

The University of New Mexico Faculty Senate
Draft Meeting Minutes
March 26, 2024
3:00-5:00 P.M.
Student Union: Lobo A/B

(Pending approval at the April 23, 2024, Faculty Senate Meeting)

1. Call to Order

The meeting was called to order at 3:08 p.m.

2. Approval of the Agenda

The agenda was approved.

3. Approval of the February 27, 2024, Meeting Minutes

The February 27, 2024, minutes were approved.

4. Consent Agenda

Curricula Changes

Committee Appointment

The consent agenda was approved.

5. Faculty Senate President's Report

Faculty Senate President Cris Elder presented the following.

- President Elder voted against the three percent compensation increase at the Budget Leadership Team meeting. She did so because she felt that three percent was not enough.
- At the last Board of Regents meeting during public comment at the end, President Elder suggested that administration 'donate' their raises to support higher raises for faculty until they bring the faculty to parity amongst UNM's peer institutions.
- Faculty Elections are on-track for at-large members of the Faculty Senate, members for the Committee on Governance, and members for the Academic Freedom and Tenure Committee.
- We are awaiting some Faculty Senate election results from a few the Schools and Colleges. Most Senators should be in place by mid-April.
- Call for nominations for President-Elect of the Faculty Senate and the Operations Committee will occur in the next few weeks. Faculty do not need to be a full professor. Any voting faculty member can run for governance positions. You must be a senator next year to serve as President-Elect.
- President-Elect compensation is a \$5,000 Special Administrative Component (SAC) and one course release for the year.
- Faculty Senate President compensation is \$10,000 SAC and two course releases for the year.
- The Committee Preference Survey is going out. Currently there are only forty-three volunteers for committee service. Please encourage constituents to submit their preference.
- The President and the Provost are at a Hispanic serving institute conference and were unable to attend today.

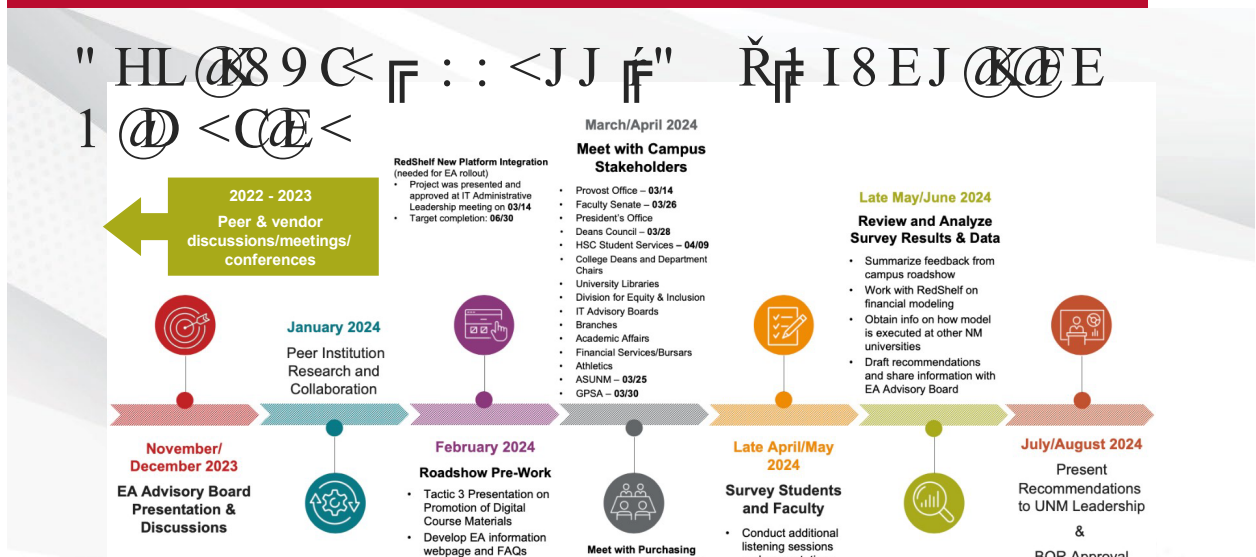
6. Equitable Access

Director Lisa Walden, UNM Bookstore, and Manager Peg Lewis, Course Materials Division, UNM Bookstore, presented the following.

EQUITABLE ACCESS DISCUSSION

Lisa Walden
Director, UNM Bookstores

Peg Lewis
Division Manager, Course Materials



UNM 2040 Goals

Goal 2 Student Experience and Educational Innovation

➤ **Tactic:** Promote Digital Course Material Models, Tools and Strategies

➤ **Description:** UNM Bookstores and ISS will work with UNM senior leadership and other stakeholders to explore Equitable Access as a new course materials model for campus. EA programs promote course material affordability and student success on university campuses.

In conjunction with this initiative, UNM IT will partner with UNM Bookstores, UNM Online, and University Libraries to increase the use of other digital course material options and tools such as Inclusive Access and Open Educational Resources (OER).



By Definition

What is Inclusive Access?

Inclusive Access (IA) is a 'by course' course materials acquisitions model where students enrolled in a particular section or course are provided with their required course materials on or before the first day of class. Students are not required to come out of pocket for their course materials as a reduced cost course materials fee is charged to their Bursar account.

What is Equitable Access?

Equitable Access (EA) is 'whole campus' course materials acquisitions model where every student in every section of every course across the entire campus is provided with their required course materials on or before the first day of class. Student Bursar accounts are charged a single flat fee for all their course materials regardless of course or program type.

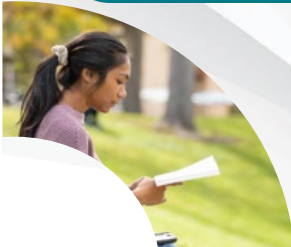


By Definition

What are Open Educational Resources?

Creative Commons defines open educational resources (OER) as “teaching, learning, and research materials that are either (a) in the public domain or (b) in a manner that provides everyone with free and perpetual permission to engage in the 5R activities”.

Unlike Inclusive and Equitable Access, OER uses grant funding to create, curate, and make materials free to students. OER content is created by faculty members or other subject matter experts and not through traditional course materials publishers.



Source: [Mike Moore, Ed.D. \(drmichaelmoore.com\)](http://mike.moore.com)



Why IA or EA?

Lower costs

Students in EA programs spent less on course materials than other students. Students enrolled in an EA program spent an average of \$244 compared to \$295 among non-EA students.

Source: *National Association of College Stores (NACS) Student Watch Report*

Student success and retention

Students who have immediate access to course materials are more likely to be engaged in their coursework, participate in class discussions, and perform well in assessments. This can lead to higher retention rates, better grades, and, ultimately, a more successful academic journey.

Source: [Mike Moore, Ed.D. \(drmichaelmoore.com\)](http://mike.moore.com)

Enhanced environment

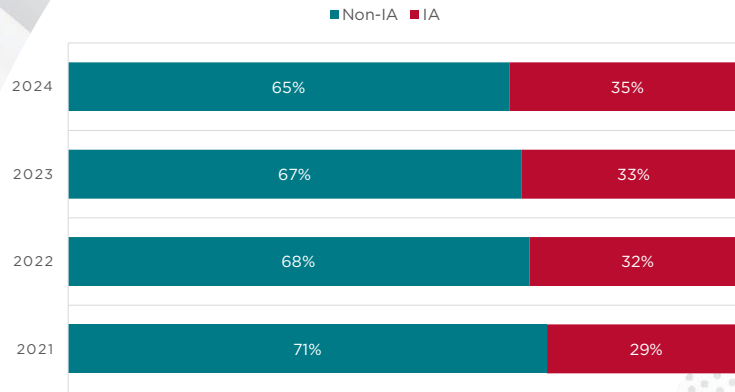
By making course materials accessible, the Equitable Access removes two of the most significant barriers in higher education – access and affordability. This ensures that all students, regardless of their 'Input' characteristics, have equal access to course materials. In doing so, Equitable Access creates a more equitable and inclusive 'Environment.'

Source: [Mike Moore, Ed.D. \(drmichaelmoore.com\)](http://mike.moore.com)



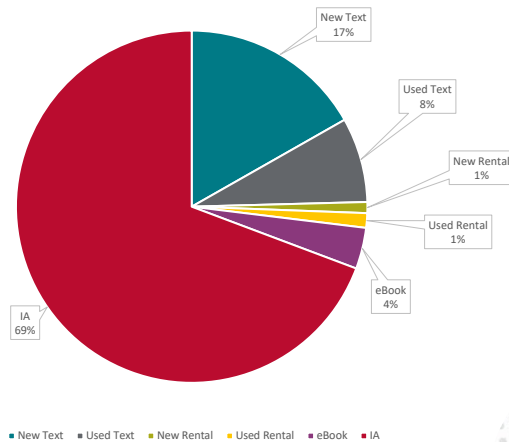
Where is UNM at currently?

Course Materials Distribution - Course Level



Where is UNM at currently?

Course Materials Units Sold FY 2024 YTD



Current EA Models

EA only (opt out model)

- All-in-one low-price subscription with day-one access for all students
- Students can opt out of EA

Cascading Access (EA > IA > Individual Materials)

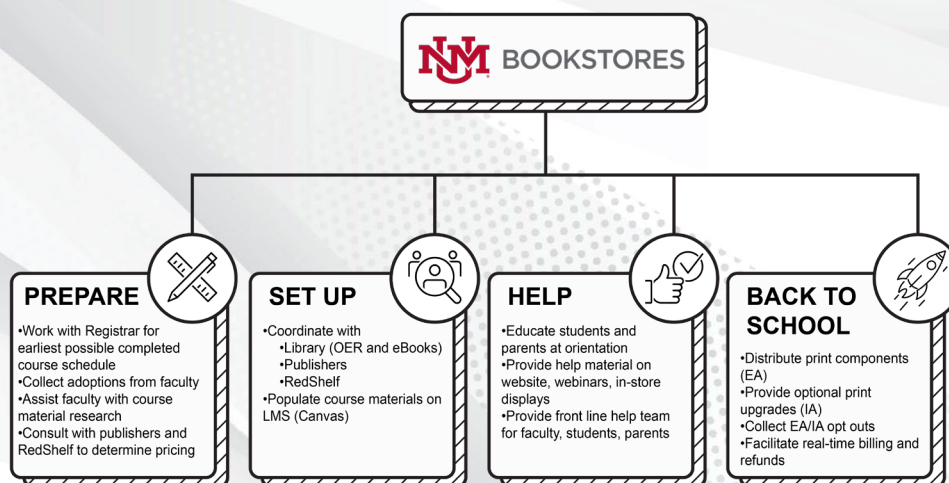
- All-in-one low-price subscription with day-one access for all students
- Students can opt out of EA & into IA
 - Required materials delivered for each class by day one at lowest market rate
- Students can opt out of IA
 - Students can choose to opt out of IA for individual materials and courses

EA (non-optional)

- EA flat fees are embedded into course fees



Proposed UNM Bookstores EA Model



Important Points

Day-one access with any model

Print books and OER in every model

OER & perpetual access/unlimited seat library eBooks will lower overall flat fee rate

Student success metrics should rise

Academic freedom is preserved

 BOOKSTORES

**Examples of innovative campuses
that have pioneered a per credit hour
or flat fee rate**



 BOOKSTORES

SDSU Program Details



Equitable Access (opt out model)

\$19.75 per enrolled credit hour for each student

Faculty can choose any materials

Students can use financial aid to cover program costs

Undergraduate only students included in program

Developed Equitable Access Library Partnership

Digital first materials; required print available

 NMI BOOKSTORES

CU Boulder Program Details



Cascading Access Program "CU Book Access"
(EA > IA > Individual Materials)

\$279 per semester flat rate

Faculty can choose any materials

Undergraduate only students included in program

Developed Equitable Access Library Partnership

Digital first materials; required print available

 NMI BOOKSTORES

Where is it going?



By the end of FY24, there will be at least

355 equitable Access accounts
across US Higher Education.

Predictions put that at 845, or as high as
900-950, by the end of FY28.



“In my opinion, it is truly the future of course materials acquisition and delivery.” - Mike Moore, Ed.D.

Source: www.coursematerialsresearch.com

NM BOOKSTORES

Summary

Equitable access programs increase:



EQUITY



AFFORDABILITY



PREDICTABILITY



ACCESSIBILITY



RETENTION



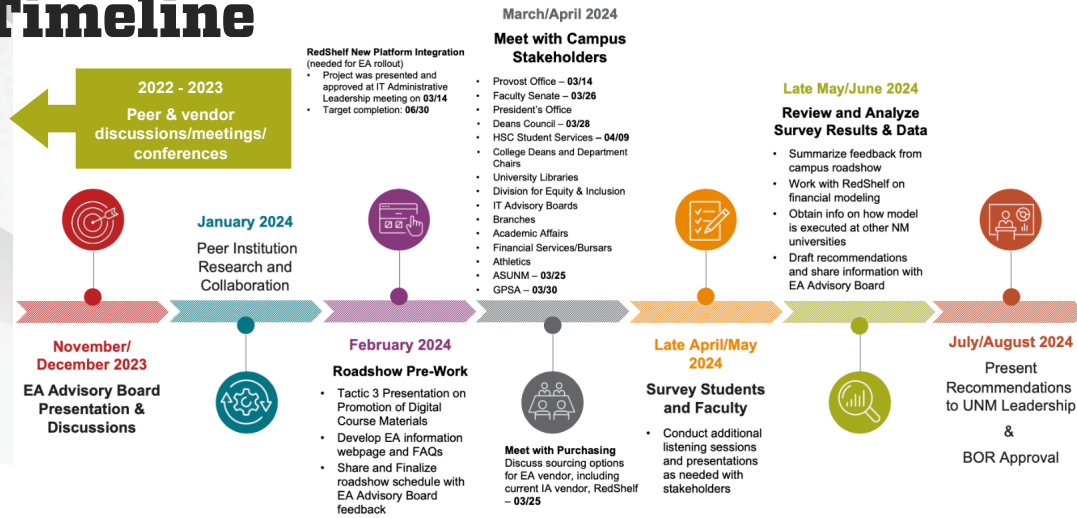
SUSTAINABILITY



STUDENT ACCESS

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Equitable Access (EA) Transition Timeline



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Questions?

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7. Public Comment

There was no public comment.

8. Open Discussion on Faculty Senate Priorities and of Break-Out Room Results

Faculty Senate President Cris Elder presented the following summary of the break-out room discussions from the February Faculty Senate meeting.

FYEX	<p>Questions</p> <ul style="list-style-type: none"> • Commitment from faculty? • Commitment from students? • Course content? Interdisciplinary? One-size-fits-all or something else? • Course relationship to larger curricula? • Is this modeled on FYEX @ Taos and Los Alamos or build on it? • What would advisors' relationship be to the course? • How is student success affected by advisor turnover? • How will measure success of initiative?
	<p>Recommendations</p> <ul style="list-style-type: none"> • Could culminate in a student-driven project focused on institutional knowledge (where key facilities are, resources available on campus); connect students to resources • Useful learning skill: "time on task" skills, how to best prepare and study for key examinations. • More support for faculty development and building inclusive learning environments • Build cohorts (or what size?) • Decrease (eliminate?) large hybrid courses • *Decrease in required courses at one time (*I believe this happened with the last legislative session) • Need to find a way to 'sell' the idea to faculty
Grading policies	<p>Questions</p>
	<ul style="list-style-type: none"> • Data on what current situation is regarding mid-term feedback to students?
	<p>Recommendations</p>
	<ul style="list-style-type: none"> • Maintain flexible CR/NC policy • Early intervention by faculty for students struggling • How balance pass/fail rates with students' need to know the curriculum • More concerned about student understanding than grading •
Faculty Development	<p>Questions</p>

	<ul style="list-style-type: none"> • How create sense of belonging in online environments? • How to address disruptive students? • How keep students engaged? • 'Ungrading'; Equitable grading; inclusive grading? • How address lack of emphasis placed on good teaching at UNM? • How is good teaching reflected in accreditation?
	<p>Recommendations</p>
	<ul style="list-style-type: none"> • Need increase in professional development funds.

The senators at each table discussed the above results. Each table then presented their ideas and suggestions to the full senate.

9. Meeting adjourned at 4:30 p.m.