicki Casella; New Faculty Orientation; training workshops for faculty, staff, and students; use of the Collaboratory; the CET 10<sup>th</sup> anniversary celebration; development of campus guidelines for online courses and consideration of related matters such as who “owns” the intellectual property of which the courses are comprised – at SFSU, the faculty member; the ways in which CET can assist in realizing the CUSP II goals; CET’s functionality during the library retrofit. The agenda for the coming year includes a range of issues from New Faculty Orientation and ongoing communication with faculty, students, and staff about how CET can best meet their needs, outreach to faculty encouraging them to use technology in the classroom, and finding ways to strengthen the tie between CET and the Professional Development Council.

If past performance is an indicator of future performance, the campus can look forward to a busy year for the Advisory Board. COC appreciates the emphasis on communication with faculty, students, and staff and hopes, again, that CETAB will explore ways to assist faculty not only with technology but with other strategies for attaining and preserving excellence in the teaching/ learning process. It looks forward to the

findings of any surveys of faculty attitudes or satisfaction that CETAB may oversee or do during 2004-05.

#### 11. Committee for the protection of Human Subjects

The COC applauds the significant strides taken by the Committee for the Protection of Human Subjects (CPHS) during AY 2003-2004. This key committee is charged with protecting the rights and welfare of the subjects of activities conducted by SFSU faculty, staff and students, ensuring that the benefits outweigh the risks, and that there is an adequate informed consent process in place. In its comprehensive and candid report, the CPHS reviewed its activities in the broad areas of reorganization, education of SFSU human subject researchers and policy revision.

The COC is pleased with the increased staff support for CPHS and with its expanded membership, especially with new representation from the College of Education. COC hopes the latter will go a long ways improving communication between the two entities. COC looks forward to the establishment of a fully functioning second institutional review board (IRB) that will help CPHS as a whole function more efficiently and urges the CPHS to continue efforts to fill the vacant positions in the planned second IRB as soon as possible.

Two CPHS accomplishments of the past year deserve special recognition:

Establishing a very informative web site

Promptly identifying those protocols that do not require review by the committee

These two developments should result in a more user-friendly and efficient CPHS in the coming year. COC also notes the positive impact of the numerous informational meetings that CPHS held during the past year with various stakeholders and urges the CPHS to continue these efforts in the coming academic year, especially efforts aimed at improving the quality of student submissions to the CPHS. COC also encourages CPHS to consider updating the 1987 policy currently in force along the lines recently adopted by San Diego State University

#### 12. Curriculum Review and Approval Committee (CRAC)

This is a key committee of the Academic Senate, charged with the responsibility of ensuring that all University programs follow the criteria and guidelines issued by the Academic Senate through the Academic Policies Committee.

This year, CRAC reviewed 12 proposals that included requests for changes in SFSU academic programs. Since some of these reviews required changes after submission, the committee often met on more than one occasion to ensure that the requested changes in the proposals were properly executed. The Committee on Committees commends the hard-working members of CRAC for their painstaking work of safeguarding the integrity of SFSU's curriculum revision process.

In addition to its customary review of curricular proposals, CRAC met twice with the Graduate Council to

review curricular changes to graduate programs, completed the second draft of the "Faculty Guidelines for Preparing Proposals for Academic Affairs / CRAC: Revising Existing Undergraduate and Graduate Programs," and implemented the use of an all-electronic agenda and proposals for meetings.

The CRAC reports that it expects to finalize the "Faculty Guidelines" document during AY 2004-2005. The Committee on Committee applauds the foresight of CRAC in developing this document, a development that will make the process more transparent to faculty and will allow SFSU to adapt and update its curriculum in a more timely and efficient manner.

The Committee on Committees notes the heavy burden that will be placed on CRAC members as they join the Academic Policies Committee in their deliberations of program discontinuance procedures scheduled for AY 2004-2005 and expresses its confidence in the ability of CRAC members to handle this difficult task.

### 13. Educational Policy Committee

The EPC did not meet in 2003-4, as there was no need. Their "year off" is over in a big way, however, as the present academic season, with all the discontinuance proposals, will keep them fully over-occupied this year.

### 14. Faculty Affairs

The 2003-2004 report from the Faculty Affairs Committee (FAC) was perhaps excessive in its brevity. The charge to the Committee was omitted from the report. Five major policy initiatives were listed in a single paragraph:

- Work related to the revision and electronic posting of the Faculty Manual
- Participation in revisions to the Grade Appeal policy
- Establishment of a campus Research Council
- Recognition of the Boyer model for faculty development
- Use of Graduate Teaching Associates (GTAs)

Few details were provided. The FAC seems to count on continuity of membership more than the report to inform next year's FAC about any issues carried over from this year, prompting COC to wonder what it would do if the committee lost its institutional memory of past work and issues of concern. The main charge to next year's FAC is further consideration of a possible policy for use of GTAs. COC hopes that the GTA data developed by the FAC will be made readily available to the campus at large, since this is an issue of such general interest.

### 15. General Education Council

The GEC undertook a massive and impressive consolidation of GE policy in the past year, producing a "grand unified" document that was approved by APC and eventually the Academic Senate. If the committee had accomplished nothing else this last year, this would be a welcome improvement.

GEC also considered issues in Segment III, and seems to have worked admirably well with the Segment III committee while proceeding in a systematic review of that portion of GE.

The agenda for AY 2004-2005 will consider five items: a response to the external writing review, an assessment of budget impacts on the GE curriculum, ongoing evaluations, consulting on a Segment III assessment plan, and an evaluation of GE committee structure.

#### 16. Graduate Council

The Committee on Committees commends the Graduate Council on its accomplishments for 2003-2004. In addition to implementing its charge, the council participated on the University Academic Assessment Advisory Committee and the University Writing Task Force. GC prepared a draft response to the External Review on Writing Proficiency, established a Graduate Fellowship Award for graduate students, and prepared a draft proposal for developing a vision for graduate studies at SFSU.

The agenda for the coming year will focus on the Internal Review Board (IRB) and human subjects approval processes, selection of fellowship recipients, graduate writing proficiency, assessment, and financial support for graduate students. The GC noted that financial support for graduate students “continues to be a pressing need, particularly in light of graduate fee increases.”

In light of the emerging significance of graduate education at SFSU, the GC will assume great importance in the years ahead. A clear vision with obtainable goals will be critical to the success of the Council. COC commends GC for its efforts to develop a vision statement for graduate education at SFSU.

COC Recommendations. GC participation in preparing the 6<sup>th</sup> cycle of review is encouraged and will contribute to developing an effective review process. COC supports GCs efforts to obtain financial support for graduate students and recommends consultation with the Student Affairs Committee to identify additional avenues of support. GC efforts to improve the IRB and human subjects process have been successful, and COC strongly encourages GC to continue its support of the IRB and human subjects process.

#### 17. Honorary Degree Committee

The Honorary Degree Committee (HDC) met four times in 2003-2004 to review recommendations for candidates for honorary degrees received from the campus community. The committee recommended five candidates for the 2004 honorary degree to the President, who selected former San Francisco Mayor Willie Brown for the honorary Doctor of Laws degree and Educator Vartan Gregorian for the honorary Doctor of Humane Letters degree.

The committee acknowledged that the lack of student representation on the committee was problematic. Student input is important and the committee encouraged the full support of the Associated Students in identifying student members. An item for consideration in AY 2004-2005 is an additional charge to the committee to review applications for faculty awards.

## 18. Liberal Studies Council (LSC)

The Liberal Studies Council (LSC) is charged with planning, reviewing and recommending academic policies for the Liberal Studies Program. LSC is the primary curricular review and recommendation body for Liberal Studies, and assists in student advising, articulation between colleges, and evaluation of the Liberal Studies Program. LSC also serves as an advisory body to the Provost and Deans on Liberal Studies matters and as a University-wide forum for discussion and dissemination of issues connected with the Liberal Studies Program.

After a number of academic years of twice-monthly meetings necessitated by its considerable workload, the LSC reverted to monthly meetings during AY 2003-2004. Despite the reduction in the number of meetings, the LSC reported another year of solid achievements. These included reassessing the role of Liberal Studies' Elementary Subject Matter (LS ESM) Program in light of the "No Child Left Behind" federal mandate, responding to the California Commission on Teacher Credentialing (CCTC) reviewer's comments on the LS ESM Program proposal, revising LS Program materials for the Bulletin and Web site, assessing the impact of proposed program reductions on the LS Program, ensuring that LS 100, the new "gateway" course, is taught beginning Fall 2004, and tracking the CSU-wide initiative affecting transfers to/from SFSU's LSITE (Liberal Studies Integrated Teacher Education) Program.

The list of achievements compiled by the LSC this academic year is augmented by its informative, concise and comprehensive annual report, which should serve as a model to be emulated by other committees. The LSC has set itself another set of ambitious goals for the 2004-2005 academic year.

COC commends the hard-working members of the LSC for another year of service to the university.

## 19. Library Advisory Committee (LAC)

The Library Advisory Committee (LAC) is charged with advising the University library on its operation while maintaining balanced services to the campus community. The (LAC) 2003-2004 AY agenda focused on the following four major activities.

(1) Library Renovation and Expansion Project. Discussion focused on ways to inform faculty and students of project developments that would impact their current practices. LAC has recommended that the library place a model of the building project in the first floor lobby and that the fence surrounding the Franciscan Building during its demolition be fronted by illustrations of what will be built.

(2) Serials Review. LAC took an advisory role in the Library's review of the cost of serials subscriptions with the intent of cutting the amount of money spent in this area. LAC members engaged in efforts to disseminate information on the project to their college colleagues. LAC and individual department "library liaisons" constituted two separate faculty contact paths in informing and receiving feedback from faculty in what serials should be retained. In responding to last year's COC concern in developing "specific procedures that will ensure effective and timely consultation and notification of all faculty and students concerning library planning and management", LAC notes that though "specific procedures" are still

lacking, the Serials Review project demonstrates the general wisdom of the library using LAC as a faculty sounding board at the early stages of projects”.

(3) Webpage Changes. LAC provided feedback to the library web-team on the current website.

(4) Budget Planning. Discussions with Librarian Masters about how budget problems such as the continuing growth in serials costs and speculating on disaster scenarios

The LAC agenda for AY 2004-2005 will focus on the following three items:

Library Renovation and Expansion Project will continue to be the forefront item.

Continue to have the Library bring issues and/or concerns to LAC

Discussions to consider proposing altering the language of the Senate charge.

## 20. Professional Development Council (PDC)

The 2003-2004 Professional Development Council (PDC) had what its report describes as “another busy year.” The PDC implemented new procedures to standardize, clarify and streamline the processes of applying for and evaluating the applications for the annual Research, Scholarship and Creative Activity awards. With the assistance of the Office of Faculty Affairs and Professional Development (FAFPD), the award process worked smoothly and efficiently. The PDC participated with other committees in the interview process for selecting the Dean of Faculty Affairs and Professional Development. The PDC continued to support ongoing and varied recommendations for faculty professional development workshops. The PDC adopted the Boyer paradigm of scholarship and lifelong learning.

The PDC chair was on the Senate agenda to discuss the Boyer paradigm; however, due to other Senate agenda priorities the chair was unable to do so. The PDC strongly endorsed developing a more interactive academic community, supportive of interdisciplinary collaborative work in all areas of scholarship. The PDC recommended that at least one of the Annual Research, Scholarship and Creative Activity awards go to an interdisciplinary proposal. The PDC supports the need for improving a sense of academic community. The FAFPD will work in conjunction with PDC volunteers to identify resources and to address the need for the development of all faculty. The PDC voted to approve the establishment of Research Council as proposed by the Senate.

The PDC agenda for 2004-2005 includes:

1. Review and discuss the Faculty Workload Task Force report.
2. Review and discuss campus-wide resources available for faculty professional development and recommending strategies for utilization.
3. Disseminate information on and support the implementation of the Boyer philosophy and the model of lifelong professional development.
4. Continue to function as a “Think Tank” to support professional growth in its varied aspects;

5. Contact departments and gather feedback for clearly specifying their criteria for tenure and promotion as related to professional development.
6. Continue to explore a plan for establishing time so that faculty can collaborate on professional development. As an example, the PDC recommends faculty forums of one-and-a-half hours per week.
7. Develop and make recommendations for the implementation of this plan.
8. Develop research groups, perhaps with College Deans and/or established researchers taking the initiative.
9. Facilitate discussions of ways to support the varied types of professional development activities that faculty might engage in throughout their career.

COC commends PDC for its accomplishments and appreciates the thoroughness of its report documenting progress made in 2003-2004.

## 21. Student Affairs

The Student Affairs Committee (SAC) focused on two major issues: restrictions on tobacco use on campus and the effects of expected budget cuts. SAC also participated in the Summit on Race and Culture. (Not mentioned in the report was SAC's vigorous and helpful involvement in forming the Grade Appeal policy passed by the Senate and signed by the President during the past year.) The chair represented SAC and the Senate on the University Enrollment Management Committee and the Student Fee Advisory Committee.

SAC did not present any policy items to the Senate during the year. The tobacco issue was settled by a ruling from the Office of the President, and the other issues occupying the Committee did not lead to new or revised policies. SAC usually describes its contribution to these issues as "discussion." It may be that SAC's self-reported difficulties with faculty and student participation is aggravated by a perceived lack of impact on campus affairs. COC recommends that the Executive Committee assign some significant policy matters to the SAC during 2004-05 to give the Committee a more important role in Senate activities.

## 22. Teacher Credential Committee (TCC)

The charge of the TCC includes making recommendations to the Dean of College of Education on matters pertinent to the University teacher credential program; and having the responsibility of implementing AUTEK policies related to teacher credentialing, especially in (a) recruitment of racial and ethnic minorities into teaching credential programs, and (b) implementation of computer literacy requirements.

In AY 2003-2004, the TCC focused on only one action item, the English Subject Matter Program regarding English 688 and English 713 in relation to the English Single Subject Major. TCC discussed SB2042 in length and its impact on the Elementary and Secondary Education programs, in particular the Single Subject waiver programs meeting SB2042 standards, and the effects of lower state and federal standards on the credential.

The COC encourages the TCC to continue to work on credential requirements to meet SB2042 standards in Single Subject waivers (English, Mathematics, Science, and Social Science); to review changes in

credential and certificate programs on methods and technology to enhance second language learners; to review the assessment program in accordance with SB2042; to review and implement policy on Single Subject verification consistent with CSET exam standards; and to continue to find ways to encourage minority applicants to enter the teaching credential programs.

23. University Academic Assessment Advisory Committee (UAAAC)

The charge of the UAAAC is to provide communication, advice, and liaison among Academic Affairs, Academic Senate, and the faculty on academic assessment, specifically looking at quantitative and qualitative methods and measures to evaluate the process and outcomes of student learning.

In AY 2003-2004, the UAAAC met monthly and discussed the following concerns: (1) UAAAC identified that, in general, the faculty did not have a clear picture of how the current assessment mandate fits into the current system of program review—clarification of assessment function is necessary; (2) UAAAC committee members identified the difficulty with the mandated assessment process is due to faculty workload and lack of resource support to accomplish the objectives; and (3) current budget reductions render an unclear picture of the role and function of the Assessment Office and UAAAC.

UAAAC also took actions on the following: it addressed the above-mentioned concerns by initiating an organizational chart and an easy-access (“short-cut”) website on assessment-related matters.

In AY 2004-2005, the UAAAC is encouraged to continue to improve the initial “short-cut” website on assessment matters; and to address (1) the poor writing quality in assessment outcome reports, and (2) the restoration of the assessment coordinator position to provide leadership in assessment activities and coordination with UAAAC.

24. University Advancement Activities Advisory Committee

The University Advancement Activities Advisory Committee met once each semester during the academic year 2003-04, as required by their charge. They reviewed a broad range of development activities, including various fund-raising campaigns, and supported publications and related policy and legal changes affecting Advancement. They paid particular attention to changes in Advancement activities necessitated by budget cuts to the units under the purview of the Advancement Committee, including the merger of Publications and Public Affairs.

The report of the Advancement Committee says a great deal about what information was presented to the Committee but nothing about any Committee recommendations or other outcomes based on this information. COC would be interested in knowing if the Committee made any proposals regarding Advancement activities.

The agenda for the 2004-05 Advancement Committee is little changed from this year. They will review the University’s Advancement activities and provide counsel to the Vice-President for Advancement.

COC notes that the report was signed by only three of the nine Committee members.

## 25. University Committee on Written English Proficiency (CWEP)

The University Committee on Written English Proficiency (CWEP) met twice monthly for another busy and productive year. CWEP participated in the formation of an external review committee. In preparation for its meeting with reviewers, CWEP discussed various issues of concern, including the scope of the Committee's charge, the need for a program in writing across the disciplines, the role of CWEP in monitoring efforts in the teaching writing, graduate literacy, compliance with the JEPET policy and other related issues. CWEP met with the External Reviewers in November 2003. The External Reviewers Report on writing was forwarded to CWEP in December 2003. CWEP's response to that report became the leading agenda item from that point until the end of the Spring 2004 term. Of particular interest to CWEP members was the report's recommendation that "SFSU set a date for the elimination of the JEPET within the next two years." CWEP's response to the External Reviewers proposals is attached to the complete Year-end Report of 2003-2004.

The Executive Committee of the Academic Senate formed a task force on writing to respond to the suggestions contained in the External Reviewers Report. Many of the members of CWEP were invited to participate with the Writing Task Force, and the discussions about a campus response to the External Reviewers' report were relayed to the Writing Task Force.

## 26. University Enrollment Management Committee (EMC)

The UEMC is a relatively new committee, formed in Spring 2003, and thus this report reflects its first full year of work. Given the dismal state of the state budget and its impact on higher education, the role and place of policy governing student enrollments at SFSU becomes highly salient.

EMC detailed thirteen items of discussion and action that they dealt with over the academic year, which included:

Campus discretion in certain enrollment situations, student data and demographics, enrollment targets, a management plan including deadlines and targets submitted to both senate and CSU, new student admissions, 2<sup>nd</sup> baccalaureates, sought discussion and input from significant parties, including university administration and outside community members.

The result was a draft management plan, still to be finalized, but which includes 15 principle categories:

- Continuing students
- Upper-division transfers
- Lower-division transfers
- First time freshmen
- 2<sup>nd</sup> baccalaureates
- Graduate students
- Unclassified graduate students
- Local residents

Regional, statewide residents  
Non-Californian residents  
Student demand projections  
Instructional resources and facilities  
Creative means of coping with demand  
Underrepresented students  
Overall enrollment strategies

The committee has engaged in dialogue with all the important players who have a role in formulating enrollment policy. If monetary issues continue to handcuff higher education on campus, the enrollment policy work of this committee could become even more delicate and its diplomatic facet heightened.

COC is pleased to see the energy, thought and activity of the EMC.

#### 27. University Interdisciplinary Council (UIC)

The charge of the UIC is to exercise leadership in developing and fostering interdisciplinary academic programs of study through collaboration across campus; to review and advise academic units on existing curricula, all new disciplinary curricular proposals, and General Education (Segment III); and to provide support to existing interdisciplinary curricula across campus.

In AY2003-4, the UIC met twice a month and completed a new edition of the UIC newsletter *Interspectives* for distribution to promote curricula in interdisciplinary studies; reviewed and provided consultation on revisions of disciplinary programs and General Education, consulted with the Provost and International Program director on interdisciplinary studies and internationalization in interdisciplinary studies, respectively; met with the Dean of Undergraduate Studies on the role of writing (composition) in interdisciplinary studies; and discussed the negative impact on interdisciplinary curricula of the current budget reduction.

COC commends the UIC for its energetic approach to supporting interdisciplinary programs. COC encourages the UIC to disseminate the UIC newsletter *Interspectives*; update the UIC website and the current list of programs/curricula to promote interdisciplinary studies on campus; continue the review of interdisciplinary studies programs that are forwarded to UIC for consultation and review; and analyze the role of interdisciplinary studies in the current CUSP-2 (university strategic planning) for the university's future. The UIC is expected to play an important role in discussions about program discontinuance and suspension in AY 2004-2005.

#### 28. University Promotions Committee

The Committee on Committees (COC) commends the University Promotions Committee (UPC) for its work on behalf of SFSU faculty. AY 2003-2004 was a busy year for UPC, which reviewed files of thirty-eight candidates for promotion of whom 23 were reviewed for promotion to Associate Professor and 14 for promotion to Full Professor. The UPC supported 21 candidates who sought promotion to Associate Professor and 10 candidates who sought promotion to Professor.

During Fall 2003 the committee participated in informational meetings organized by UPC, CET, and the Dean of Faculty Affairs. The committee was represented at all 10 meetings conducted with members of each of the academic units (colleges and library) co-organized by the Dean of Faculty Affairs. The UPC Chair attended the RTP workshop for new faculty co-organized by CET and the Dean of Faculty Affairs; and also participated with the Dean of Faculty Affairs in two Spring 2004 workshops for the benefit of faculty working towards promotion. Finally, the newly developed UPC Checklist was distributed at all meetings with academic units and workshops.

In Spring 2004, the committee met weekly to evaluate the 38 applications for promotion. After exchanging their list of candidates for promotion with the Provost's list, UPC met with the Provost and the Dean of Faculty Affairs to discuss candidates about whom they had not reached agreement. UPC later met with the President, the Provost and the Dean of Faculty Affairs to discuss the candidates and other issues germane to the promotion process.

In its annual report, the committee identified several issues for consideration by the 2004-2005 UPC. First, UPC members were extremely disturbed with the haphazard and late submission of well over half of the dossiers and supplementary materials of the 37 candidates under consideration for promotion. The committee report urges the implementation of immediate and strict measures to ensure that this does not happen again, saying that "The Committee will not review late and unanticipated files in the future." Second, the UPC expressed concerns about the quality of the reviews conducted by College Deans, Department Chairs, and Department Committees, providing in its report a set of detailed recommendations for individuals who review the files and faculty who are seeking promotion.

The UPC identified several issues of concern in the future. In light of the unusually large number of faculty likely to seek promotion in the coming years, the UPC encouraged new thinking on the promotion process at the University level, particularly the design and purpose of the UPC. Finally, UPC noticed that several Associate Professors sought promotion after two, three, and four years since their last promotion. The UPC wondered if this tendency was the result of a discrepancy between Academic Senate policy and the Collective Bargaining Agreement.

**COC Recommendations:** The COC endorses the UPC's refusal to review late and unanticipated files in the future, and urges the Executive Committee to engage in discussion with the President and Provost about preventing the submission of late and unanticipated files. The COC recommends that the Faculty Affairs Committee conduct a thorough review of the UPC's suggestions for improving the quality of reviews at each level of evaluation, and submit a recommendation to the Executive Committee for implementing UPC's suggestions.

Finally, COC recommends that the Executive Committee of the Senate communicate to all SFSU colleagues that one of the most treasured rights of faculty is participation in the RTP process and that this process deserves greater attention to the detail of established policy and process than it appears to be given in many cases.

## 29. University Sabbatical Committee

The University Sabbatical Committee (USC) reviewed 43 proposals for sabbatical leave and met twice to review proposals and generate recommendations for sabbatical awards. USC also met with the Provost and the Dean of Faculty Affairs to discuss the review process and to report their recommendations. Members of the USC were pleased with the high degree of consensus between their ratings and those of the Provost. Twenty-five of the USC's top 27 proposals were granted a leave. The President awarded 27 sabbatical awards for 2004-2005.

In its annual report, the committee identified several issues related to the process of evaluating applications for sabbatical leave. First, the committee was unclear how to apply the criteria, especially since many applications did not address the criteria stated in #S03-18. Second, the role of College/Library Committee rankings in the USC evaluation process was ambiguous. The policy does not state how to integrate college/library rankings; colleges/library use different criteria; and college/library criteria differ from #S03-18. Finally, USC acknowledged that the lack of information about committee procedures passed on from one year to the next has been problematic..

COC Recommendations. The COC commends the USC for its thorough report of committee activities and applauds their superb recommendations for improving the evaluation process. COC endorses the recommendations and will forward them to the Faculty Affairs Committee for immediate action.

#### *SUMMARY OF COC RECOMMENDATIONS*

##### 1. Academic Affirmative Action Committee (AAAC)

COC Recommendation. COC requests the chair of AAAC to review the charge to the AAAC and meet with the Executive Committee in 2004-5 to discuss the membership, agenda and future of the committee.

##### 2. Academic Freedom Committee (AFC)

COC Recommendation. The COC urges the AFC to continue its vigilant stance towards academic freedom, and looks forward to the committee's work in the coming year.

##### 3. Academic Policies Committee (APC)

COC Recommendation. COC realizes that APC is going to have its hands full this year. Between program discontinuance, registration limitations for repeated courses (and other possible enrollment management items), potential recommendations from CUSP and the perennial issue of writing on campus, APC will likely need to delegate work thoughtfully to other committees and coordinate their activities carefully.

##### 4. Academic Program Review Committee (APRC)

COC Recommendation COC recognizes the heavy load of APCR and encourages it to work with the Graduate Council in the coming year to examine graduate programs and their place in their deliberations on programs.

5. All-University Committee on International Programs (AUCIP)

COC Recommendation With no annual report filed in 2003-4, the COC has to wonder what purpose and activities AUCIP represents. The COC urges AUCIP to meet with the Executive Committee to review charge and function of the committee.

6. All-University Committee on Students, Faculty and Staff with Disabilities

COC Recommendation AUCSFSD should examine the effects of the closing of the Office of Human Relations on persons with disabilities, and also review CUSP documents for the same purpose. AUCSFSD should endeavor to provide a signature page to the committee's annual report, which would insure that the report is vetted by all, or at least a majority, of the committee members.

7. All-University Teacher Education Committee (AUTECH)

COC Recommendation The COC urges the committee to meet more often and to broaden its focus beyond consideration of the approval process. As a perennially repeated request, it especially urges the committee to pay attention to the College of Ethnic Studies.

8. Athletic Advisory Board

COC Recommendation Apparently without a meeting in 2003-4 and similarly minus a report, the COC is concerned about the committee's role and function. COC urges a meeting with the Executive Committee for discussion, and potential disbandment of the committee.

9. Board of Appeals and Review (BOAR)

COC Recommendation The COC expresses pleasure at the constructive work of BOAR over the past year, and urges it to continue to apply its practical problem solving acumen to appeals, their policies and results.

10. Center for the Enhancement of Teaching Board of Directors (CET Board)

COC Recommendation. The COC commends the CET Board for its emphasis on communication with faculty, students, and staff, and encourages CET to expand its support of faculty beyond technology.

11. Committee for the Protection of Human Subjects (CPHS)

COC Recommendation. The COC urges the CPHS to continue its development of user-friendly procedures and to schedule informational meetings with students and faculty.

12. Curriculum Review and Approval Committee (CRAC)

COC Recommendation. The COC is confident that CRAC will respond to discontinuance and suspension

proposals with a thoughtful review of the documents.

13. Educational Policies Council (EPC)

COC Recommendation. The EPC is responsible for the initial review of discontinuance and suspension proposals, and COC is confident that the EPC will offer a fair judgment of requests for program discontinuance and suspension.

14. Faculty Affairs Committee (FAC)

COC Recommendation COC urges FAC to seriously attempt a formulation of GTA policy, a drastically overdue development. Additionally it requests a full report of the committee's activities, rather than a document so abbreviated as to be nearly useless.

15. General Education Council (GEC)

COC Recommendation: The COC would appreciate a GEC/CWEP consultation on writing in the undergraduate curriculum.

16. Graduate Council

COC Recommendation. COC encourages GC to focus on a vision statement for graduate education at SFSU. It hopes that it might work with SAC to further the goals of finding funding for graduate students, and further that it continue to focus attention on IRB and human subjects approval processes.

17. Honorary Degree Committee

COC Recommendation. The annual report was clear and concise. The COC appreciates the efforts of the committee to provide solutions to the lack of student representation. The Executive Committee will assist the HDC in soliciting student representation.

18. Liberal Studies Council (LSC)

COC Recommendation. The COC commends the LSC for another year of outstanding service to the University.

19. Library Advisory Committee (LAC)

COC Recommendation. The LAC is encouraged to develop specific procedures for timely consultation and notification of faculty and students about library planning and management.

20. Professional Development Council

COC Recommendation. COC applauds the PDC's high level of service to the University and the

thoroughness of its annual report.

21. Student Affairs Committee (SAC)

COC Recommendation. The COC acknowledges the difficulties that SAC has had with engaging faculty and students in discussions about issues relevant to the committee. COC urges EXCOM to assign significant policy matters for SAC review to increase the committee's impact on campus affairs.

22. Teacher Credential Committee (TCC)

COC Recommendation. The COC urges the TCC to continue its high level of service to the University and to complete its agenda for AY 2004-2005 as outlined in its annual report.

23. University Academic Assessment Advisory Committee

COC Recommendation. The COC urges EXCOM to review the scope of the role and function of the UAAAC in academic assessment activities.

24. University Advancement Activities Advisory Committee

COC Recommendation. It appears to COC that the annual report of the Advancement Activities Advisory committee is quite light in substance. It encourages the committee to take a more active role in policy, and further urges it to take greater care in the preparation of its annual report, signed by a bare third of its membership.

25. University Committee on Written English Proficiency (CWEP)

COC Recommendation. CWEP may want to carefully review its charge before beginning work this academic year. CWEP is encouraged to maintain its high level of service to the University and to guide the University's response to the recommendations offered by the external review committee.

26. University Enrollment Management Committee (EMC)

COC Recommendation. COC encourages the EMC to continue its energetic and consultative approach to addressing student enrollment issues.

27. University Interdisciplinary Council (UIC)

COC Recommendation. COC expects UIC will continue to maintain its high level of service to the University, and its participation in implementing CUSP II recommendations and in discussions about program discontinuance and suspension is strongly encouraged.

28. University Promotions Committee (UPC)

COC Recommendation. COC notes with some alarm some of the reporting from UPC about department and college units' carelessness with respect to promotion document timelines. It concurs with UPC that it should not be forced to accept tardy files without reason. COC encourages UPC to work with FAC on promotion and retention issues.

29. University Sabbatical Committee (USC)

COC Recommendations. The COC commends the USC for its thorough report of committee activities and applauds their recommendations for improving the evaluation process. COC endorses the recommendations, and will forward them to the Faculty Affairs Committee for immediate action.

*N. Fielden,  
Chair, Committee on Committees  
27 September 2004*