

# RIT | University Council

## Meeting Minutes: October 23, 2024

The meeting was called to order at 3:11 PM

### Approve Minutes of September 18, 2024 Meeting:

Minutes approved 33-0-0

### President's Report:

#### BRICK CITY HOMECOMING RECAP

- The event extended beyond a traditional homecoming, the president's roundtable advisory group was in town for the weekend and there was a board of trustees meeting that took place on Friday.
- There were also college national councils (advisory groups for deans) in town.
- Charlie Barons, comedian, performed Friday night; praised as highly entertaining.
- Alaqua Cox, Student Government's main speaker, spoke on Saturday; received positive feedback for her engaging interaction with students, with assistance from Alex and Sophia on stage.

#### SPORTS RECAP

- Men's hockey game took place. Though the team lost, we had a good time.
- Women's hockey team won both games and was highlighted as significantly improved.

#### PERFORMING ARTS AND CAMPUS WIDE ENGAGEMENT

- Numerous performances by students throughout Saturday and Sunday, supported by faculty and staff.
- Extensive campus activities were noted, with a special mention of contributions from students, faculty, and staff at NTID.

#### BOARD OF TRUSTEES UPDATE

- Susan Puglia elected as the new chair of the board of trustees, succeeding Jeff Harris.
- Vice chairs are Susan Holliday and new appointee Frank S. Sklarsky.

#### KEY APPROVALS

- Astro Teller, from Google X moonshots, announced as the May commencement speaker.
- Honorary degree recipients approved, with additional announcements to follow.
- Approval of May 2025 commencement speaker – Astro Teller.

#### THEATER AND STADIUM CONSTRUCTION UPDATES

- The president toured the theater under construction, anticipated to open in January 2026. Described as impressive with high ceilings, reminiscent of a cathedral, designed specifically for musical theater productions.

- Carlton Smith provided the tour; he is responsible for restoring a large theater organ donated to RIT.
- Stadium renovations include removing bleachers, pouring concrete, and adding concessions, restrooms, hospitality space, and press areas. The stadium will host soccer, lacrosse, and many university events.

## ENROLLMENT REPORT

- National Enrollment Trends
  - Enrollment has decreased nationwide among private schools (6.5% decrease), public four-year schools (8.5% decrease), and Pell Grant-eligible (PE) students (10% decrease).
  - First-year Caucasian student enrollment has dropped by 11.6%.
  - The decrease is partly attributed to delays in FAFSA form updates, impacting financial aid.
  - RIT managed to minimize enrollment decline, significantly outperforming the national trend.
  - Recognition given to Kathleen Davis and the enrollment management team, as well as John Trierweiler and the marketing and communications team, for their effective efforts.

**Student Success & Retention Update** (*presentation files available on the [University Council website](#)*)  
 Neeraj Buch, Dean of Undergraduate Studies and Associate Provost for Student Success

## ROAR AND SOAR

- Initiative Overview
  - The work started in Fall 2023 by deans Andre Hudson (COS) and Matt Huenerfauth (GCCIS).
  - Its main objective is to help students transition from high school to college with timely, relevant guidance in the form of regular messages to make them aware of the available resources on campus.
  - This initiative will help to address challenges of college adaptation and provide manageable, just-in-time weekly guidance to avoid overwhelming the students.
- Launch & Participation
  - Launched August 2023 with weekly messaging.
  - Most of the academic colleges have launched this initiative. CHST and SOIS are expected to be on board Spring 2025.
- Coordination
  - Spearheaded by Cassandra Nichols and college marketing directors.
  - Developed a shared program format and weekly messaging template.
- Weekly Messaging Topic Examples:
  - Week 1: Class attendance, reading syllabi.
  - Week 2: Time management, club involvement.
  - Week 3: Wellness check (sleep, diet, self-care).
  - Week 4: Career fair prep, meeting advisors.
  - Current Focus: Course planning for Spring 2025.

- Engagement Metrics
  - 20,000 emails sent by week five with an 84% open rate and 10% click rate.
  - High engagement through clear, relevant messages.
- Success Criteria
  - Engagement with emails - tracking open and click rates, in-class mentions, and social media.
  - Engagement at community building events
  - End-of-semester student survey planned to measure campaign awareness & helpfulness.
  - Feedback from advisors, faculty and student leaders about student behavior and response to interventions.
    - Refine program based on feedback.
    - Report effectiveness after Spring 2025.

#### VERTICALLY INTEGRATED PROJECTS (VIP) at RIT

- Overview
  - RIT became a member of the VIP consortium in July 2023.
  - The consortium first resided at Purdue and is currently held at Georgia Tech.
  - The goal is to engage undergraduates in long-term research projects, promoting research skills, critical thinking, and multidisciplinary collaboration.
  - GCCIS and COLA are the first two colleges that have established VIP courses as of Fall 2024.
- Program Structure
  - The vertical integration structure includes students from sophomore to graduate levels, allowing them to stay on the same project over years or switch as desired.
  - As a part of the credit system, the students can earn up to 12 credits through VIP projects, gaining hands-on research experience.
- Current Participation
  - 35 students are currently enrolled in four projects across GCCIS and COLA VIP courses for credit, primarily focusing on tech-art intersections.
  - Professor Joe Geigel (GCCIS) is the faculty lead, and he manages RIT's VIP program and coordinates with the consortium.
- Moving Forward
  - Get more colleges engaged with VIP. CET, KGCOE and CAD are evaluating their membership.
  - We aim to have additional projects by Fall 2025, broadening VIP access across RIT.
  - This program immerses students in research, offering experiential learning that supports both academic and career exploration.

## CAMPUS CONNECT INITIATIVE

- Overview
  - The main objective of this program is to strengthen students' connection to campus and community post-COVID by offering both academic and well-being support in residential spaces.
  - Formerly known as Live, Learn, Belong & Succeed.
  - The three core tenets are academics, well-being, and sense of belonging.
  
- Key Programs
  - Sense of Belonging
    - Ask Me Anything sessions in residence halls with academic advisors and career counselors.
    - Eat and Learn events, like a farm-to-fork sustainability discussion at Gracie's.
    - Upcoming events include study abroad info sessions, game nights, and NTID events.
  
  - Academics
    - Sessions on maximizing office hours with faculty
    - Weekly tutoring sessions focused on critical courses, specifically in DSP.
    - Academic Success Courses
  
  - Wellness
    - Let's Chat through CAPS for mental health support.
    - Personal finance and safety workshops.
  
  - Spaces & Facilities
    - Spaces like Sol Heumann and Mark Ellingson Hall have been refurbished to serve as informal, comfortable study and meeting spots.
    - Improvements include new carpeting, fresh paint, and enhanced lighting, with some final work ongoing due to supply chain delays.
  
- The initiative will continue in Spring 2025 with similar programming, focusing on student engagement and community building.

## MATH PREPAREDNESS INITIATIVE

- Overview
  - The main goal of this initiative is to address gaps in math preparedness for incoming students by redesigning the Math Placement Exam (MPE) and implementing targeted support programs.
  - The initiative began in June 2023, and the updated MPE was introduced in summer 2024.
  
- New Math Placement Exam
  - The MPE exam has 60 questions across 8 sections (e.g., trigonometry, logarithms).
  - The students are encouraged to take a diagnostic module which is an optional readiness test with section-specific scoring to highlight areas needing improvement.
  - 1595 students attempted the diagnostic module, and around 2,400 took the main MPE.

- Findings & Support
  - The findings showed that there were 26% of students that met the criteria in the trigonometry and 45% in logarithms among students on Math 171 and Math 181 pathways.
  - Individual MPE results are now available to instructors for customized student support.
  - The Math 171 team meets on a regular basis and discusses content delivery strategies and ways to improve personalized attention.
  - The Standardized Early Alerts template has been used to encourage students to meet with their instructor and to inform them of available resources.
  - Additional TAs support optional recitation sessions, and zero-credit critical Trig courses aid students struggling with trigonometry.
  
- Supplemental Programs
  - Tutoring services available in Sol and Bates centers.
    - 2,323 visits recorded as of week 6
  - 342 students enrolled in the critical trigonometry course
  - 26 students enrolled in the critical math skills.
  - Saturday Math Academy which is recently launched by COS and is showing positive initial feedback.
  - Supplemental Instruction (SI) for Math 101 and Math 171 will be implemented in Spring 2025.
  
- Engagement Metrics
  - Justyna Oldziej conducted an engagement survey at the end of week 5 for the students enrolled in the critical trig course.
    - Response rate of 78% (268 out of 342 students)
    - The majority of students have engaged in one or more of the available resources.
  
- Team Acknowledgment:
  - Efforts led by the RIT's ROAR and SOAR team, VIP team, Campus Connect team (includes Academic Affairs, Student Affairs, Residence Life and Dining Services) along with Deana Olles and 20+ RIT community members. There was also participation from high school math teachers who served as consultants.

**Comment:** Acknowledgement was made about the widespread challenges students face with mathematics, particularly following the pandemic, noting that RIT's approach differs from some institutions by focusing on supportive, inclusive methods. This approach aims to foster a positive learning environment, encouraging students to engage collaboratively in programs that help build their skills.

**Q:** I think at least the last I knew New York state wasn't requiring trigonometry and has that changed? And I'm wondering how much that might contribute to the issues we're seeing given that about 45% of our students come from the state.

**A:** There has been some misinformation regarding math readiness requirements for various programs at RIT. It was noted that the enrollment management website clearly outlines the specific math qualifications needed for admission to each program, including pre-calculus requirements. This disclosure was formally introduced last year, ensuring transparency for prospective students. Additionally, it was mentioned that high schools offer students a choice between algebra and statistics, with many students opting for statistics, despite the math and physics sequence at RIT being trigonometry-based. The committee emphasized that RIT maintains clear communication about necessary qualifications, eliminating any concerns of misleading information.

**Q:** What did you understand the math requirements to be when you were a student in high school and did you take trigonometry or did you take statistics?

**A:** (Alex Shuron, SG President) High school students often have to choose between statistics and algebra courses, with some perceiving statistics as the easier option. Students aiming for tech-oriented colleges usually prioritize algebra-based courses due to their alignment with trigonometry and other advanced math topics. There was appreciation for the inclusion of high school math teachers in discussions, particularly in New York State, to help bridge math readiness gaps and better prepare students for college-level math.

**Comment:** The goal is to leverage data from the 2,400 students who took the math placement exam by mapping their performance geographically, starting with New York State, to identify any "hotspots" of need. The intent is to share findings with specific high schools to "close the loop" by offering insights that could aid their teaching practices. Acknowledging disparities in high school resources, this approach aims to foster collaboration and support based on concrete data. Plans are underway to begin this analysis in mid-November, with the aspiration of building a feedback loop with high schools over the coming year.

**Comment:** New York State students often follow a Regents-based curriculum, requiring courses like Algebra I for graduation, unlike other states where students have more flexibility in math course selection. This difference underscores the need for tailored support that considers these varying educational foundations.

**Q:** Are there any members from the Center for Teaching and Learning on any of the teams primarily with math preparedness?

**A:** The Center for Teaching and Learning (CTL) has, for the first time, hired a math fellow to support faculty as part of the math readiness initiative. Recognizing the importance of faculty training to meet raised expectations, Neil Hair and I collaborated to establish this role. Starting in August, the math fellow is engaging with various colleges to understand and address faculty needs, marking CTL's active involvement in supporting both students and faculty in the process.

**Comment:** In the colleges, we're improving the vetting process for hiring instructors, including adjuncts, by reviewing student evaluations and other metrics to make informed decisions about their renewal. Additionally, we refer instructors to the CTL for further professional development when needed to enhance their classroom competencies.

**Enrollment Update** (*presentation files available on the [University Council website](#)*)

Kathleen Davis, VP Enrollment Management and Associate Provost Enrollment Management

**ENROLLMENT STATISTICS**

- Fall enrollment across all locations surpassed 21,000, marking a new milestone.
- Both the global and Henrietta campuses contributed to this increase.

**BUDGET DEVELOPMENT PROCESS**

- The Henrietta campus enrollment numbers versus the RIT operating budget enrollment numbers are different.
- Certain groups, like global campuses, NTID, Project Lead the Way, PhD, and co-op students are excluded in budget calculations.
- Dr. James Watters' team is working on assessing this year's data to project tuition needs for the next cycle.

**REVENUE AND ENROLLMENT TARGETS**

- The primary revenue source at RIT is students.
- There are targets set for first-year, transfer, and graduate students.
- First-year enrollment target for Fall 2024 was 2,850, but the actual was 2,802, a slight decrease of 1.7%, due to the FAFSA challenges.
- The greatest decline was in first-year white male students from New England, especially in GCCIS.
  - November data from the National Clearing House will help track where admitted students chose to attend, offering insights on competitiveness.
- Transfer enrollment saw a slight uptick of 2%, while master's program enrollment decreased by 3.4% due to online program declines.

**TUITION DISCOUNT RATE AND FAFSA FORMS**

- Last year's discount rate slightly decreased.
- Due to FAFSA delays, the institution independently handled financial aid packaging for some early and regular decision students.
- A similar approach will continue this year, anticipating the FAFSA being delayed until December.

**TUITION DISCOUNT RATE AND YIELD CORRELATION**

- Reviewed trends between tuition increases, discount rates, and yield rates.
- Yield rate generally decreases as applications increase and students apply to more schools.
- RIT as a university needs to communicate its unique value to strengthen yield amidst this national challenge.
- For instance, we can integrate the "Roar and Soar" initiative into recruitment materials to convey commitment to student success.

**Comment:** You might mention in that one year where tuition list price tuition went up 11.7%. In academic year 2021, RIT increased list price tuition by 11.7% to align with peer institutions, as its tuition had been significantly lower than comparable schools. This adjustment aimed to position RIT within a set of peer institutions without impacting current students. The increase applied only to incoming students, and financial aid offerings were simultaneously raised to offset the impact, ensuring incoming students did not experience the full percentage increase. This strategic move helped "reset" tuition levels to reflect RIT's peer group while minimizing the financial effect on students.

**Comment:** So we increased our tuition by 11.66 and our discount went up eight percentage points approximately.

**Q:** On the yield rate heard, you explained how we compare to other schools from 21.5 and plus about five percentage points down to 15. Can you explain how you puzzle through that?

**A:** To improve yield rates, the marketing team is working with departments to enhance relationship-based outreach. Campus visits show the highest yield, so encouraging visits and building personal connections are key. During the critical period from March to May 1st, maintaining contact through personalized messages like program videos, texts, or family calls helps reinforce connections and engagement with admitted students.

The yield rates and enrollment numbers for engineering and computing are close to targets, while art and design perform well due to unique programs not widely offered. The biggest challenges are in liberal arts and business, where competition is fierce as many institutions provide similar programs. It's crucial to distinguish the value proposition of these disciplines here at RIT to attract more students. Performance varies across schools, with art and design, and computing showing stronger numbers, while business, liberal arts, and science lag. Efforts are underway to fill the admissions pipeline for the next cycle, focusing on business, liberal arts, and science to increase admissible students and improve yield rates.

It is important to reinforce RIT's value proposition due to increased market competition, changing preferences, and traditional prospective students choosing not to attend, which affect enrollment yield.

#### DISCOUNT RATE AND SOCIOECONOMIC DIVERSITY

- The discount rate is a strategic assessment area, focusing on balancing recruitment of:
  - First-generation, ALANA (African, Latinx, Asian, and Native Americans), and lower-socioeconomic students.
- Higher-socioeconomic students receive only merit-based aid and their enrollment has increased this year from 647 to 850 through targeted recruitment efforts.
- RIT experiences a curve or "barbell effect" due to middle-class erosion, reflecting broader national economic trends and income disparities.
- RIT aims to balance student demographics to ensure revenue stability and an engaged student community.

#### STUDENT SELECTIVITY

- New federal definitions now affect selectivity metrics, noting a shift from counting submitted applications to only those for which decisions are made, impacting the selectivity rate.
- RIT's selectivity rate, based on the traditional method, would have reached its lowest level, underscoring increased competitiveness.
- We celebrate the balance of the maintenance of the discount rate despite slight increases in costs and the preservation of selectivity for the freshman class.

#### HIGH SCHOOL GPA AND ADMISSION STANDARDS

- RIT maintains steady GPA requirements despite potential high school GPA inflation, particularly in the region, supporting consistent selectivity metrics.

#### GOAL FOR INCREASING FEMALE ENROLLMENTS

- Targeted increase in female student enrollment, with 35.5% achieved so far (goal of 38%).



- Anticipated growth through allied health programs (physical therapy, occupational therapy and nursing), which can help surpass current percentages.

#### ALANA STUDENT - ENROLLMENT SUCCESS

- RIT's success with ALANA student recruitment defies national trends where top-tier schools report declines.
- Key factors include timely financial aid information, a welcoming community, and alignment of recruitment efforts with RIT's values.

#### INTERNATIONAL STUDENT RECRUITMENT

- Formation of regional recruitment teams for India and China in late December, focusing on undergrad and grad recruitment tailored to each country's needs.
- Initial progress seen in undergraduate enrollment; full impact expected in upcoming cycles.

**Q:** Do you think the recent uptick in the number of ALANA students is influenced by the SCOTUS decision regarding affirmative action? If so, how can we position ourselves moving forward?

**A:** That's something I'm currently wrestling with. I'm fairly certain the SCOTUS decision played a role, but perhaps in a moderately helpful way. Unlike others that have implemented strict quotas, we have been able to follow some of the guidance from the ruling. I believe the best approach is to communicate to students and their families that we offer a welcoming community. We need to demonstrate how they can see themselves thriving here and facilitate connections.

For instance, I met a young man this summer who is a friend of my foster son and is now at RIT. This student aspires to be a physicist and I introduced him to Dean Andre Hudson. Just this past weekend, I connected him with Clayton. This kind of community building is crucial for student retention. Having a network of people they can reach out to makes a significant difference. It often only takes one key connection to guide a student, and if we can introduce them to three or four individuals, they'll know where to seek help and ask questions. Programs like ROAR and SOAR are structured to support this kind of networking, and we can also leverage our informal relationships to foster these connections.

**Comment:** There's speculation that the SCOTUS decision has affected schools like MIT, which have far more qualified applicants than they can accept. It's possible that these institutions used race and gender as factors to shape their classes in a particular way, and as a result of the SCOTUS ruling, they may now be seeing a decrease in the percentage of ALANA students in their incoming freshman classes. Consequently, some students who might have aimed for MIT may now consider RIT as a viable option, and we would certainly welcome that.

**A:** While we can't definitively attribute this trend to the SCOTUS decision, we can analyze where our ALANA students are choosing to enroll. By tracking this data, we can gain insights into the choices made by students who fall into the ALANA category. We'll also examine the admitted student survey data and National Clearinghouse information to understand their top choices and decision-making processes more deeply. This analysis can be applied to any student population at our institution. Current discussions indicate that many ALANA students are choosing to attend HBCUs or public universities where they feel welcomed. I believe, based on David's assumption, that students feel welcomed here at RIT, placing us just below those elite institutions like MIT in terms of appeal.

**Q:** Can you go back to the slide where you had the money on the x-axis? I was having a hard time understanding it.

**A:** The horizontal axis on this slide represents family income, which has undergone a recent change in terminology. Previously labeled as "Expected Family Contribution" (EFC) by the federal government, it is now referred to as the "Student Aid Index" (SAI). We have worked to integrate these definitions to allow for year-over-year comparisons while maintaining the necessary increments.

It's important to note that the values on this axis reflect the dollar amounts calculated by the federal guidelines, which may not align with individual perceptions of family contribution.

On the vertical axis, we have the number of students, which allows us to see how family income levels correlate with student enrollment.

Additionally, the percentage bar displayed represents the discount rate for that specific population. This discount rate indicates the financial aid provided to students based on their income level and enrollment status.

**Comment:** It's crucial to understand the discount rates associated with our student populations, as they reflect the financial support provided to students based on their families' ability to pay. For students coming from families that could theoretically afford the full tuition, the average discount rate is around 40%. This significant discount stems from merit aid awarded to high-achieving students. Now, moving to the left side of the chart, we observe students receiving an average discount rate of around 80%. This represents a substantial reduction in their tuition costs. These students benefit from both need-based and merit-based awards, which collectively contribute to the larger discount. Our goal has been to increase the number of students on the right side of the chart, where the discount rate is lower. This shift would allow us to allocate more resources to support those students on the left who require higher discounts. This year, we have seen a significant move in that direction, which is a very positive development for our funding strategy and overall student support.

### **RIT Libraries Update** (*presentation files available on the [University Council website](#)*)

Emily Sherwood, University Librarian

#### BACKGROUND AND APPROACH

- Emily Sherwood is the new university librarian who brings experience in digital scholarship, augmented/virtual reality, and technology integration for teaching and research.
- Previously built Studio X at the University of Rochester, an AR/VR hub to lower barriers to entry for student and faculty research.

#### RETHINKING RIT'S LIBRARY AS A RESEARCH LIBRARY

- The library should be agile and align uniquely with RIT's needs rather than adhering to traditional research library models.
- Emphasis on interdisciplinary collaboration and meeting the needs of RIT's diverse and evolving community.

#### KEY VALUES AND STAKEHOLDERS

- Strategic planning includes focusing on library values like accessibility, collaboration, diversity, community engagement, care and sustainability.
- Center diversity in all aspects: collections, staff development, services, and community connections.

#### ACCESSIBILITY

- Expand access to both physical and digital materials to support RIT's community, especially for global campuses and graduate students.
- Rising digital resource costs challenge budgets; access to journals and databases is critical for faculty retention and student support.
- Pursue open-access initiatives and support for open educational resources (OER) to reduce student costs.

#### COLLABORATION AND ENGAGEMENT

- Increase library collaboration with other departments to address shared challenges and align with institutional growth.
- Expand services for graduate students: workshops on data organization, publishing, and data management.
- Advocate for unified support for faculty and students navigating data management and compliance with funding requirements.
- Build external consortiums, such as the recent interlibrary loan partnership with Yale, which improved resource access and cost-sharing.

#### CARE AND SUSTAINABILITY

- Strategic partnerships and consortiums help manage rising costs of digital collections.
- Shift from reactive to proactive planning; emphasize staff growth and skills alignment with institutional goals.
- Introduction of workshops on data organization or description.
- Sunsetting services and resources that no longer meet the needs of our community through data-driven decisions.

#### FUTURE GOALS

- Create a welcoming, inclusive environment where all students, faculty, and staff are engaged and supported.
- Foster creativity, agility, and collaboration within the library to anticipate and meet emerging needs.
- Make data-driven decisions, assess service effectiveness, and ensure transparency in direction and choices.

**Q:** Just wondering about your marketing and outreach plan. Libraries can offer so much more than what people might think of as the traditional role of a library. Is there anything you can share about how you're connecting with new students across the whole RIT?

**A:** I think our approach needs to be multi-faceted. We're looking for ways to increase our social media presence and meet students where they are and where they're receiving information, which is crucial. Oftentimes, our students are better at reaching other students than we are ourselves; they don't necessarily want to hear from us. We also need to think about being where they already are. For example, with the recent remodel of Wallace, we now have new classrooms, and students are coming through the doors more frequently. But how can we ensure that if students come to Wallace for a class, we're connecting with them and letting them know about other resources we offer beyond classroom space? That's an ongoing conversation we're still working on.

I'm also interested in reaching students earlier in their time here. For instance, we had wayfinding sessions in the first few days of the semester, with tables set up on the first and third floors of Wallace to help people navigate the building. We reached over 800 students just by doing this. Going forward, we could consider partnering with first-year programs to bring students into the library, whether as part of their coursework or through events and programming. I don't have a full plan yet, but I'm thinking about how we can connect with students more effectively, early and often.

**Q:** Are you thinking about anything related to student success in order to engage the freshmen or undergraduate students in some components of AR/VR based capabilities that can help them succeed in their classes?

**A :** That's part of my background—thinking about AR, VR, and their applications across various disciplines. I haven't yet discussed these possibilities with our research librarians, but we've seen a few applications in collaboration with faculty, such as creating AR and VR experiences with some of our collections. It would be interesting to explore more in this space. For instance, we currently create traditional informational videos about our resources, databases, and collections, which we plan to share on social media to highlight what's available. However, newer emerging technologies might offer even more impactful ways for students to engage with our resources.

One example from my previous institution involved using AR and VR for both the Career Center and the Writing, Speaking, and Argument Program, helping students practice job talks and presentation skills. Some AR/VR platforms even provide feedback on presentation skills—like gauging whether I'm connecting with my audience effectively—which would allow students to prepare before live interactions. Many of these platforms are incorporating AI to offer real-time feedback, which is fascinating. It would be exciting to explore how similar tools might benefit students here in a library setting.

**Q:** With the resources available, the library could play a key role in teaching prompt engineering for AI tools to students, faculty, and staff. This would be valuable, as it's not something each college has the time to cover individually, right?

**A:** AI literacy is a key focus in one of the concept papers the library submitted, exploring how the library can take a more active role in this area. Providing information and access to it has always been a core strength of the library, though the format of that information continues to evolve. While traditional print materials remain essential in some fields, other areas increasingly rely on databases, data literacy, or digital literacy skills. Now, with the shift toward AI literacy, the library needs to expand its role to support this emerging area as well.

**Q:** When the newly completely overhauled renovated library opened, there was some concern that books would walk away because we no longer have the security gate, and we have these open passageways at the SHED. What's been the experience of the library? Can you tell us whether we're losing more books than we used to?

**A:** Yes, I don't have the exact number, but I believe it's around 98. Please don't quote me on that—I can double-check and confirm. In our analysis of the overall collection, year-to-year fluctuations like this seem well within a reasonable range. Although there are concerns, especially regarding books that are irreplaceable, like some rare items supporting the College of Art and Design, our initial assessment suggests that this is within expected limits. Some of these books may simply be shelved incorrectly, so it doesn't necessarily mean they're unaccounted for.

**Q:** Another concern is the rising cost of journal subscriptions, which has escalated significantly over the years. Companies like Elsevier have, at times, set prices based on what they believe the market will bear, regardless of fairness. Some universities, like UC Berkeley, have pushed back strongly, even going to battle with major publishers. Is there anything we can learn from their approach, or perhaps a way to join a cooperative with other universities to increase our leverage and reduce subscription costs?

**A:** As I mentioned, our consortium agreements with programs like NERL are one way we negotiate contracts at lower rates. In these agreements, a consortium of colleges comes together to handle negotiations, which helps us secure many of our contracts through these collaborations. However, the landscape is challenging. We've started exploring the unbundling of some services as a potential solution. Traditionally, we save on larger journals and databases by bundling them together through companies like Elsevier, but this can result in acquiring resources we don't need alongside those we do.

For example, MIT recently published an article on their efforts in unbundling. This approach involves analyzing usage data to identify which resources are actively utilized and which are not. By unbundling from larger groups, we can consider purchasing resources individually. However, this isn't straightforward; we often lose access to beneficial resources, and it can be difficult to interpret usage data accurately to inform our decisions.

In some cases, we have already begun unbundling. For instance, we've identified instances where we only use a couple of journals from a larger bundle. In such cases, we've decided to stop the contract for the full bundle and purchase those journals individually. While this approach can save costs, it also increases staff workload, as we must manage access to multiple databases and journals instead of just one. Additionally, working with procurement to negotiate individual contracts and access can be more time-consuming than managing a single bundled contract. Nevertheless, we have initiated this unbundling process in smaller instances, and I believe we need to seriously consider applying this strategy to larger collections moving forward.

### **New Business**

None

Meeting adjourned at 4:42 PM

Attendance – see next page

**Attendance 10/23/2024**

Name	Relationship to UC	Attended	Name	Relationship to UC	Attended
Amburgey, Daniel	Member-SG	X	Jokl, Todd (sub - Chris Jackson)	Member-Dean	X
Beck, Makini	Member-FS		Kane, Emma	Member-SG	X
Brault, David	Member-SC	X	Kharbanda, Vishu	Member - SG	X
Braun, Karen	Member SC Alternate		Kilroy, Alex	Member-SG Alternate	
Buch, Neeraj	Non-Voting Member	X	Kulee, Fio	Member-SG	
Buckley, Gerard	Member-Dean	X	Lanzafame, Joseph	Member-FS	X
Castleberry, Phil	Non-Voting Member		Lapizco-Encinas, Blanca (sub - Ivan Puchades)	Member-FS	X
Cirillo, Andrew	Member-SC	X	Laver, Michael	Member-FS	X
Chau, Lily	Member-SG Alternate		Loffredo, Joe	Non-Voting Member	
Chung, Sorim	Member-FS	X	Lupinetti, Nicole	Member-SC	X
Connolly, Sarah	Member-SC	X	McQuiller Williams, LaVerne	Non-Voting Member	X
David, Prabu	Member & EC	X	Mozrall, Jacqueline	Member-Dean	
Davis, Kathleen	Non-Voting Member	X	Munson, David	Non-Voting Member & EC	X
Davis, Stacey	Member-FS	X	Murray, Caroline	Member SC - Alternate	
Deese, Frank	Member – FS	X	Nasr, Nabil	Member-Dean	
Diss, Matthew	Member-SG		Newman, Atia	Member & EC	Excused
Edwards, Doreen	Member-Dean	X	Norris-Martin, Kelly (sub - Kirsten Condry)	Member-Dean	X
Fadipe, Tobi	Member-SG	X	Peterson, Dustin	Member - SC Alternate	
Finnerty, Bob	Non-Voting Member	Excused	Pinkham, Jo Ellen	Non-Voting Member	
Gagliardo, Charlie	Member-SG		Pries, Sophia	Member-SG	X
Guerrier, Guerline	Member-SG	X	Raffaella, Ryne	Non-Voting Member	
Hacke, Damian	Member-SG		Ramkumar, S. Manian	Member-Dean	X
Hall, James	Member-Dean		Redman, Emily	Member-SC & EC	X
Herman, Vanessa	Non-Voting Member		Scott, Doug	Member-SG	
Hibbard, Mike	Member-SG Alternate		Shuron, Alex	Member - SG & EC	X
Hisert, Ross	Member-SC	X	Slusarski, Diane	Non-Voting Member	X
Hogan, Georgeanne	Member-SC		Smith, Evan	Member - SC	X
Hudson, André	Member-Dean	X	Smithgall, John	Member-SC	X
Huenerfauth, Matt	Member-Dean & EC	X	Thomas, Bolaji	Member-FS	
Jenkins, Keith	Non-Voting Member	X	Trierweiler, John	Non-Voting Member	
Johnson, Dan	Member-FS	X	Vogler, Gene	Member-SC	X
Johnson, Sandra	Non-Voting Member		Wang, Yong Tai	Member-Dean	
Johnson, Scott	Member-FS	X	Watters, Jim	Non-Voting Member	
Johnston, Joe	Non-Voting Member	X	Zehr, Jeremy	Member-SC	X

**Key: EC=Executive Committee; FS=Faculty Senate; SC=Staff Council; SG=Student Government**

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Student Assistant: Shreya Shivanand Pandey