

11-14-2016

University of Northern Iowa Faculty Senate Meeting Minutes, November 14, 2016

University of Northern Iowa

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Regular Meeting #1784
UNI Faculty Senate
Regular Meeting
November 14, 2016 (3:30-4:58)
Scholar Space (LIB 301), Rod Library
SUMMARY MINUTES

1. Courtesy Announcements

No members of the press were present.

Interim Provost **Bass** reminded the Senate that a faculty positions on the Strategic Plan Implementation Committee is still needed. [Position has since been filled.] She encouraged faculty to be very engaged in the Presidential interview process.

Faculty Chair **Kidd** commented on two topics. As a member of the Presidential Search Committee he encourages faculty to be involved in the candidate interviews and “convincing in your recommendation.” As Faculty Chair, he continues to work with students on a proposal made last spring for a diversity exit requirement. The recommendation will return to NISG, and there would be no mandatory curriculum changes.

Senate Chair **Gould** reminded Senators of their options when considering calendar items for docketing as explained in 7.7 of the Faculty Senate Bylaws [or see Addendum #1]: <https://uni.edu/senate/uni-faculty-senate-bylaws-0>

2. Summary Minutes/Full Transcript October 24th, 2016

**** (McNeal/Burnight).** Passed.

3. Consideration of Calendar Items for Docketing

1312 Proposal to revise Policy 6.10, newly titled Academic Freedom, Shared Governance and Academic Responsibility

**** (Swan/O’Kane)** Motion to send policy to EPC and as it forms its report to consult with administration, and Anita Gordon for their feedback. Motion passed.

<https://uni.edu/senate/current-year/current-and-pending-business/proposal-revise-policy-610-newly-titled-academic-freedom>

1313 Petition for Library Advisory Committee

** (**Burnight/Swan**) Motion to return to the petitioner for additional/supporting evidence or documentation. Motion passed.

<https://uni.edu/senate/current-year/current-and-pending-business/petition-library-advisory-committee>

1314 Library Faculty Response Regarding Petition for Library Advisory Committee

** (**Campbell/Swan**) Motion to return item to petitioner because of the Senate's decision not to enter item 1313 on the docket at this time. Motion passed.

<https://uni.edu/senate/current-year/current-and-pending-business/library-faculty-response-regarding-petition-library>

4. Consideration of Docketed Items

1199 Consultative Session to Chris **Cox**, Dean of Library Services, and Kate **Martin**, Interim Associate Dean, Library Content Discovery Division.

<https://uni.edu/senate/current-year/current-and-pending-business/consultative-session-chris-cox-dean-library-services-and>

** (**Burnight/Cooley**) Motion to move to Consultative Session. Motion passed.

Dean **Cox** and Interim Associate Dean **Martin** explained that the library budget has remained static at \$1.9 million since fiscal year 2002-2003. They detailed some of their cost challenges, including inflation in electronic subscriptions and video streaming. They shared methods used to add money for resources, and current collaborations with other libraries. [See transcript pages 22-44.]

** (**Cooley/Walter**) Motion to return to regular session. Motion passed.

5. Motion to extend session to 5:15 **(**Swan/Burnight**) Motion failed.

6. Adjournment (**Swan/Cooley**) Motion passed by acclamation. 4:58 p.m.

Next Meeting:

Monday, November 28, 3:30 p.m.

Scholar Space, (LIB 301), Rod Library

Full Transcript follows of 48 pages and 2 addenda

**FULL TRANSCRIPT of the
UNI Faculty Senate Meeting
November 14, 2016
Scholar Space (LIB 301), Rod Library (3:30-4:58)**

Present: Senators Ann **Bradfield**, John **Burnight**, Russ **Campbell**, Seong-in **Choi**, Jennifer **Cooley**, Chair Gretchen **Gould**, David **Hakes**, Tom **Hesse**, Shuaib **Meacham**, Ramona **McNeal**, Steve **O’Kane**, Amy **Petersen**, Jeremy **Schraffenberger**, Nicole Skaar, Gerald **Smith**, Gloria **Stafford**, Secretary Jesse **Swan**, Vice-Chair Michael **Walter**. Also: Interim Provost Brenda **Bass**, Associate Provost Nancy **Cobb**, Associate Provost Kavita **Dhanwada**, Faculty Chair Tim **Kidd**.

Not Present: Senators Aricia **Beckman**, Lou **Fenech**, Bill **Koch**, Leigh **Zeitz**, NISG Representative Avery **Johnson**.

Guests: Susan **Basye**, Julie Ann **Beddow**, Todd **Bohnenkamp**, Angie **Cox**, Chris **Cox**, Barbara **Cutter**, Jeff **Funderburk**, Anne Marie **Gruber**, Becky **Hawbaker**, Jeanne **Little**, Jerilyn **Marshall**, Kate **Martin**, Ellen **Neuhaus**, Nick **Pace**, Megan **Perry**, Scott **Peters**, Angela **Pratesi**, Jill **Uhlenberg**, Diane **Wallace**, Sandy **Wilkens**, Julie **Williamson**.

Gould: Okay, I’m going to call the meeting to order. First up, do we have anybody from the press here? Okay, seeing no press I will turn it over to comments from Interim Provost **Bass**.

Bass: I just wanted to remind the Senate that we still need a faculty representative for the Strategic Plan Implementation Team. It’s one of two slots that’s still unfilled, and they’re going to start moving ahead and having meetings. Also as a reminder, it doesn’t have to be a Senator. We’re just coming to the Senate for your nomination of a faculty member to serve on it. There will also be representative from United Faculty that is serving on it. And then I know that everyone has probably seen the news and the newspaper, and I know there’s committee members around the table, but the Presidential Search Committee has

announced that they'll be bringing four candidates to campus, so I just encourage you to encourage your fellow faculty to be very engaged in the interview process when they're on campus. That's all I have.

Gould: Thank you. Comments from Faculty Chair **Kidd**?

Kidd: Yes, we're bringing four candidates in. As a Search Committee Member, it's now important for everyone else to make comments. Our job as a committee is pretty much to bring people who are qualified candidates, but you guys make the decisions or at least give input now. The Board of Regents makes the decision, right? Be convincing in your recommendation. The other thing that's coming up or has been worked on is students brought up a diversity exit requirement last spring. As a committee of faculty and students we've been examining this, and at the moment the proposal has changed considerably and is going back to NISG now for their point of you. It would be that there would be no mandatory curriculum changes. Instead, perhaps the formation of a certificate in diversity, as well as working with Student Affairs in various aspects of orientation and other opportunities for students to I guess gain insight into thinking in new ways. But that's all for me.

Gould: Thank you. Comments from me. I want to point out on the Consideration of Calendar Items for Docketing, I believe as Chair, that we, the Faculty Senate, should decide everything on together in the spirit of shared governance. So I do want to remind all of the Senators, this is taken from Section 7.7 of the UNI Faculty Senate Bylaws, that these are all of our options on how we can dispose of calendar items. We don't have to put them on the docket. So I want to keep this

up here so that when we discuss the calendar items today, we know what all our options are. So, that's all for now on that item. Next up, we have Minutes for Approval. We have the October 24, 2016 minutes that need to be approved. Can I have a motion? So moved Senator **McNeal**, seconded by Senator **Burnight**. All in favor of approving the October 24, 2016 minutes please say "aye," opposed, "nay," abstain, "aye." Motion passes. So, first item we have up under the Consideration of Calendar Items for Docketing is the Proposal to revise Policy 6.10, newly titled Academic Freedom, Shared Governance and Academic Responsibility. I will pull this up here and I will ask Scott **Peters** who submitted the petition to talk to us on this issue.

Campbell: Don't we need a motion to docket it first?

Swan: That's what she was explaining in her comments, that she wants us to discuss these matters to decide what we want to do, because we often wouldn't want to docket. We'd want to do something else.

Campbell: I thought we needed a motion to put it on the floor.

Swan: We can discuss to decide what kind of motion we want to make, and that's what we are doing now, is discussing this to see do we just want to put it on the docket, or do we want to send it to a committee, or do we want to return it to the person who submitted it, or any of the number of things we have.

Gould: Professor **Peters**, welcome.

Peters: Thank you. I am bringing this to the Senate as the supporting materials I submitted indicate, this is a preliminary step and a necessary step in addressing

what's a problem that I dealt with as faculty chair, and that many other faculty chairs have dealt with over the years, which is the fact that we do have some members of our faculty who've been here a long time, who participate in the life of the University, but who under our Faculty Constitution are non-voting faculty members. They from time to time get asked to serve on committees, but when they are asked to serve on committees they cannot vote. The AAUP made recommendations a few years ago that contingent faculty members—term and adjunct faculty members, should have voting rights. Also that any service obligations they have should be spelled out, and they should be properly compensated for them as part of their contract. And a committee that when I was faculty chair a couple of years ago, I convened a committee to look at those recommendations, and look at the periodic and regular problems that we have with this issue on our campus, it endorsed the AAUP recommendation on the condition that the University can guarantee that when contingent faculty do participate in service, they can do so meaningfully. And so I convened another committee as faculty chair last year to look at how to do that, and as we looked at our protections of academic freedom in the University, and our protection for shared governance in University policy, we found them lacking. And so we are proposing to change University policy to strengthen them, in the hopes that that could provide then the basis for subsequently amending the Faculty Constitution to allow for those contingent faculty members who have service obligations to have voting rights. That is the background of this. This was not something that I would necessarily expect the Senate to pass after short debate. It is a serious issue that requires some thought, and it is an issue that would benefit from further consultation and discussion. How the Senate wants that consultation and

discussion to happen is obviously up to you and I'm happy to help out, however I can.

Swan: Thank you. A couple of things. Thank you very much for this work. It's very important. So the AAUP policy, which I think you attached to this information, right, doesn't it say that any contingent faculty member who is to participate in shared governance have due process rights, and that's what makes it meaningful--the protections meaningful for them?

Peters: I honestly cannot remember exactly how the AAUP recommendation protects the participation in shared governance. It certainly seeks to do so in a way that broadens academic freedom and broadens participation in shared governance. Whether that is through as you say due process mechanisms, which would imply particular procedural steps before discipline or removal or what have you---non-renewal. Whether it's that or through policy, I don't know. I know that this policy on academic freedom is referenced in the report. I can't remember off the top of my head whether the AAUP says it's sufficient or necessary, but not sufficient or what.

Swan: I do, it's policy is to expand academic freedom for all. With tenured faculty that's achieved through tenure. With contingent faculty, that's achieved through due process rights that are spelled out in various kinds of contracts. That's very important, and anyone with those due process job protection rights, then can meaningfully participate in any deliberation, and I remember that's what the committee recommended the endorsement said, and that's what it wants. So, the EPC hasn't considered this, but you think this might be a good idea?

Peters: If that's what the Senate wants.

Swan: The EPC is of course what we send policies to, to consult with. But, I also understood that you wanted the Senate and Senators to talk about this. If we read it then we should direct the EPC about any concerns that we see in addition to telling them, "You review it and recommend to us," I would say, look at this the saying the EPC should consult with the administration, and get formal responses from the administration about these changes. I would also recommend if we send it to the EPC that the EPC consult with, and I forget the titles, but the ethics board or whatever it is, and I believe it's headed by Anita **Gordon**. So she would know the appropriate ethics people, since this is changing a policy, that might be related to them. So those are two groups on campus that I think are the EPC (policies commission) that you should consult with, on top of their own consideration of this policy, and make a report and a recommendation to us. So that's what I think.

Campbell: You had a committee that deliberated on this. Did the Senate sanction that committee, or was it ad hoc--formed on its own?

Peters: Formed by me in my capacity at that time as Faculty Chair.

Swan: This is a different committee though, that you've made right here.

Peters: Yes.

Swan: There've been two committees formed by Professor **Peters**. This is the second committee this semester.

Campbell: No, my point was if that had been an ad hoc committee of the Senate, there would be no point in sending it to the EPC. They'd already sent it out. But if it's an outside committee then I think it would be appropriate.

O'Kane: I noticed that the petition says that you're asking the Senate to accept the recommendations. I wonder if rather you're wanting us to endorse them?

Peters: No. I'm asking you to accept them, because that's the only way it gets entered into the policy process, is if the Senate passes it. Once it's on the floor of the Senate, then the Senate can amend.

Hakes: Does this provide greater protection to a continuing appointment than to a probationary pre-tenure appointment? It sounds to me that it does. When I look at the hiring processes involved, there's absolutely no comparison where I'm from. No comparison as to who can go out and hire and grant a continuing term appointment, versus even a probationary appointment. They are not even in the same neighborhood, and yet it appears to me that they're getting equal or greater protection. Am I off?

Peters: I would say you're off in a couple ways. First of all, I think that probationary faculty members are covered and have significant due process rights under the master agreement which term and continuing faculty, particularly term faculty do not. Secondly, if you look at what this is proposing, there's a couple, really adding three paragraphs into existing policy, not really altering what's there, with the exception of changing the purpose statement. We're adding a paragraph that says that shared governance is important. That's something that

we don't currently have in policy. We're adding a paragraph that brings the University's definition of academic freedom into compliance with the AAUP recommendations. We're adding another paragraph that brings a broad definition of academic responsibility into compliance with AAUP recommendations, and we're proposing adding a paragraph that brings us into line with the University of Iowa, which states that shared governance---"All faculty members will have the opportunity to be full participants in shared governance, and we shall strive to integrate them into shared governance so the university can protect their academic freedoms and opinions in those roles." So, it is true that under that part of the policy that all faculty would be covered equally, but probationary faculty would still enjoy the rights under the Master Agreement. I would say that when I consulted with the Council of Academic Department Heads last year--one of the reasons I wanted to talk to department heads---was because I was concerned that there are a variety of reasons at any given time why a department head might choose not to hire an adjunct faculty member. Right? And so my question was basically, "Can you imagine a situation where you would not hire someone because of budgetary reasons or lack of demand for a course or whatever, and you would get a complaint, "Hey this is because I voted against such-and-such at the last meeting?" and none of the department heads thought that was a realistic possibility, and my guess is the biggest reason would be that if you're not hiring because of budget reasons or lack of demand for the course or whatever, you're not offering the course most likely. Right? And so there's no one to hire. You're not hiring Person B instead of Person A. These are things that we can certainly...

Hakes What if you're hiring a Person B instead of Person A?

Peters: Well, right now there are actually things in the contract that make that difficult if someone has taught, a course--what is it--six times or more—is that the rule? Where if they've taught a course six times or more, they get automatic preference to be offered to teach it if that course is being offered. Isn't that correct?

Swan: It's a time period. If it's still in there, it's a time period.

Cobb: I can look it up if you want.

Peters: So there is...I mean there's a little bit of that, a little bit of protection for hiring preferences there I suppose.

Swan: If this policy would be approved all the way through, would constrain the administration to provide, regardless of what the contract says, the kinds of protection Senator **Hakes** is talking about to term faculty?

Peters: I'm not sure I understand.

Swan: The last part of the changes you're proposing, say that all faculty must be guaranteed the opportunity to participate across the board in service. That to me sounds like the administration is responsible---culpable if they fail to do this, to provide the protections to the term faculty who want to participate, because the administration is responsible for the policies. The employee organization isn't; shared governance isn't. That's sort of thing. So it's creating a responsibility, an obligation, an actionable obligation on the part of the administration, it sounds like to me, but perhaps I'm wrong and you can then explain where I'm wrong.

Peters: I think at the very least it would mean that ---at the very least, it's a statement that when someone participates in shared governance, they do so yes, with the understanding that they have protections against retribution for that participation at the very least, yes. Whether it also provides that sort of larger, affirmative obligation to make those available, I'd have to think about that. To make that opportunity available more broadly. I think that there's...I do not think, and it's possible this isn't adequately expressed at this point in the draft, but in my mind the number of adjunct faculty members who would even have an interest in participating in committee work at the University is probably pretty low. Now, term faculty members, I think a fair number of them already do. Indeed, one college actually gives voting rights, out of step with the Faculty Constitution, gives voting rights to term appointments. We have in other colleges we have people who are on term appointments who have service obligations written into their contract, who cannot vote under the Faculty Constitution right now. I think this would give them some protection, some additional protection in their participation in shared governance. Whether it somehow obligates the University to make available opportunities to serve on committees beyond those relatively few number of people, I don't see it that way, but it's possible that it's drafted in such a way right now that it does and obviously we can work on that.

Swan: But it does extend to those few, we'll just go with those few, it does extend to them in effect due process rights.

Peters: I think something comparable to it at least.

Swan: And that it's incumbent on the administration to provide them and it's actionable and people could seek redress if the administration can be shown to have failed to have done that. That's what the current language does sound like and why I think it's advisable for our EPC to work on it and consult with the administration to make sure that we get it right.

O'Kane: A request and a comment: Could you put up our list of possibilities please? It just seems to me that we're now getting into the nitty-gritty of the proposal, and I don't know about everybody else, but I read the docket items pretty carefully, but the calendar items...most people just skim those. I wonder whether if at this level of discussion we should not just decide whether to perhaps docket it and let the rest of the University community see that and then really get busy with this, and perhaps talk about changes to the language the next time we meet.

Swan: We could do that. We're trying to figure out what we want to do, and I read it thoroughly and I think it should go to the EPC to be vetted and that certainly would expedite the process. Putting everything in the docket slows things down unnecessarily. It's another two weeks, and sometimes it's two months before we get to it, when it's going to end up at the committee probably anyway. And so this expedites things considerably.

O'Kane: Could you remind me what EPC stands for?

Swan: Educational Policies Commission.

O'Kane: That's fine.

Swan: I was about to say I'm prepared to make a motion but the proposer, and many proposers do want the Senate to talk about it and advise committees on our generalized feelings, and that's kind of what we've been doing, and some important issues have come up. If Senator **O'Kane** now feels that we're now done...

O'Kane: No.

Swan: No, for now with our discussion and we could decide what to do.

Gould: Can I entertain a motion?

Kidd: Something to keep in mind I guess. I'm not sure how to fully enunciate this. So one thing I've noticed when I was pre-tenure, before I was tenured, I did not feel all that comfortable going directly against my department's wishes. I could tell that "This is something I don't want to deal with." Once I got tenure, I didn't feel that way. I was fine going and saying, "No, I think that's totally wrong. It's a crazy thought. Don't do it." So, I do wonder, especially when it comes to adjunct faculty who are hired on a semester by semester basis, at the discretion solely of the department head, and the rest of the faculty has no input essentially--it's only by department head. I don't know how comfortable they would feel, or how easily a department head might decide to let their opinions be known and woe be to that person who decides to go against that. I don't know. This is not about getting adjunct faculty onto PAC committees, correct?

Peters: No. This has nothing to do with PACs.

Kidd: I didn't think so, but I just wanted to make sure.

Peters: That's all handled through the master contract.

Kidd: I just don't know about that. I don't know. When you say things like not offering a course, well, many adjuncts teach courses that are composed of four or five sections, so it's not that hard to knock down a single section and say, "We don't need someone next term," especially when adjuncts are getting hired in August for a fall term. It's a short turn around. Anyway, it's something to consider: How comfortable would people feel, and what kinds of protection would be put in place that would be real protections? I mean, tenure's a real protection. Anything before that, I don't know. Just my thought.

Swan: With all the discussion that's gone on about this being sent to the EPC. I move that we send this proposal to our EPC for its consideration and for it to create a report and send it back to us with a recommendation about passing or not passing this recommendation, and that in forming its report, that it consult Anita **Gordon**, the administration, and certainly any other bodies of people they think is advisable. That's my motion.

Gould: Moved by Senator **Swan** and seconded by Senator **O'Kane**. All in favor of referring Calendar Item 1312 to the Educational Policies Commission with instructions to consult with the University's administration and Anita **Gordon** and any other party and report and recommend back to Faculty Senate, please say, "aye," all opposed, "nay," abstain, "aye." Motion passes. Calendar item 1312 will be referred to the Educational Policies Commission.

Peters: Thank you.

Gould: Thank you Professor **Peters**. I am turning over the Chair responsibilities on the next two calendar items to Vice-Chair **Walter** since I am also a library faculty representative, and I would like to represent the library faculty. However, when we take a vote, since I'm the official Chair of record, I will not vote. The only time I vote is in the case of a tie. So I'm going to turn over the next items, 1313 and 1314 to Vice-Chair **Walter**.

Walter: Thank you Chair **Gould**. I think you had some comments to make on this first?

Gould: I thought I would defer my comments and let Senator **Burnight** who is representing the petitioner make his comments first.

Burnight: Professor **Reineke** could not be here today. She is flying back from a conference in Europe, and if my calculations are correct she's about in Dubuque by now, so I'll be speaking on her behalf. The genesis for the petition that was led by Professor **Reineke** was a meeting last April with some teaching faculty and some library faculty with a goal of enhancing communication between the two in a time when libraries all over the country are changing pretty significantly. And so Professor **Reineke** was interested in the creation of a Library Advisory Committee modeled after those that exist already at Iowa State and the University of Iowa where basically to facilitate communication between teaching faculty and library faculty. I think what may have happened in this case, and I was also cc'ed on some of the emails of Professor **Reineke** and Senator **Martin**, was that I think we maybe had some wires crossed and maybe we've already uncrossed them a little bit since. Professor **Reineke** has communicated with me that she is perfectly

willing to put off action on docketing this until consultation with library faculty and maybe we can go to Number Eight there [Refers to Addendum #1] with the understanding that hopefully there will be a timely discussion when Professor **Reineke** returns between representatives of teaching faculty and representatives of library faculty, and that we can put this off in the future with more consultation time. My motion would be formally, Number Eight there, to return the request to the petitioner and request additional/supporting evidence or documentation be attached. Whenever the time for that motion is to be made, that would be the motion that I would make.

Walter: So, hearing that motion, do I have a second or do we have some discussion on this?

Swan: He wants us to discuss it to see it that's what we want.

Burnight: Exactly. I just wanted to have that out there as sort of a friendly motion. Is that a thing?

Swan: I think that's very wise with these options. But we have other options, too. In the motion I would want it to be stipulated that the consultation is with the library and that it's to work it out with the library to come back together, ideally with a joint proposal. Something like that. But we could also send it to the library and ask for the library administration and faculty to respond to the petitioner in a timely manner, and for that then to come back to us. But it's probably cleaner your way I think, with those stipulations.

Gould: I would definitely support the motion to return the petition to Professor **Reineke** with the instructions that the library faculty should be consulted and she can report back to Senate when both she and the library are ready to report back. Does that...

Burnight: Yes. I would like to reserve the right to resubmit this motion. The timeliness I think is an important thing, but I think that should be fine. The unfortunate thing is that she's out of town now and the holidays are coming up and so we're entering the time where it's going to be difficult to have the kind of meeting that would be beneficial to this process, I think.

Walter: So, Senator **Burnight**, do you have a sense of when this would eventually come up for final discussion?

Burnight: I honestly don't. I don't think it would be this semester. I don't think that's feasible at this point. To me, that seems to be too fast to turn around, with her getting back and scheduling something, and then then Thanksgiving, and then we have one more meeting, and so I would be looking at earlier next semester as something that would be considered timely at least as far as my reading of what Professor **Reineke** has indicated to me.

Swan: So it your sense that Professor **Reineke** does kind of want to take the lead? So she would maybe like to even get the petition back, and then come to the library? That might be the case. I don't know.

Burnight: I think that's a safe assumption.

Swan: Well then that's what we should do, and not just try to expedite it and send it to the library with instructions. That does make sense.

Burnight: I think that was my sense of the communications that I have had with her, that she's certainly willing to have more conversations about this with library faculty and other interested teaching faculty present.

Swan: I think we're ready.

Walter: I assume that's a motion to return it to the petitioner with consultation expectations.

Burnight: Yes.

Swan: Second.

Walter: Second by Senator **Swan**. So I call for a vote now? I'd like to call for a vote for the motion on the floor. All in favor, say "aye," opposed, same sign, "nay".

Gould: Opposed is "nay," abstain is "aye."

Walter: abstain is "aye," never made any sense to me but that's okay.

Abstentions, "aye." Okay, the motion passes. So now we have Item 1314, Library Faculty Response Regarding Petition for Library Advisory Committee. My sense is to simply open this for discussion. It seems like we've sort of resolved the matter. If anyone else has anything else to say.

Swan: I did hear from Professor **Reineke** one thing about this, and that was like our previous petitioner, really did just want the library staff who she knew was

going to be present here, to say things about it and for Senators to say things about the petition that she put forward. Anything that Senators might think. Anything that the librarians present might think about it. This might be a good time to do that if anybody does have any thoughts about the petition.

Gould: As the library faculty representative to the Senate, I really think it's critical that we work on this together---the library faculty and the faculty who signed the petition. Communication...I mean everybody's... nobody's perfect and communication is a two-way street, and I think we need to have those conversations before it comes back. Does that make sense?

Walter: I might add also that the library is in a very real sense, the very real center of academics, period, from Egypt forward. The more importance that we treat this with, the better off we are all going to be.

Campbell: When I read the petition it read like there was something in the background which was not being revealed to us. So I'm not really prepared to discuss it unless anyone else knows what's going on in the background, and I think our best option number nine to use our broad spectrum that we will not enter it on the docket at this time because we don't have the thing to respond to.

Walter: That's quite clear.

Pratesi: My name is Angela **Pratesi** and I'm a Professor of Library Services. I'm the Fine & Performing Arts Librarian and the Chair of the Library Faculty Senate. I would like to make it known that the petition facts submitted along as accompanying materials with this petition contain factual inaccuracies that we

can back up with data. That is one of the reasons we need to make sure that we work together, to make sure that we have a better understanding that we're all working together. We all want the same thing, but the petition also called out individuals by name and also if not by name, by subject and can be traced back and there are inaccuracies in that which I find very troubling. The petition has been very hurtful to the entire library faculty and I want everybody to know that.

Walter: Thank you. I consider that a very helpful comment. Does Kathy have your last name for record?

Pratesi: Do you want me to spell it? P-R-A-T-E-S-I, first name Angela.

Walter: Thank you.

Swan: Just to be absolutely clear in the record, the librarian who just spoke, in the previous petition that we just returned to professor **Reineke**, she does not mean the petition we are talking about now.

Pratesi: Yes. Thank you.

Walter: Addressing 1313 as opposed to 1314.

Burnight: Back to 1313, Professor **Reineke** has communicated with me. That was indicated in Senator **Martin's** email. Her response to that was, "this seems to be an indication that greater communication is necessary across the board," because that did fit the recollection of some of the teaching faculty who were there and did read it. So I think clearly something...the wires are crossed, and so let's uncross them and work towards the same thing, I think.

Walter: Other comments?

Swan: Senator **Campbell** wants to make a motion.

Campbell: I move that we return this petition to the Senator because of the decision of the Senate not to enter the item on the docket at this time because the petition it was referring to was not being entered on the docket at this point in time.

Walter: Second by Senator **Swan**. All in favor, indicate by saying “aye,” opposed, “nay,” abstentions, “aye.” It’s passed. Alright, so now you’re in charge.

Gould: Thank you Vice-Chair **Walter**. Next on the agenda we have the Consideration of Docketed Items. The first thing on the docket is a Consultative Session with Chris **Cox**, Dean of Library Services and Kate **Martin**, Interim Associate Dean of the Library Content Discovery Division. They want to talk to us about the state of the library material’s budget, the impact it’s having on access to resources, and ways that the teaching faculty can advocate and help the library with a sustainable budgetary plan. First, I need a motion to go into Consultative Session. So moved by Senator **Burnight**, seconded by Senator **Cooley**. All in favor of going into Consultative Session, please say “aye,” opposed, “nay,” abstain, “aye.” Motion passes. We are now in Consultative Session. I am going to turn the keyboard and the floor to Dean **Cox** and Interim Associate Dean **Martin**.

Cox: Thank you, Chair **Gould**. Thank you, Faculty Senate members and guests for taking the time for letting us come and speak to you today. In the spirit of open

and transparent communication, we wanted to share some of the challenges we're facing with the materials budget. As you'll...the quick and dirty summary of this is that our budget hasn't increased in twelve years. We have done what we can to try to add money to it as we can from a variety of different sources, but it's getting harder and harder with inflation and other things that we'll share with you to be able to continue to buy the resources that we know all of you need as well as students as well as faculty. We thought it would be important to share some of this data with you to get your feedback about it. Show you what we've been up to. The other thing you saw I'm sure is the email about ScienceDirect, and some of that is the result of what you'll see today. We've been doing this dog and pony show. We went to Dean's Council. We met with the Council of Academic Department Heads. (I knew the acronym but not what it stood for.) We did that Friday. We are meeting with you today, and we want to, we're interested in meeting with colleges, departments etc. to make sure this information is out there. To make sure we're getting your input, to make sure that we're getting your ideas because we know our mutual goal is we want to have access to as much information as possible that you guys need to do your jobs. But we also know that we may not be able to buy it all, so we may need to make tough decisions which we hate doing, but it is part of the way it goes. I'm going to turn this over to Kate (**Martin**) to start and we'll go through this. How do you guys usually handle this? Just so we know. Would questions be at the end or during? I'm fine either way. I don't know what you're usual...

Gould: As Chair, I am turning it over to you, so...

Cox: I guess what we can say is if you have questions as we go, we're happy to answer them.

Martin: That's fine. If something doesn't make sense to you...

Cox: These will be added we hope into the minutes so that other faculty can see them as well, and we're going to put them on our website.

Martin: We thought we'd start with just a brief overview of where the collection stands now and highlight some of the patterns. I'll be talking about each of these categories of materials or formats to which we provide access, but I just want to point out to you our book collection in all locations, not just the circulating collection, continues to show modest growth. Our periodical volumes holdings are dropping as you can see over the last five years, and this is in part because of changes in format, where more and more publishers are going electronic-only with certain publications, and it does also reflect a weeding project that we took on when we purchased a number of the JSTOR Arts and Sciences collections, if you're familiar with those. In most instances, the holdings go back to volume one, number one, and so we will have access in perpetuity, and so after an examination when we purchased the first collections and spot check subsequently the quality of the digitized images, the graphics, the ability to zoom in on an image for instance or a formula, we have withdrawn those volumes, at least up to the last five to ten years. So we've been keeping some of them in print; the most recent ones in print, even though there's overlap, but we are gradually withdrawing them without losing any access to the information. They are browsable, unlike some electronic resources, so you can go article by article

through a particular journal, so it does have that commonality with the print. We have a growing number of e-books as you'll see as you look at the line that's third from the bottom. These large numbers represent subscription collections that we have access to that are general academic titles, and University Press titles from two of the major suppliers. There are records for these in our Discovery System in Primo. We also are purchasing electronic books on a more modest scale by selection of our Collections Strategists who are responsible for the development of and assessment of the collection, and also by profile that we have with one of our major suppliers that brings titles to our attention if they match our particular interest in academic level and subject and publisher and such. You can see that our database holdings remain fairly stable. We've had to do some modest reductions, but this is something that we have been able to avoid in part, but we've had to make hard decisions about not acquiring other types of new resources in different formats or acquiring more books because our book numbers are down as you'll see.

Campbell: Those electronic journals, are those overlapping with the volumes which I assume means hard copy?

Martin: There is some overlap. There are some titles that we have to have a joint subscription. The publisher only offers a combined print and electronic. To the most part to this point we've retained the print. We're very careful when we switch to electronic-only to be sure we that we have archival rights. Unfortunately, there's some publishers that when you cancel your electronic subscription, you don't have rights to the years to which you paid, which doesn't make a lot of sense but, it's the way it is.

Campbell: Do you have a feel for how periodicals and electronic journals added together has changed over that period of time?

Martin: I understand what you're asking. I'd say that our access to electronic journals is growing in part because of our licensing or purchasing of large collections that continue to grow. We are not adding many new periodicals that are print or print/electronic combined, and partly that's a budgetary factor. Does that answer your question?

Campbell: Okay, so you're saying that you think that the number of journals has gone up—the total number of journals has gone up a little, but not much?

Martin: The total number of journals has gone up. I'd bump it along the spectrum from 'a little' to 'modest,' okay? Because there are a number of titles in these collections to which we had no access before we purchased or licensed, so they are new journals to us. They're part of a group. We didn't select them on a title-by-title basis. A little bit more of the detail about our materials budget. As Chris (Cox) mentioned in his introductory remarks, our recurring materials budget, the money we receive through the University has remained static at \$1.9 million since fiscal year 2002-2003. If the budget had increased by 2% each year, which would be a fairly modest increase, it would now be \$2.6 million. The University of Iowa has until very recently, received increases each year in the neighborhood of 4-5%. Iowa State's history has been a little more erratic. They've gotten increases many years at varying levels, sometimes as low as 2-3%, but also sometimes money earmarked for special purchases, rather than for them to be distributed across

the board. We are able fortunately to stretch our dollar by supplementing it with non-recurring funds. We are fortunate, that unlike some other institutions around the country, we get the money back for charges for replacements, for lost and missing materials, for fines for overdue materials. We also are able to apply each year for a portion of the library student technology fee allocation, and we've used that largely for renewals for electronic resources. Several years ago we were able to use it more for new titles, but again our budgetary situation is so tight that we've had to redirect some of that money to renewals. Then we do have some Foundation accounts, most of them fairly modest. Some of them ear-marked for particular parts of the collection, including our youth collection, minority resources for instance, DVDS of works of American and British fiction, just to name a few.

Cox: If I can interject here, one of the things as we're telling our story of what our budget constraints are, and how we're trying to build it, I can just give an example at the other two libraries I've worked, fines were not dedicated to materials. So here what we've done is we keep kind of creeping in other budgets. So replacement is typical, then we use fines. The other things I can say is University of Wisconsin-Eau Claire, they wouldn't allow us to use student tech fees for materials, and here we've been able to do it. The downside of that is that we can't really put subscriptions on it, because we never know if the money's going to be there; it appears to be one-time. So a lot of the JSTOR collections, if you've seen them, have gotten through because of this. The last thing I can say is that in the last two years that I've been here, as I've kind of learned more about this budget, and understood more about the challenges that we face, I've been doing

a lot more time to try and raise money through endowments. And we know how endowments are going to go for special collections, a new endowment to support our youth collection. Our telethon last year was to parents to raise money for what we call "Honor With Books" which asks anybody that wants to give us roughly \$100, we'll put their name or the name of anybody that they love on the book, in an effort to try to offset this and be able to raise additional money. So this is the sort of first phase. You can see already we're at about \$100,000 more that we're trying to add to that budget to offset that lack of increase.

Martin: So overall in the last few years our expenditures from these sources of non-recurring funds have averaged about \$95,000 a year. So you can see it's not an insignificant sum. Most of that does come from the student technology fee money. One of the decisions we made a few years ago in resource management was that we wanted to be certain to spend at least a certain sum of money each year on one-time purchases, largely e-books, but also DVD and CD's and the like. We agreed as a group that we would have as a floor of at least \$80,000-100,000 and then determine what that meant in a tight budget situation. Did it mean as it did last year for instance, that we had to do a periodical review with faculty input and do some cancellations of low-use titles. Did it mean that we couldn't buy some of the other kinds of things? But our acquisition of print book titles has declined as you'll see, by 72% since 2010-2011. So we're buying very modest numbers of books. If I may, in that context, we are providing access to a variety of electronic books, but again, many not chosen on a title-by-title basis.

O’Kane: Could you let us know, or perhaps you don’t know, why is it that we are not increases, whereas the other two universities are? And along with that answer perhaps, who do we need to speak to about that?

Cox: Thank you, Steve (**O’Kane**). I guess what I would say is I just come down to the fact that the University has had some financial challenges. I’m speaking for Brenda (**Bass**) and the President when I say we made a proposal a few years ago. It was on the list for us to get an increase, but we didn’t get the money we expected from the legislature. So I don’t think there’s anybody here that doesn’t agree that we’d like to increase this budget, it just hasn’t been extra money to do it.

O’Kane: Follow-up question: I’m not sure who this is addressed to, but it seems odd to me that we’re able to give whatever it is, a certain percent to athletics out of the General Fund, and yet here we are at the University and we can’t give additional money to the library. There’s something seriously awry here.

Martin: If I could just respond. I will say that over the years, we have been fortunate that at times we have received one-time money, often at the end of the year. You’ll see in the next slide, the Dean’s been able to make the decision to redirect money from other sources for materials, and that again has cushioned the impact of having a static materials budget. But, it’s not recurring money, so we can’t predict future use. We can’t project future use.

O’Kane: It just seems to me that somethings got to give at a university. It should be athletics, not the library, that’s my two cents worth. [Applause].

Swan: Of course I entirely agree with Senator **O’Kane**. What I wanted to say about that is my understanding of Professor Warneke’s [**Reineke’s**] proposal of faculty/library support committee, was that that is one of the biggest major things it would do, is work to get more resources for the library. That might not have been as clear in the proposal as I know she and the faculty who support it such as myself want it to be, and she also wanted to make sure that faculty express that to the library present today and that’s why I’ve done so.

Burnight: Being in her department and having had numerous meetings where I can definitely say what Jesse’s (**Swan** is) saying is correct. She’s a big fan of supporting the library with more funding.

Cox: Thank you so much.

Martin: We’re at a situation know where 75% of our recurring funds go to electronic resources, primarily databases and external packages. These are resources that experience various rates of inflation from time to time, at the least probably around 5-6%. Our increases are a little bit more modest than they would be at a major research university which would have a different mix of high-end STEM titles perhaps, or non-English language or European materials. But when you have that much of your money going for these kinds of things as the other numbers underscore, we’re just not able to acquire different kinds of new resources.

Cox: I want to talk about supplemental funds. It’s not like we’re not getting any money. I’ve been doing all I could to move money from Library Operations on a

one-time basis. A lot of the time we have open positions that aren't...you know, someone leaves in the middle of the year and we don't end up filling until the next year, or we may end up holding that money because there's conversations going on, or there's needs in the University. So, a lot of that money has been going into this fund, as well as the Provost. We make proposals to the Provost every year and we've been able to get a lot of money with that. So you can see that has equaled on average another \$192,000-\$256,000 each year. So when you start adding that up: \$192,000 plus another \$195,000 so we're creeping closer to that \$300,000, which is that...we know we're under six at this point, if we'd had that increase. So that's how we're trying to bridge the gap. It's not a permanent way to handle it. But it's the way we've been handling it, just to make sure that you guys don't feel the pain, as much as we can.

Martin: One of the things about using the one-time money is that we've been somewhat reluctant to take on new on-going commitments; things that you or students have asked for, because we would hate to you know, pull the plug after a year if we don't have the money. That's been the decisions that we've made. Maybe we should revisit that decision. That's what we've done. We've been very cautious about new commitments that we're not sure we can sustain.

Cox: I won't spend much time on this slide but I just want to show you, this is just to 2013 and I use the graphic from the University of California-Santa Barbara, but it shows you that the average amount for inflation for journals has been about 6% and the average for books has been about 4.5%. That's more than the general inflation rate of the economy. So we every year, when you think "Here's the problem: 75% of our budget is in electronic resources. Those are the things that

are going up highest in inflation, therefore every year our buying power has eroded and that's why we have those annoying journal cuts and other things that we end up bringing to you, because we don't have a choice. I just want to make sure that you see this kind of stuff. Everybody deals with inflation but boy the electronic resource companies do like to stick it to the library.

Swan: It shows that the market is not an appropriate mechanism of advancing scholarship and academic research.

Cox: Hence the open access movement that you guys are aware of.

Martin: This just shows you in a different way about our materials expenditures have been, and how they break out by format. These are the figures of what we've spent in total in fiscal year 2015-2016. I indicated earlier that we try to reserve a certain amount of money for one-time orders, and you can see that we did spend about \$94,000 last year. Periodicals line represents continuing print subscriptions and print-electronic combined subscriptions, and that number does continue to decline as more and more resources are made available electronically with archival access as I've noted. Serials refers to print classified materials. Things like advances in dictionaries, encyclopedias---these kinds of resources. Our library faculty have been reviewing these materials in the last few years and made some difficult decisions about what to continue or not to continue. Many of them also are becoming available in an electronic format, and where that's the case and where that's affordable, we move to the electronic, so we have a number of serial-like titles from presses like Gale, which is a virtual reference library that allows us to do title-by-title selection, and also for Oxford University Press for

example. There's our big e-resources line, which is individual electronic journals, collections from publishers of particular packages of electronic journals, and also what we call aggregators, so commercial services that bring together periodicals in electronic format from a variety of publishers. Things like Academic Search Elite and Academic OneFile, for instance. A lot of them geared towards general use or student use. Sometimes unpredictable in terms of ongoing stability of content, or years of coverage or embargo periods, but they do provide us with a broader mix of electronic resources.

Swan: Would that include electronic versions of books, or is that still in one-time orders?

Martin: The electronic versions of books is going to show up there and some other places. For one thing, we do use non-recurring money for some of those things, for those subscriptions. So it's mixed.

Swan: The books are really all over the place, the e-books or electronic version of books.

Martin: Right. And that's something that we're gradually looking at and trying to decide if we want to pull them together. We can track them. We can give you numbers for expenditures from different sources for e-books or the number of e-books. We have use statistics from our various vendors so we can analyze if we have an appropriate mix or not of titles.

Cox: Sometimes we buy packages. Sometimes we buy and individual title. Most of them have been packages.

Swan: The packages are in this e-resources?

Cox: Yes.

Martin: And in fact, one of our Collections Strategist Librarians, which is what we call the individual faculty who work with collection development and assessment, is working this year to look at our particular packages and our profile with our major vendors to see what kind of adjustments we can make. Various strategists have taken on different assignments. We're spending less and less money on binding all the time. We're doing more mending in-house. We're being very conservative about this, and frankly we have fewer print books that come across through circulation for instance that need that kind of thing. Support Services is an interesting area of expenditure for us. Not all libraries pay for these kinds of expenditures out of their materials budget and what this refers to is the kinds of software and various kinds of resources that we need to provide access to our sources. So this amount from last year represents OCLC, the international cataloging network that we provide information to and draw our information out of to update and enhance our records in our discovery system. It does not include what we're actually paying for integrated library system, because we were fortunate that we could pay for it from another source, thanks to Dean **Cox** last year. If it had been on that line, this number would have been around \$90,000.

Cox: What I can say about this is that this is the first library budget I've ever seen where this is in there. The rumor is, I don't know the facts, but that a few

directors ago, because they were increases in the budget, his goal was let me push as much of the ongoing expenses into the materials budget so that it'll make the increases go higher. The problem is, when the increase stopped, now we have all these things which, the library catalog---all these things that are bollixing up the materials budget so that we don't have as much money in there to spend. So, what I've been able to do with the...is I've been able to take the money out from the library catalog library system. I still haven't figured out where to find the money for OCLC and the rest, but my goal is to get that out of the materials budget. It never should have been in the materials budget in the first place. That money should go to materials.

Martin: I will tell you if you get your calculator out that the numbers don't add up to \$1.9 million because the expenditures do reflect money that came in earlier in the year from other sources.

Cox: So one of the challenges we have is we buy these big deal bundles of journals from publishers. We get them from Elsevier. We get them from Springer. We get them from Wiley, and the problem with these things is that they're kind of like your cable package. There are essential journals—essential channels—you want to watch, or you want to read. And what they do is they say, "I'll give you those and I'll give you about 20 or 30 thousand other things you don't want, and I'll give you this great deal on it. But then you also never know—next year there might be, "Well, science decided not to play, so we don't want to include that channel. Sorry." And then you're still paying for this other thing, because there's no guarantee when you're buying this package that you're going to get exactly the same number of journals, and exactly the same journals that you got when you

signed up the first time. So, that's the challenge with these kind of big deals. As you can see, we spend a lot of money on these and so do a lot of libraries, because in some ways, they're the only game in town. You can't just subscribe to journals individually, or even if you tried, the cost would be so exorbitant you wouldn't be able to pull it off.

Walter: Don't you usually purchase through a consortium?

Cox: Yes, so...go ahead.

Martin: The three that we listed as examples are the largest of the collections that we have, and they are purchased in collaboration with different library groups. Elsevier—we've had multi-year agreements in conjunction with Iowa and Iowa State for many years. SpringerLink, we've been fortunate to piggyback our order on the University of Iowa's consortium. And then the Wiley online library, we actually license in collaboration with a group of Iowa private academic libraries. We would not be able to license these databases if it weren't for the fact that we're bringing, as we say our FTE's, which is often how pricing is determined, to the table in conjunction with other institutions which then drives the price down. These are all three to five year agreements. So we need to take advantage of an opportunity when they come up for renewal and say, "Can we sustain this? Do we want to sustain this? Does the use warrant it? Does the mix of titles match our needs? What changes can we make?" One of the most frustrating things about these agreements is that when you enter into them for the first time, the publisher looks at what kind of titles you were already subscribing to on an individual basis, and that becomes part of your required spend. So if we had, when we went into (and I'm just making these numbers up to keep them simple)

If when we went into Science Direct, we had 200 subscriptions, and they cost us \$200,000, we would be required to maintain an individual subscription commitment at that level through the life of the agreement. Now, some but not all of the packages have swap clauses in them. But we've run into that before where a faculty member will say, "We got together in our department and looked at this title and we're really not using it. We really don't think it's germane to our curriculum anymore, and it is a fairly safe focus title. So, we'd like to see if you could drop that and pick up this instead." Well, if the title's in the package that they want dropped, and the title that they want to add isn't in the package, we have to come up with new money for the title outside the package. That's just an example of some of the things that we're dealing with. Right now Elsevier ScienceDirect you may know if you read the email that went out late last week represents over 15% of the recurring materials budget, and the three together represent 27%. So in the next couple of years, Springer and Wiley will come up for renewal too. There are things going on that I think Chris (**Cox**) is going to talk about across the state that might help us with these and other packages.

Cox: You can see if the story goes if 75% of your budget is in these big packages, so we've done a lot of these smaller journal analysis, but there's not that much money there anymore. This comes up. Do you want to go over the usages?

Martin: We have just under 3,000 titles available through ScienceDirect. Last year alone, over 1,000 titles, 37% of them had no indication of use, and the way use is reported to us by most of the journal vendors is by article retrievals. So if someone actually goes in through a certain number of steps and looks at an article. So the problem with that is of course, is that somebody, a student, might

say, “Oh, I have a paper due.” And so they go to ScienceDirect and they say, “These five articles look really promising. Maybe I want these. Maybe I’ll take the citation and maybe I’ll send them to myself by email.” And then it comes time to write the paper. “You know I think I’m just going to look at these two.” So, they’re not really being used. The other thing that happens is, and I think we’re all probably guilty—well not guilty, but we all probably practice this if you stop and think about it. You’re looking for an article on a particular topic or project or for research presentation and you find something and say, “That looks really good. I’ll have to come back and look at that.” That’s one request. So two or three days later, you come back and you read through the abstract and you say, “Yeah, I really do want that.” And then four days later, you print it out. So we’ve got three article retrievals for really one use.

Walter: One download.

Martin: These factors that we have to consider, but that’s the best measure that we have.

Cox: What we’re hoping will happen, so a lot of other universities have done, have had to break ties with Elsevier because of the cost. And what we hope will happen is by working with you guys to identify, first of all we have good data on the highest-use journals are. We assume those are the ones we should keep, but we’ll talk to you about it because we want to make sure that’s true. Then, there’s a variety of journals which are probably in the middle, and our hope is that what we’re going to be doing is testing a document delivery service called Copyright Clearance Center Get It Now, which will allow us now at a flat rate to get any

article you want delivered to your desktop hopefully within 24 hours. Probably within an hour or two. We also can get interlibrary loan on any of these from Iowa and Iowa State because they will keep the agreement. So we're also working on agreements with them. And then there'll probably be some journals which we won't need, and the hope is if there's money left, and we expect there will be, we can go buy other stuff that you guys want that we haven't been able to pay for it without really having an impact on your use. Can't guarantee that. That's why we've got a year where we've got an extension rather than just say, "Cancel now," to be able to have those conversations with you to make sure that we do the right thing. I know we're already past time, but I want to make sure that you know about a couple of collaborations we have. We do a lot of things with the Iowa Regents universities. We are going to training on Friday to learn about data management. We do have some agreements with them where we buy electronic resources. The challenge that we have is that Iowa and Iowa State because all these agreements are based on FTE, that they have better partners that can get them more FTE that we can't play with, that they can. So for example, Iowa has all the Big Twelve institutions and a variety of research universities across the country. You can imagine if you're piling up with Michigan and Purdue and Indiana and Illinois, the FTE is going to go up pretty quick, and you get a good deal on a resource. We can't play with them because they only work within their group. Iowa State's the same way. They work with a group called Greater Western Library Alliance which is a lot of ag schools. Again, high FTE. So we can work with them on occasion, but it doesn't make sense for the three Regents universities to work together because it's a better deal if they go with these other institutions because of the number of FTE. The way we've been able to try to solve that is we

now have a group of all the Iowa academic libraries called the Iowa Academic Library Alliance. All the directors met last Friday. This is something that I've been working on, and that I've been working on with some of my colleagues. We had a meeting, it was the first time in about two years where all the library directors were ever in the same room. Community colleges, private colleges, Regents, and some of this has happened because we have new leadership among the Regents and other things who are willing to talk about these things. And so we are working on right now an agreement which will be an update to the State Library's database agreement. Working with State Library, the agreement would be an agreement that would include all the academic libraries across the state, would include all the public libraries across the state, for a package of databases which we hope will include not only what we currently get from EBSCO, but also streaming video, e-book package, some other stuff that the public libraries are looking for and that we'd be able to get that at a significant discount. We are going to be putting out an RFP for that this spring. We have, because we can't play with Iowa and Iowa State as much as we like, we are a member of the Central Iowa Collaborative Collections Initiative. That's with Drake and Grinnell and Simpson and Grandview and Central. We're working with the privates because that allows us to come up with a little group that we might be able to get more FTE than we could by ourselves, and they also work with the private libraries who also have an agreement that they've made with some other institutions to be able to get additional deals as well. We've been working with them also to look at other collaborations. For example, we all did an analysis of our collection, and the goal was to identify those items which only one of the libraries held across all those five libraries, and that the decision was that that library would choose to

keep it for the others, so that information would be kept. Obviously, since we're big, we're going to keep a lot of stuff. That's fine. The point is, we would have it for perpetuity. A couple of other things that you might want to be aware of, the UNI ScholarWorks is in many ways an ability to get around some of this stuff that we urge faculty, and we're happy to help them to negotiate copyright. A lot of the time you can put a pre-print or some sort of version of your article in an institutional depository like ScholarWorks. What that means is those are freely available on Google. They can be downloaded multiple times and we're not forced to say if Jeremy publishes in a particular journal that if we want to buy that back, it costs us money. Jeremy could just deposit it in there and it's free unless the journal he's publishing in is a key resource in his field, then maybe we don't need to get that journal. The last thing, is we're trying to make discovery easier. So we purchased a product called Iliad which now lets you track interlibrary loan. We put it in a couple of years ago. You might not have noticed. Hopefully, you did. It now allows us to--you can actually track your requests through to find out where they are in the processing. You also can get downloaded articles into that mailbox relatively easily. The other thing we did was the library system that Kate (**Martin**) was talking about came out. We now have both Iowa and Iowa State, we're on the same system. The first time we've ever been on the same system. UNI was usually on its own. The last thing is that we're doing that with seven other institutions, including Creighton in Nebraska. So we're doing that collaboratively as well. And then the final thing I'll mention in this slide is we now have a courier service which started this fall which is moving items around between public and academic libraries—we have 24 libraries in a pilot program right now where we get five-day delivery. So, if you order a book, we should be

able to get that book the next day, unless it's the weekend. If it's not in our collection, and it's not available elsewhere. So I hope that you'll be taking advantage of these things. You may not see that. You're not being asked to request the courier. The goal is, we're trying to make it, "You need information, we will figure out the best way on the back end to get it," whether it's buying it, borrowing it, or doing any other sneaky thing we can to get it. [Laughter] I'll turn it over to Kate (**Martin**).

Martin: One of the things that we do hope to do is as you say, "Getting it any other way," is we're looking into with these other libraries that have the same integrated system, is allowing for walk-in borrowing by any patron from any library using their home id. So, if you happen to be in Iowa City and you want a book, or if you happen to be in Omaha and you need a book from Creighton for instance. We're also looking at other ways to expedite that kind of borrowing for patrons so it will go even faster. The last slide just gives you an idea of some of the kinds of things that we're interested in and some of you are interested in that we haven't been able to license. We know for example that there is a strong interest in moving our science journal subscription to online. That would cost us over \$7,000 a year. That's a good example of one of those things where I've said we know there's a really strong interest, and we'd like to put that out there and try it, but then what if we have to pull the plug on it? We also would like to consider expanding the array of journals that we have from of these other publishers; things outside these big collections of Wiley and Elsevier and Springer. We have a lot of SAGE journals. A lot of Taylor & Francis journals, just two examples, also Oxford, Cambridge—other major presses. We get reports from

some of these publishers that say, "These are your turn-away statistics." Or, I can request them. "These are the journals that we publish that somebody at your institution wants, and you don't have access to it." We can use that over time to see what the patterns are, and see if that's where we should direct money when we have it. DVDs and their related rights and video streaming is a real area of challenge for us. Fortunately, we have one staff member whose gotten her teeth into this and learned a lot. The DVD itself: You buy a DVD, it costs you maybe \$25, maybe \$100 if it's a documentary. If it's a documentary, it's going to cost us \$250 and up as an institutional price. If you want to use it outside that physical classroom, if you're teaching online--if you have an online class or a blended class, we're going to have to pay for performance rights, which probably start at \$250-\$300. And more and more we're finding that those performance rights are not something we can purchase in perpetuity, but that we can lease for two to three years.

Cox: We're seeing the flip of what you'd expect. Before, you'd buy a book and the benefit might be the book might be \$25 to \$100 and we could let anyone on the campus borrow it. Right now, you guys for about \$9 or \$9.99 you can get Netflix access. We can't get Netflix access. But if we want to get a similar streaming package, it's like \$15,000 a year. So they're saying, "Because you have so many people who are going to use this, we want to make sure we charge you for the number of people who are going to use them." It's not as easy as it used to be when you're getting music or a movie.

Martin: In terms of video streaming, we do subscribe to one service now called Ambrose Digital. There are others and some of you may recall that we tested

three or four years ago. One of the challenges for us here is that there's no one service that would be ideal for the campus. One great humanities/social science/science service. No. It doesn't exist. We need a mix of packaging, and we're looking now through the statewide alliance that Chris referred to and also with the Central Iowa Collaborative Collections Initiative Cooperative Licensing to see if that would save us some money and that would be doable. That would be a wonderful service for us to be able to offer to the campus. I think students would use a lot more videos for clips and presentations and those kinds of things and have more access to current documentaries.

Cox: We're out of time but we're happy to entertain any questions and we're also happy to have you guys send us stuff any time you want when you have questions.

Martin: If there are things that you expected to hear today, or matters about which you have concerns, or a certain lack of clarity, please don't hesitate to email one or both of us.

Cox: Thank you for your time. We appreciate it.

Gould: Thank you. So now that we are finished with the Consultative Session, can I have a motion to move back into regular session? So moved by Senator **Cooley**, seconded by Vice-Chair **Walter**. We have two other items on the docket. We normally only meet until 5:00. Associate Provost **Dhanwada** has informed me that it is okay...

Dhanwada: Yes, if we meet in two weeks because I do need to get this approved.

Gould: It is okay that if we don't discuss those today, these two things will be at the head of the docket on the November 28th meeting so we would get to those.

Campbell: I was going to say that's good, but these have been through the Curriculum Committee so we should at least enter into them. If we're lucky, we'll get through one or two of them today.

Gould: The only...We can try. Okay, so Item 1205 the CHAS proposal. Would you like to...?

Dhanwada: I will give you a very brief version of this [pointed to document]. I did have some remarks prepared, but let me give you an overview of CHAS as a college with regard to proposals; curriculum proposals. This year, CHAS as a whole added fourteen new courses, and this is down from 27 that were added last year. There were five courses that were dropped from the curriculum, while last year there was 126 courses that were dropped. This was due primarily to courses that were not offered after eight semesters. So, let me just very briefly give you an overview of the Humanities and Fine Arts side. That's kind of how we have been looking at these. We had proposals from Communications Sciences and Disorders, Communication Studies, Languages & Literatures, School of Music, Philosophy and World Religions and Theatre. The number of courses that were added and dropped and edited, I've given you in the summary document in the petition. I've included the meeting minutes. So I will tell you on a general level there were no new majors or minors or certificates in the humanities and fine arts side. Most of

these changes were really in departments that were editing programs, whether it's their majors or their minors, and these edits really had to do with the course changes. Many of them were editorial. Some were substantive in the sense that they might have changed the hours or they changed multiple things, and so those were the changes and so they had to incorporate those changes in the minors and majors and so forth. That's really what was going on. For the sciences side... any questions about the humanities/fine arts side? Was there anything that you all thought that were a problem with that? Okay.

Swan: And there was no issue in the UCC with any of these in the final proposals?

Dhanwada: No. I'm bringing all of those things that have been passed. Okay?

Swan: Sometimes things are passed, but there was dissent. So there was no dissent in UCC for any of those matters?

Dhanwada: There was one item that I will talk to you about, and this was actually written in the summary I had. It was for the Department of Theatre. So there was a course, Theatre 2010, which is Drama and Inclusion. Now, with this course, the thing is, that we had a budgetary implication and so according to the department head he went to the dean and to ask for funds to offer this course. The dean said, "I don't have any funds." And the department head did relay this to the department, but the department wanted to go ahead and put it through. And they basically wanted this course to be added to the emphasis for the theatre B.A. in Drama and Theatre for Youth. That was part of that. The UCC basically wanted to allow this course to happen because we didn't know if the funding would be there. It had come previously. It was grant-funded. However, we did not want to

change the emphasis so the course was required within the emphasis. And so they have allowed the change. It's a new course; they've added the course, but they haven't changed the emphasis. That was the bit of contention. We talked for much time, but that was the one area that there was some sort of contention. Everything else went through.

Gould: Before you comment, can I entertain a motion, since we have five minutes left, can I entertain a motion to extend the meeting ten minutes, to 5:10?

Swan: So moved, to fifteen minutes past five.

Gould: Okay. Do I have a second? [Laughter] Moved by Senator **Swan** and seconded by Senator **Burnight**. We are extending the time of our meeting to 5:15, or if we finish before 5:15. All in favor, please say, "aye," opposed, "nay." [Motion fails.]

Swan: Would you rather have 5:10? [group discussion] I move to adjourn.

O'Kane: Second.

Gould: I withdraw the previous motion.

Swan: No need to withdraw the motion.

Gould: So, motion to adjourn? All in favor say , "aye," opposed, "nay,"

Respectfully Submitted,

Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

Two Addenda Follow:

Addendum #1: Options For Disposition of Calendar Items

Addendum #2: Library PowerPoint Presentation to Faculty Senate

OPTIONS FOR DISPOSITION OF CALENDAR ITEMS

The Senate shall dispose of the items on the calendar. **By majority vote the Senate shall decide:**

- (1) to place the resolution at the head of the docket.
- (2) to docket the resolution in regular order.
- (3) to docket the resolution because of special circumstances for (date) and to notify the sender(s).
- (4) to refer the resolution to a standing committee.
- (5) to refer the resolution to appropriate officer of administration.
- (6) to refer the resolution to ad hoc committee.
- (7) to return the resolution to the petitioner with a request that it be resubmitted in the form of a specific proposal for Senate action.
- (8) to return the resolution to the petitioner with a request that additional/supporting evidence or documentation be attached.
- (9) to return to the sender because of a Senate decision not to enter the item on the docket at this time.
- (10) to make some other procedural disposition of the item.

From UNI Faculty Senate Bylaws Section 7.7: <https://uni.edu/senate/uni-faculty-senate-bylaws-0>

11/14/2016

The Materials Budget Situation at Rod Library

Chris Cox, Dean of Library Services

Kate Martin, Interim Associate Dean for Content Discovery

November 14, 2016

University Faculty Senate

Collection Snapshot

	2012	2013	2014	2015	2016
HOLDINGS/ACCESS					
Books (volumes)	799,353	784,462	776,179	780,940	783,450
Periodicals (volumes)	176,824	176,236	170,491	166,675	165,643
Audiovisual Resources (items)	30,182	30,578	30,359	31,858	32,170
Government Documents (items – all physical formats)	536,532	506,075	490,621	473,680	458,427
Maps (items)	41,567	40,949	43,756	43,806	43,866
Electronic Books (titles)	14,245	205,638	262,564	211,207	372,113
Electronic Journals (titles)	50,909	59,434	65,717	63,618	77,173
Databases (titles)	123	151	184	185	189



Use of Available Materials Funds

- Recurring materials budget static at \$1,990,749.00 since FY 2002/2003
 - If budget had increased by 2% annually, it would now be \$2,626,750
- Supplemented by Replacement Fund, Fines, Student Technology Fee allocations, and Foundation accounts, which are not predictable or constant
 - Expenditures averaged \$95,204 in FY 2013/14 - FY 2015/16
- Have committed \$80,000 - \$100,000 for one-time purchase of physical resources – books, DVDs, CDs
 - Annual acquisition of print titles has declined by 72% since FY 2010/2011
- Greatest expenditure – over 75% of recurring funds - for electronic resources, most notably databases and full-text journal packages

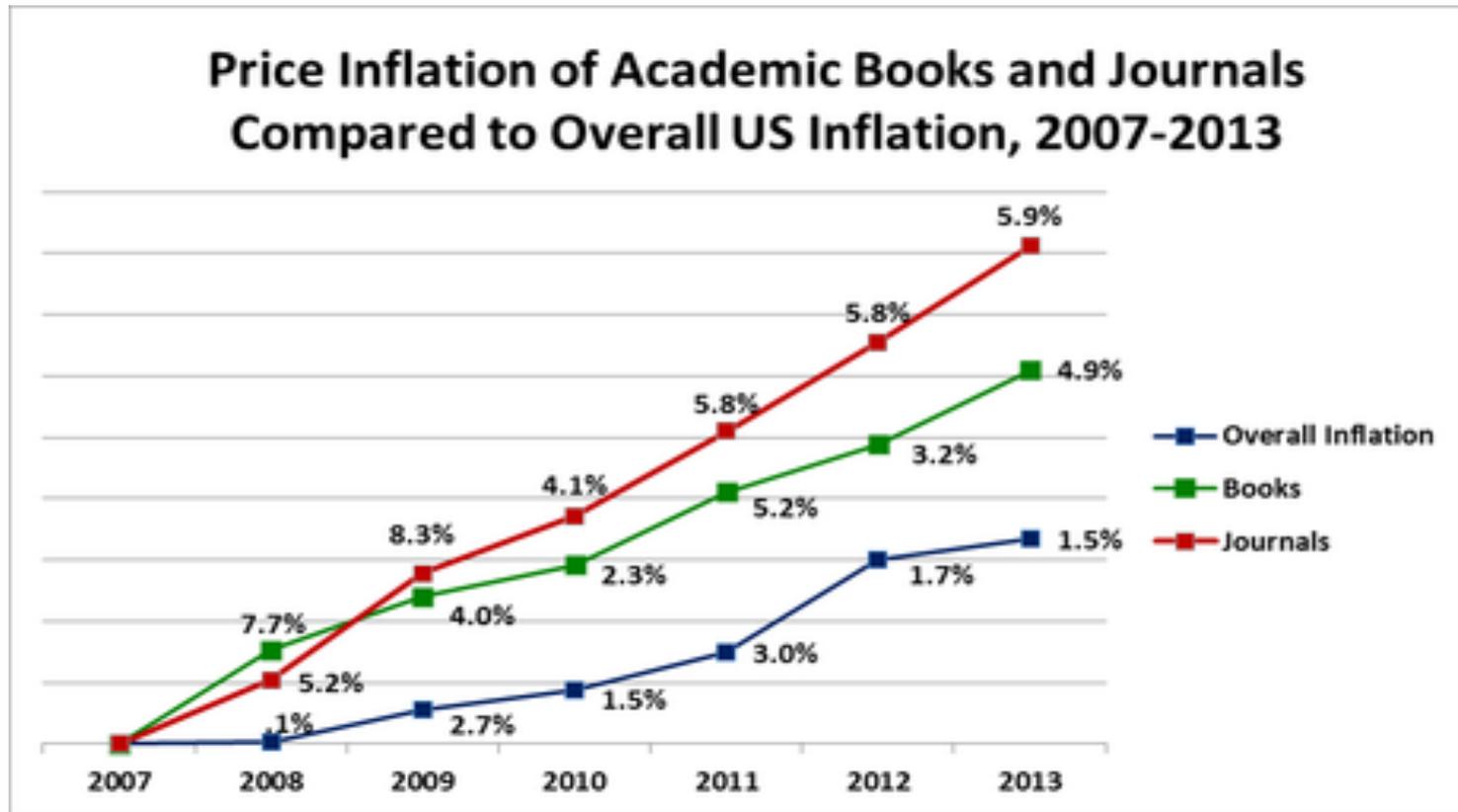


Supplemental Funds FY 2011/12-FY 2015/16

- FY 2012 - \$136,755 Library Operations
- FY 2013 - \$198,638 Provost/Library Operations
- FY 2014 - \$216,620 Provost/CSBS/Library Operations
- FY 2015 - \$48,450 Library Operations
- FY 2016 - \$360,819 Library Operations

Average (FY2012 – FY2016) – \$192,256.40

Inflation's Impact on Buying Power

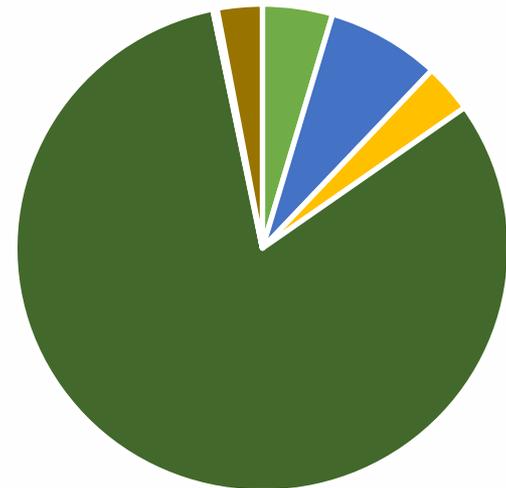


Source: <http://www.library.ucsb.edu/collection-development/budget-challenges>

Materials Expenditures by Format FY 2015/2016

- **One-Time Orders** \$94,075.00
- **Periodicals** \$152,218.00
- **Serials** \$66,270.00
- **E-Resources** \$1,674,759.00
- **Binding** \$5,765.00
- **Access-Support Services** \$60,459.00

Does not include advance payments for renewals due
in FY 2016/2017 made at close of FY 2015/2016



“Big Deal” Commitments

- The “Big Deal”: purchase of a bundle of journals from a single publisher
- Full-text journal collections – Elsevier ScienceDirect Freedom Collection, SpringerLink, Wiley Online Library
- Include active local subscriptions at time of initial agreement and pre-determined journal-title packages
- Three largest collections to which Rod Library subscribes cost \$539,000 in FY 2015/2016 or 27% of the recurring materials budget

Actions to Enhance Access

- Collaboration with other Iowa academic libraries: Central Iowa Collaborative Collections Initiative (CI-CCI), Iowa Private Academic Libraries (IPAL), Iowa Regents' universities
- Participation in Iowa Academic Library Alliance exploring cooperative database licenses along with the State Library
- Planning for an institutional membership in the Center for Research Libraries
- Locally edited peer-reviewed journals accessible through UNI ScholarWorks (Open Access initiative)
- Promotion of alternative scholarly publishing and selective retention of copyright
- Implementation of ILLIAD, Windows-based interlibrary loan system that works across ILL platforms, and Primo for improved information discovery
- Participation in MOBIUS statewide courier service



Resources of Current Interest

- Science Online subscription
- Additional e-journal subscriptions from selected publishers, such as Sage and Taylor & Francis
- DVDs, performance rights, and video-streaming services
- High-interest print monographs
- Materials supporting curriculum, disciplinary developments, online and blended courses and programs



Thank you.

Questions?

Comments?

