Meeting Minutes: November 30, 2022

The meeting was called to order at 3:03pm

Approve Minutes of September 21, 2022 Meeting:

Minutes approved 35-0-0

President’s Report (given by Dr. E. Granberg in President D. Munson’s absence):

- Please see Campus Master Draft Plan, we need your comments and feedback by December 23rd
- Board of Trustee Meeting
  - Presentation from Taiwan, in the health sciences degree
  - Retreat in March 2023 will include discussion on how we should expand the health science degrees
  - New committee structure within the Board
    - The Board has reduced the number of committees and also made functional combinations like marketing and Enrollment Management
    - New committee focused on undergraduate experience
    - New committee on the graduate experience, graduate research and faculty excellence
    - Board members are interested in focusing on the long term and this committee structure will help them to do that
- Approval of two new members (Chip Davis and Britta MacIntosh) and farewell to a couple of members (Essie Calhoun McDavid and Judy von Bucher)
- The board members were able to have dinner at Gracie’s on Thursday night along with university executives and students for an interesting discussion.

Student Health & Wellness Update (presentation files available on the University Council website)

David Reetz, Director Counseling & Psychological Services (CaPS), Student Affairs

MENTAL HEALTH

- Student health/wellbeing is a compilation of academic performance, mental health, physical health, health education, access to resources and physical engagement
- National College Health Association assessment is administered every three years (thinking of shifting to every two years in the future) - we use this tool to get a pulse on the general student body.
- Last administration was in Fall 2021, over 2000 students participated, which is a significant number and an impressive response (typically for institutions our size we expect 800 responses).
- Based on the data – anxiety and depression are the most significant mental health concerns. This is common across all universities and we have been seeing this trend for several decades.
- We also see serious psychological distress in 25% of the respondents and moderate distress in 51% of respondents.
- Main areas of struggle include stress, anxiety, depression and ADD/ADHD
  - We see this affecting the student's ability to perform in the classroom.
● We asked about student engagement and loneliness, and approximately 52 % reported some degree of loneliness.

● About 1/3 of respondents reported higher risk of suicide (slightly above the national average of 26%)

● We looked at the areas of challenges for students, 77% report procrastination is the main problem for them.
  ● Within that 77%, two thirds (52%) said that it is such a problem that it impacts their academic performance.
  ● We aim to help students manage this particular phenomenon; there is an interesting relationship between academic performance and distress.

● Other challenges include student finances, career, intimate relationships and family.

● What do students think about RIT’s support and creating an environment for resources?
  ● Overall positive - 70% recognize RIT does care about these issues.

● Concerning mental health, the most significant areas of concern are social anxiety, academic distress, general anxiety and depression.

● From July 1 – October 31, 865 students have sought treatment with the counseling center mental health services with 265 of those as urgent care appointments. The urgent appointments are slowing increasing.
  ● Student feedback, 96% of treated students have clear therapy goals and 96% agree they are making progress on their goals.
  ● We work with students for a short period but try to have actionable and meaningful goals.

● Every time a student comes for an appointment, they complete a 34 item symptom checklist which we use to track and monitor the student over time and to see progress that has been made.

● If we look at the correlation between the month and mental health, we see academic stress gradually increase and then spike in October and then come down in December. We are seeing a trend that repeats itself each semester between academic performance and stress and we see the scores in these months correlating to the stress factor.

● Student’s health and mental distress is intimately tied to their academic process, shaping how they think, feel and interact. It is very important to keep mental health and wellness in mind.

● Looking at the 4-year average, there is not much difference in what students are reporting in terms of distress pre-pandemic versus post.

INTEGRATED HEALTH SERVICES (IHS)

● Looking toward creating a more integrated health systems model for students that have a higher need of support for health, mental health and resources. Counseling, medical and case management have been brought together to create this integrative service, it is a collaboration where we share records and can discuss more complex cases.
  ● So far, 309 students have taken part in this new system.

● We have a depression and anxiety screening to track student symptoms sooner and catch them early so we can connect with those who don't necessarily intend to come to the office.

● The case management department works with students on many things including off-campus referrals for mental and physical health needs, financial insecurity, housing insecurity and food insecurity.
  ● They have worked with over 773 students (July-October) with over 1000 encounters.
• 1800 students, 9000 visits, in our recreational program

RECREATION

• There have been over 1800 student participants with over 8000 visits within the Student Recreation Program.
• It is a great way for students to engage in healthy behaviors and connect with other students.
• Wellness education is integrated into the student's education which impacts their daily life. All students are required to have two wellness courses.
  • Currently 217 wellness courses being offered with 5700 students enrolled.
  • 85% of students enrolled said they took away something from those classes

HEALTH PROMOTION

• Health promotion focuses on 6 key areas: stress management, alcohol/cannabis use, sexual health, social connection, mental wellness, and sleep hygiene.
  • This is a broader campus wide effort to get health related messages out to students.
  • There is a wellness peer education program as well as peer-to-peer programming developed by students and delivered to students.
    ■ There have been 72 programs so far, reaching 942 participants.
• Student Wellness Ambassador Team (formerly the COVID crew)
  • helping deliver simple, key messages to students, working on 62 programs and have reached 1800 students through their messaging.

FUTURE DIRECTION

• We recently secured the Patrick P. Lee Foundation grant to be used to bring Mental Health First Aid (MHFA) to campus in a comprehensive way.
  • Like CPR, MHFA trains individuals to assist someone experiencing a mental health crisis.
  • We want to send a small team to a national training in the Fall 2023 (four days long) where they will become certified trainers and the and bring their trainers to deliver training here.
  • The goal is to give everyone the tools to be able to recognize the early signs of distress and effectively intervene.

Q: How do you create a safe space for students of color who may not feel comfortable speaking to professionals who don’t look like them?
A (David): We've done an impressive job diversifying the staff since 2015 when I started, so that we have staff from a wide range of racial and ethnic backgrounds. We are continually expanding and pushing for diversity in our staff.

Q: In the survey, is that just undergraduate or undergraduate and graduate?
A: That is only undergraduate.

Q: You mentioned in the research this was four years of research compiled, is this all of the students or are these only the students who have come to be screened?
A: We don’t screen all students. They have to come through a certain department, so the health center is screening for infection, and anxiety. We have partnered with Athletics and they have been administering the mental health screenings to student athletes, and CaPS is providing the standardized questions when the students come in to be seen.

Q: Is there a population of students who may not be getting help? Is there any way to catch that and be able to ask for help when they need it?
A: There is a population of students that we don’t see. A question for all of us to think about is how can we work together, as a collective community to create impactful messages that really, effectively encourage students to ask for help when they need it? It’s tough. There is a group of students that are hard to reach. And, you know, that’s what we start to see at this time of year in the last couple of weeks. We see students who have been putting off all sorts of things and now the crisis is starting to hit them; a lot of it is academic driven.

Q: Do we have the resources to get students to fill out a health history form every year as they are matriculating or returning? But do we have the capability and the infrastructure then to respond to everything that we hear that we would like to respond to?
A (S. Johnson): I think the important thing is that the student completes an assessment questionnaire and then they see a provider. So they’re coming there because they have identified a need. To just send out a survey without that interaction isn’t really helpful. The other thing is, there is a portion of our population that retains their relationship with their home providers. And then there are those students that we do refer out to specialty care. So that type of assessment is happening. And I think when we think about our student population, really the message is about when you feel like you need some help, come in early. A lot of the work with the Health Promotion is about that early intervention and prevention. Because if you imagine, we want to spend most of our time there and the least amount of time in crisis.

Q: Is the scale 1 to 5 for each of these?
A: Zero to four.

Q: How many students are seen per year?

Comment: It seems like 76% of students having moderate serious psychological distress is a lot. I think it's really hard for students to just take that first initial step, so it is important to make the effort to reach them. It may be good to also to create an entrance and exit survey and examine the data as to how RIT has impacted the student’s mental health journey.

Faculty and Staff Health and Wellness Update (presentation files available on the University Council website)
Judy DeCourcey, Director of Benefits and Wellness, HR, Susan Figaro Grace, Health Fitness Specialist, HR
- Over the years there have been fluctuations in the mental health claims (medical, prescription drug, disability and utilization of employee assistance programs), which has mirrored what has happened on the student side.
- Due to the pandemic, we have seen a higher-up tick from the perspective of those who need care are getting it. But there are people who are not getting the care they need because they do not know where to go.
We want to make sure you are aware of the resources that are available for employees and their families.

Two important terms - Wellness which is deciding to make decisions that affect your diet and health and well-being, and well-being is how you are feeling.

**WELLNESS DIMENSIONS**

- Six wellness dimensions - environmental, social, occupational, physical, emotional and financial. The focus today is on the last three dimensions.

- **Physical Wellness Dimension**
  - Focuses on improving quality of life by maintaining a healthy body
  - Promotes the importance of having a relationship with a primary care physician. RIT health plan offers preventative visits, vaccines and most screenings.
  - Telemedicine (MDLIVE) is an easy way to get care and is helpful for non-urgent medical conditions. Currently the copay is $0 right now due to the pandemic and can regularly be as low as $10.
  - RIT Dental coverage includes two cleanings and oral exams covered in full each calendar year.
  - Employees are encouraged to take advantage of healthcare resources

- **Better Me Resources**
  - Group exercise classes
  - Personal training, initial consulting is free
  - Nutrition counseling - medical nutritional therapy to discuss personal goals in nutrition and we look at fitness goals as well. Looking at who you are, what you do, connections outside RIT, how is your sleep
  - Free access to work out facilities (two gyms available on campus)
  - Virtual wellness workshops

- **Emotional Wellness Dimension**
  - Defined as improving happiness through awareness and acceptance of one’s feelings, recognizing limitations and coping effectively with life’s challenges.
  - Anxiety and depression are the number one challenges.
  - We have made significant investment in services to help support employees such as the Employee Assistance Program (EAP).
  - We want to take an approach that reduces the stigma associated with using EAP services
  - Weekly E-newsletter on Thursday afternoons that provides information on BetterMe services and resources.
  - Free confidential coaching sessions - 6 free sessions
  - Pre-recorded webinars on the website along with fact sheets and videos
  - Telemedicine - you can set up recurring appointments with the same provider at a zero to $10 copay.
    - This is a good resource for employees who can’t get in to see a mental health therapist and for situations where clinicians don’t accept insurance.
  - RIT Talent Development offers a THRIVE program – 12 part series, each session is standalone. The goal of Thrive is to provide a space and time for well-being and to offer
practical strategies and evidence based tools to support well-being and offer community support and conversation around certain topics.

- Topics include strategies for how to prioritize self-care, what's right with you, and the benefits of positive emotion. You can register through the BetterMe newsletter.
- RIT started this program in January of 2020 and has offered in person sessions and is looking to offer more EAP workshops.
- Other EAP workshops focus on topics that employees have expressed interest in that address some of the wellness dimensions and national health observances.
- There are also workshops about manager/supervisor self-care and training.
- There are plans to offer more yoga, Pilates and Tai Chi classes in restorative spaces or outside.
- Employees are encouraged to get out and explore the restorative spaces on campus (Tojo Memorial Garden, nature trails, etc.)

- Financial Wellness Dimension
  - Finances are huge stressors for people so this is a really important dimension.
  - EAP offers phone and online resources for help with topics such as debt or credit card/loan issues.
  - RIT Retirement Savings Plan Recordkeepers – Fidelity and TIAA
    - The websites offer many tools concerning saving for retirement and ways to pay current bills.
  - Investment Advice and Financial Coaching with CAPTRUST
    - Introduced earlier this year - offers investment advice, and retirement saving plans with trained counselors.
    - The meetings are confidential and they may help with making a decision on financial priorities (ex. paying off debt) and goals (saving for retirement or a fund to invest in).
    - Other financial priorities include budgeting, debt issues, credit issues, saving for child’s education, preparing for retirement
    - Details are on the HR website – www.rit.edu/benefits
  - RIT has a vast array of resources, any questions contact the Better Me team at betterme@rit.edu

Q: As mentioned in the previous student wellness presentation about the mental health CPR, can some of those resources also benefit staff in the future?
A: That is a really good suggestion, this the first that I have heard of it. We would have to see what the longer terms plans are on that. It may depend on the grant.

Q: How do we get chair yoga in our department?
A: Send an email to the BetterMe team.

Q: Do you have data or numbers about how many employees and families are utilizing these resources? Is it significant?
A: Yes, we get some data from the EAP concerning the number of calls, websites hits and if the caller was an employee or family member. The numbers are higher than they were years ago because we have done a better job of getting the word out and helping people understand what the resources are. There is an also uptick due to the pandemic.
Q: What are the major stressors for employees?
A: Job, family and finances. It's because we're all dealing with different kinds of things. Some people deal with stress with their kids, sometimes it's their parents. And some people are dealing with both at the same time. Finances are also an issue for people. So that's why we keep trying to come up with the resources to tackle the different kinds of needs that we see.

Comment: It would be beneficial to get an idea of the stress factors affecting faculty versus staff.
A: We do not have data that splits faculty and staff. Sometimes we can look at data by employee, spouse/partner or child depending on the topic. Sometimes people do not disclose anything which fine.

Enrollment Update (presentation files available on the University Council website)
Ian Mortimer, Vice President, Enrollment Management

FIRST YEAR AND TRANSFER STUDENT ENROLLMENT TREND

- Fall 2022 - from a 1st-year student perspective, we have been doing well, but, on the transfer side, not as well.
- Traditionally, RIT has seen a major budget input from a pipeline of students from MCC, FLCC and other 4 year schools. However, there has been a reduction in that pipeline and the transfer pool is getting less and less.
- Looking at transfer numbers in the last six years, we are down about 200 students (50%) which brings the question of the future of the transfer enrollment market in this region as well as nationally?
  - To give an idea of the current state of local community college, there are currently 5800 full-time students enrolled at MCC, previously that number has been 20,000 to 25,000.
  - RIT is a beneficiary of the community college pipeline and at this time we don’t know a lot about the cycle for fall 2023.

YEAR-TO-DATE APPLICATIONS

- RIT Fall 2022 vs. Fall 2023 YTD applications are up 17.2% with some colleges having higher numbers than others.
- It is too early to say that we have a big applicant pool with the date of our deadlines still a month and a half away. We have enough applications to meet the university’s first year goal (currently between 3050-3150).
- We rely heavily on early decision to help plan for the rest of the regular pool and it also allows for shaping classes strategically (gender diversity, academic distribution, etc.).
  - RIT is up on early decision applicant numbers (2.7%) while many of our peer institutions are not.
- We are seeing a slip (-3.7%) in transfer numbers year-to-date.
- Enrollment in collaboration with Student Affairs, Academic Affairs and other areas is trying to build value for students within the classroom, but also in opportunities that can exist outside of the classroom.
  - In economic downturns, co-ops increase in value. We are developing marketing and communication assets that ensure students are aware of co-op opportunities (required and optional). That is an important distinct differentiator for our institute.
• RIT is ramping up the Performing Arts Scholars Program in the College of Art and Design.
  • We are building the framework for a program called the American Crafts Experience (ACE).
  • Students will get the therapeutic benefits of engaging in the arts from an extracurricular perspective (ex. glassblowing ceramics, furniture design, jewelry design, etc.)
• There is a unique opportunity within the College of Health Science and Technology for students to complete the Fitness Specialist Certificate (9 credits). Upon completion they can sit for the professional training certification exam.
• Other potential ideas for the future - developing a program connecting the different ways that environmental science and studies and sustainability come together.
  • Potentially Saunders College of Business may be able to add study abroad as a requirement for the Global Business Management Program.
• This is the first fall, coming out of the pandemic with a large scale open house on campus. We had approx. 150 students less than Fall 2019, which was a high watermark.
• There will be a transition in the leadership of this position (VP, Enrollment Management), Colleen Peterson will be taking over the role moving forward.

Q: Is there a reason why no NTID data is shared?
A: We don't do a lot of shared presentations on NTID data. That may be something Colleen can do more of going forward. I do know that to date, NTID admissions are pretty comparable to what they were last year. And last year was good in terms of NTID headcount.

Q: There is supposedly a “high school cliff” population for 2025-2028 high school graduates. Are we starting to see this at RIT?
A: About four or five years ago, there was a demographer who was also an economist, who wrote a book around “the cliff”. It got branded as the doomsday of higher education and became a very good excuse for a lot of schools to under-enroll. Concerning the data that the report is built on, there is some debate in terms of how big this cliff is. There is a demographic decline that is very real but we do have an institute that is very relevant to the nature of the workforce, so that presents some powerful offsets. I am more concerned with the micro-economic situation where some students are thinking about alternatives to college. That is probably more of a real threat than the demographic macroeconomic situation.

Q: Do you have any data for female-identifying students enrolling in STEM programs?
A: The applicant pool to date is somewhat higher. Where we don’t perform as well is when it comes to making final decisions. Could money help to solve this issue? That may lead to some equity questions concerning how that is accomplished. Looking at WPI and RPI, one of the reasons they have more females in their stem programs is due to an economic stimulus. If that is a place, that RIT would like to go, it will be a bold change. Also, programs like the American Crafts Experience, the performing arts and other extracurricular programs could be big drivers of helping to diversity our community.

Q: Can you share any data of why students leave RIT?
A: We are in a three phase research project focusing on the 470 students that started in fall 2021 but did not return in fall 2022. We are holding recorded qualitative interviews with a qualitative researcher who is reviewing this interviews and looking for themes. Reasons for leaving have included wellness, satisfaction and joy. RIT is a very rigorous school, there is a balancing act between the rigor and stress. There does not seem to be a lot of dissatisfaction with academics, it was more about the dissatisfaction of where their lives were at the point that they decided to leave. The second phase of this project is
starting next week and there will also be a third phase. This information will be shared with the executive team and the student success steering committee.

Q: Do we have anything opportunities that specifically targets international students?
A: Generally study abroad, but nothing specifically at this time.

Q: Can something that can create value for international students?
A: A value on the graduate student side is earning a U.S. degree and potentially entering the U.S. workforce. On the undergraduate side, we only have a 4% international population. Compared to a lot of STEM institutions we’ve never really had the increase from countries like China. Paul Keller is the first director of international enrollment at RIT and he is working on determining the areas of the world that will appreciate RIT more (outside of India).

DEI Update (presentation files available on the University Council website)
Keith Jenkins, VP & Assoc. Provost for Diversity & Inclusion, David Wick, Asst. Vice President for Research and Assessment, Diversity & Inclusion
● This is a presentation of the highlights from the diversity and equity climate survey that was administered in spring 2022.

DIVERSITY AND EQUITY CAMPUS CLIMATE SURVEY

● In 2021, the RIT action plan was released to the community. One of the items in that plan was this survey.
● It was administered by the Higher Education Data Sharing (HEDS) Consortium in both ASL and English. It provided a snapshot of campus diversity across a variety of identity groups and included four dimensions/indicators: campus climate, institutional support, negative remarks and discrimination or harassment.
  ● The survey asked about interactions with different groups as well as comfort interacting with different groups.
  ● HEDS provided benchmark data for both two-year and four-year public and private institutions between 2018-2022. It is important to note the COVID years and that its impact is not easily measured. However, you can see the impact of COVID in some of the response rates.
  ● RIT’s primary comparison groups are private four-year institutions, there were 104 respondents in the benchmark data.
  ● The response rates for students was much lower than faculty and staff across the board. In the 2020 COVID year, there were 40 institutions that took part in the survey. The response rates dropped significantly that year, especially in undergraduate students.
  ● There were some peer institutions identified like Leigh, Northeastern, and Drexel.
  ● RIT collected nearly 2600 responses across students, faculty and staff and over one-third of the responses were from students.
  ● The percentage breakdown of students was fairly evenly distributed across first, second, third, fourth and fifth years.
  ● Faculty respondent percentages (by rank) were within a few percentage points of RIT’s actual representation.
  ● Two-thirds of exempt staff respondents and one-third were non-exempt. Exempt staff was slightly over-represented.
CAMPUS DIVERSITY

- Concerning race and ethnicity categories, RIT’s percentages are very similar to other four year private institutions.
- The comparative representation for white, ALANA and international respondents was fairly accurate for undergraduate students but not so much for graduate students. There were only about 100 to 130 graduate students that responded to the survey.
- The percentages for faculty and staff aligned nicely.
- In campus diversity across identity groups, RIT students are four times as likely to identify as Non-binary and/or Transgender as 4-Yr institutions and more than twice as likely to identify as LGBQ+.
- More RIT undergraduates identified as liberal compared to peer institutes (64% vs. 39%).
- 44% undergraduate students are most likely to identify as atheist or agnostic and 44% faculty and 56% staff are most likely to identify as Christian.
- Nearly 80% of faculty have parents who earned their graduate or professional degrees compared with only about half that for undergraduates.
- RIT respondents were nearly twice as likely to report a long term disability status compared to peer institutions.
- 9% of RIT respondents reported a status of deaf/hard of hearing. There was no comparative data available.

CLIMATE FOR DIVERSITY AND EQUITY – SATISFACTION

- ALANA are less satisfied than White respondents and nearly twice as likely to be dissatisfied with the overall climate. This observation holds separately for students, faculty, and staff.
  - The lowest levels of satisfaction come from African American or black students, faculty and staff.
- The Simpson Scarborough DEI Report from March 2022 found that Hispanic and black students are about three times more likely than white students to describe the climate as generally bad and that black faculty is the least likely to describe the racial climate is generally good.

CLIMATE – SENSE OF BELONGING

- A sense of belonging is an important part of climate.
- Personal experience seemed to be more positive than perceived experience. This is true for both ALANA and white respondents.
- However, personal experience for ALANA who are dissatisfied is still significantly greater than that of White. This observation holds separately for students, faculty, and staff.
- The National College Health Assessment (Fall 2021) and the SA Student Experience Survey (Fall 2021) found results between 90% and 94% of students at RIT who feel that they do belong.
- We do know there is a strong correlation between sense of belonging and well-being/mental health.
- The Simpson Scarborough DEI Report found that 70% of Black/Hispanic and 77% of White students “agree that RIT is a place where they feel a sense of belonging.” 21%, 17% disagreed, respectively. 36% of Black Faculty/Staff disagreed.
NEGATIVE REMARKS

- ALANA respondents are nearly twice as likely as White respondents to have heard negative remarks. This observation holds separately for students, faculty, and staff.
- Across all identity groups, a greater proportion of respondents from marginalized identity groups experience negative remarks and discrimination/harassment.
- The Scarborough survey also found that Hispanic and black students are about three times more likely than white students to describe the climate as generally bad.
- Black faculty is the least likely to describe the racial climate as generally good.
- A sense of belonging is an important component of climate.

INDICATOR SUMMARY

- Four indicators gauge how respondents with different identities experience RIT on a scale of 1 to 5.
- Respondents were asked about campus climate and institutional support for diversity and equity (positive indicators) as well as, insensitive or disparaging remarks and discrimination or harassment (negative indicators).
- Both positive indicators were lower for ALANA respondents versus White respondents.
- Both negative indicators were more negative for ALANA respondents versus White respondents.

INTERACTIONS WITH DIFFERENT GROUPS

- The respondents were asked how often they interacted with various groups in the last year.
- RIT respondents reported more frequent interactions than 4-yr private institutions across all but two identity groups.
- Faculty tend to have the highest percentage of respondents with the most frequent interactions across all but one of the identity groups.

COMFORT INTERACTING WITH DIFFERENT GROUPS

- RIT had somewhat lower percentages of respondents who indicated high comfort levels than 4-yr private institutions across all but two identity groups.
- There is a high level of interactions but low comfort levels in these interactions.
- Faculty tend to have the highest percentage of respondents who indicate they are “very comfortable” interacting with different identity groups.
- A greater percentage of faculty had higher levels of interaction and higher comfort levels.
- Students mostly had higher levels of interaction but lower comfort levels.
- Staff were a mix of low interaction/high comfort level and low interaction/low comfort levels.

NEXT STEPS

- The student responses on this survey were well aligned with responses on the companion surveys.
- The faculty/staff responses on this survey were also well aligned with the companion survey.
- David will study other RIT populations in the future.
- There is a qualitative aspect of this survey and the data from that aspect will be presented in the spring.

Q: The students seemed to have the lowest comfort levels during interactions. What is the plan to increase that?
A: The students have many opportunities to partake in sessions (diversity education, RIT 365 classes, student clubs, etc.). We will continue to endeavor to impact as many students as possible.

Comment: This year, DEI, Student Affairs, and NTID are working collaboratively to bring programs that touch across many identities. This is important for students to have because it is about participating and finding yourself and your identity in these programs.

Q: Do you have overlay of different types of intersectional groups, for example, if it's just African American students, or is it African American that identify as LGBTQ?
A: One thing that stood out was that nearly 70% of non-binary and transgender respondents experienced negative remarks about gender identity. The percentage was 35% for female cisgender women and approx. 22% for cisgender males. When you look across all of these identities, any marginalized group is experiencing great discrimination and harassment.

Comment: We talked about opportunities and these collaborations across divisions and in the classroom. When you talk about the pedagogy, and the way we approach things in the classes that may become extremely important. So keep those things in mind.

Q: At what point does this data become actionable from a facility standpoint or long term planning (restrooms, locker rooms)?
A: There are already things happening. When the SHED opens, it will be our first gender-neutral multi-user restroom. We recently created more divided space in the locker rooms in the Student Life Center. We are looking at what we have and also looking at what renovations need to take place. We also have work being done around accessibility. We want to represent the campus authentically. What images are we using on our website? These are some of the questions that we need to think about.

Comment: Concerning policy, we need to look at wording and guidance that can help employees and managers speak more professionally.

New Business
Local activist Sean Dudley will be giving a presentation in the Wegmans Center at 5:30pm tonight with a reception to follow.

Meeting adjourned at 4:57pm

Attendance – see next page
## Attendance November, 30, 2022

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

Interpreters: Sarah Schneckenburger and Kirsten Borkowski
UC Coordinator: Tamaira Brown
Student Assistant: Ugo Okogeri
Tech Crew: Mickey