



## DIFFERENTIAL TUITION REQUEST

**College/School:** Arts and Sciences    **Department/Program:** Biology

**Contact:** William Pockman, Chair Phone: 277-2496    Email: pockman@unm.edu

**Level:** Undergraduate  Graduate

**Proposed Differential to be applied as:** by student type (major):  by course:

*For Main Campus units, all new differential tuition will be charged by student type (major) and will follow the tuition block.*

**Requested Differential Tuition (shown as an amount per student credit hour):**

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$0	\$13	\$13
Non-Residents	\$0	\$13	\$13
Other	\$0	\$	\$

**Effective Academic Year: 2017-2018, Fall Semester**

*If the differential tuition request is approved it will be applied in the following academic year **beginning in the fall semester.***

**Rationale for Request:** *Please provide a detailed explanation on the reasoning for the increase/decrease or new differential tuition. Please refer to policy **UAP 8210 2.2** for qualifying justifications for differential tuition.*

The Department of Biology is requesting Differential Tuition to meet the increased cost of providing the highest quality training for careers in Biology with interests spanning genes to ecosystems, and outstanding preparation for our many majors who seek to continue to professional schools of Medicine, Dentistry and Veterinary Science. Our request is motivated by 1) the need to increase the number and breadth of upper-division courses to meet student interests and maintain upper-division class sizes that favor increased student success and personal interaction with faculty, 2) the need for increased funding to purchase and maintain lab equipment to improve the student experience in labs, and 3) the need to direct more funding to supporting our majors both in and out of class through more favorable student:advisor ratios, Peer Learning Facilitators (advanced undergraduates trained to help students during in-class activities) and through increased independent research opportunities. Upon approval we will create a Student Advisory Board (5 junior/senior Biology majors) to provide input on the value of the plans we have developed, to suggest alternate ways of allocating these funds to achieve the greatest benefit to our students, and going forward to provide feedback on the success of our Differential Tuition plan.



The Department of Biology is the only department representing the Biological Sciences to the main campus of UNM. Biology has 1,500 majors, nearly 300 graduates per year, provides required courses for a variety of health-sciences related programs (Nursing, Emergency Medicine, Physical Therapy, etc), and engages undergraduates through the largest externally funded research program of any academic department in New Mexico. Our extensive portfolio of funded research creates opportunities for students. For many students a critical part of our undergraduate training occurs in faculty labs, diverse centers of excellence such as the Museum of Southwestern Biology (MSB) and the Center for Evolutionary and Theoretical Immunology (CETI), the Center for Stable Isotopes (CSI), and through federally-funded training programs such as IMSD, MARC, and PREP.

Although the size and impact of the undergraduate Biology program reflects the motivation and hard work of the Biology faculty and staff, our continued success is increasingly limited by the resources available to provide training to large numbers of students. In 1993, there were approximately 600 Biology majors served by 32 tenure-track faculty. Since then, our number of majors has increased nearly three-fold (~1,500) while faculty numbers have increased slightly to 35 in the tenure-track. Our number of lecturers has increased over the last 20 years (now 8 continuing lecturers and 1 non-continuing), due largely to the explosive growth in enrollments of service courses taught in support of other programs. Our lecturers are a vital part of our faculty, enabling us to maintain a consistently high-quality curriculum for the many students we serve. Yet even with total faculty numbers of 43, our faculty strength is 50% below Biology departments at some peer universities (e.g. the University of Utah has a single Biology department with ~1000 majors, 53 tenure track faculty, and 3 ongoing faculty searches). The large growth in our number of majors against a background of very slow increases in faculty numbers challenges the quality of the program we can provide. Nowhere is this pressure greater than in upper-division courses that are intended to provide intensive training with extensive use of the primary literature, a goal that is challenged by enrollments of 75 or greater with unpredictable resources for Teaching Assistants to support the class. Although the long-term solution to this problem is a significant investment by the University to bring the size of the Biology faculty on a par with similar programs at our peer institutions, Differential Tuition offers a partial solution that can be implemented quickly and will provide a noticeable improvement in the opportunities available to our current students.

Hiring and retention of Biology faculty is challenging at UNM because our salaries and start-up funding (the funds required to establish a functioning laboratory for a new faculty member) trail the market of peer Research-Intensive Universities. Our Request for Differential Tuition is based on a plan to hire two tenure-track faculty members in the first two years to increase our upper-division course offerings in areas identified with the input of current and recent students (see budget section). **Student Benefit:** The use of Differential Tuition to increase the average number of tenure-track faculty in Biology above its current unchanging level will provide a tangible improvement in the experience of our undergraduate majors.

To further increase the range of courses offered, we will set aside funds to supplement the increasingly-limited University funding for Part-Time Instruction (PTI) to support additional Biology courses of broad interest to our majors. Such courses could include a Biological Statistics course, upper-division courses on topics identified opportunistically, and with student input, to increase the depth of our coverage of the burgeoning field of Biology. We will also seek to support



biologically-oriented sections in required supportive courses in Physics, Math and Chemistry and Chemical Biology. We will create a mechanism for students to submit course requests through the Student Advisory Board for our Differential Tuition funding. **Student benefit:** Differential Tuition funds allocated to these courses would provide Biology majors with a richer array of courses than we can currently support, increasing the ability of majors to tailor their upper-division coursework to their specific interests within Biology.

The Biology curriculum is more logistically and financially challenging because of the significant lab science requirement for our majors. Our majors complete a four-course core curriculum, the first two courses include a TA-led recitation and the second two courses have formal labs led by TAs. They also must complete one of several 300-level organismal laboratory courses, each with a TA-led lab, and four 400-level courses, many of which have TA-led labs as well. Because of the number of majors, every course in our core curriculum is taught every semester and over the summer. To staff these labs, we employ between 50 and 60 teaching assistants during each semester of the academic year. To effectively recruit the Biology graduate students who primarily fill these TA positions, we must promise five years of TA support (2 years for Master's students). We will allocate Differential Tuition funds to TA stipends (and the tuition waiver and health insurance required by UNM policy for each TA) to allow us to support more courses with TAs and to recruit the students who will fill these positions. **Student benefit:** Differential tuition will be used to supplement the TA positions funded by the College of Arts and Sciences to lead lab and discussion sections for upper division courses and to provide some of the added services and support described below.

The cost of the Biology curriculum is also above average because of recent efforts to improve the learning outcomes of our majors and to facilitate student success to increase progress toward graduation. Faculty from three of our four core courses have recently participated in in the Department of Education funded STEM Gateway program to bring active-learning approaches to the lectures and lab sections of these courses. One innovation has been the use of Peer Learning Facilitators (PLFs) to assist faculty utilizing active learning approaches in large classes. These activities often benefit from the availability of personnel to circulate among student groups providing guidance and hints to help students collaborate to solve a problem. **Student benefit:** Differential tuition would provide support for advanced undergraduates, who have excelled in one of our core courses to serve as PLFs for that course.

Although classroom learning is a fundamental part of our Biology program, like nearly all academic programs, learning the practice of Biology requires an experiential learning environment with small student:faculty ratios. The laboratory sections of our core courses enroll 18-24 students and provide one form of experiential learning, which we tailor as much as possible to encourage an understanding of the process of science. Engaging students in our research laboratories offers a more effective and in-depth opportunity for them to learn by participating in funded research in a wide range of sub-fields of Biology. For highly motivated students, the Biology Honors Program provides a mechanism for students to pursue an independent, often independently-derived, research project over a 1-2 year period that culminates in the preparation of an honors-thesis. Our preliminary alumni survey data indicate that more than 50% of respondents participated in research **Student Benefit:** Differential Tuition will be used to fund small summer and/or



academic-year scholarships for students with demonstrated financial need to allow them to pursue independent research with a Biology faculty member.

The increased cost under Differential Tuition in Biology is justified because increased success of our majors will make them more competitive after graduation. This is particularly the case for the many Biology graduates who pursue Medical, Dental or Veterinary training that leads to above-average salary earnings. Preliminary data from a survey being conducted in support of our upcoming Academic Program Review indicate 30% of our alumni are employed in a medical field, another 20% are currently engaged in graduate or professional school and 25% are working in a job that is related to Biology.

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**Market Analysis:** *Please provide detailed information on whether the college/school or department/program cost of instruction is markedly higher than the university average program costs or market conditions warrant additional tuition.*

The cost of instruction in the Department of Biology is substantially greater than the university average due to the significant costs incurred with operating the number of required laboratories, and the challenges of recruiting and retaining tenure-track faculty against a very competitive national market. Not only are these costs elevated but the funds available from State appropriations and our modest tuition have already applied considerable pressure to do more with less. This pressure has been compounded by the significant increase in the student populations served by the Biology department with a relatively constant or slightly increasing number of faculty. Our differential tuition request will increase the annual cost to Biology majors by \$390 (based on 15 CR per semester). Over their undergraduate careers, this cost will be partially offset by the reduction of course fees to \$5 on all majors courses (Differential Tuition will cover the operating costs of labs for all majors courses) to offset the increased burden borne by students.

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**Student Consultation:** *A preliminary request should be submitted to the Provost Office (Main Campus) or Chancellor's Office (Health Sciences Center (HSC)) no later than October 1<sup>st</sup>. Per policy it must be posted to the unit's website no later than October 1<sup>st</sup> to allow for at least 30 days of constituent comment prior to final submission to the Provost or Chancellor by November 1<sup>st</sup>.*

*Please provide an explanation on how you plan to communicate the proposed differential tuition request to students, and the feedback you have already received from students on this request, if any.*

Since submitting our Initial Request, we have sought student input in several ways. We will continue to gather data from our students and provide updates to this section as the review of our Final Request moves forward.



The key points of our proposal are being presented by faculty to Biology students at all levels of the curriculum. The presentation (see supporting materials attached) identified the benefits that might be provided to students and listed three “price points,” each with a summary of how these benefits would be assembled. At the end of the presentation, students were invited to take an Opinion survey. Building upon classroom introductions, the survey asked students 1) to rate each of the possible individual benefits (scale of 1-5 from No Benefit to Great Benefit) and 2) to rate each of the “price points” (scale 1-5 from “Cost is Greater Than Benefits” to “Benefits Exceed the Cost”). After the presentation, faculty members provided a brief summary of the key points of their discussion. Below we summarize the faculty summaries received to date and preliminary results from the survey, and use them to justify the broad terms of our Final Request for Differential Tuition.

Several faculty members have reported on their discussions with students in class. Not surprisingly, student reactions are mixed to any initiative that increases the cost of pursuing an undergraduate degree. Many have expressed uncertainty why the cost of offering the benefits that we propose are being passed to the students instead of being invested by UNM from existing resources, an uncertainty that has been well-represented in our faculty discussions as well.

When the discussion turns to the proposed benefits of Differential Tuition, the students have been positive about mechanisms to increase the number of upper-division classes (in our request, hiring faculty and supplementing Part-Time Instruction funds to support additional classes), upgrading lab equipment, and creating research scholarships for undergraduates. Because access to specific upper-division classes is presently an issue for some students, students inquired whether those who have paid Differential Tuition could be given priority in registration. This is an interesting idea that we will evaluate for possible implementation if our request is approved.

Our discussions with students will continue and we will provide more comprehensive information about the nature of these conversations early in Spring semester 2017.

The preliminary survey data (46 respondents to date) and their associated comments have provided very useful information, which we have used to shape our proposal. In particular:

- 1) Students were strongly supportive of hiring faculty (100% of respondents rated it “Some Benefit” or higher and 70% rated it “Great Benefit”).
- 2) Students were also strongly supportive of offering additional 400-level courses (more than 70% rated it “Great Benefit”).
- 3) Lab equipment upgrades and competitive Research Scholarships for majors were also viewed favorably by respondents.
- 4) Essential skills workshops were not a popular option.
- 5) Among the cost options, 80% of respondents viewed the benefits offered as “Benefits Worth the Cost” or higher. The strength of this result increased slightly with the cost to the student, suggesting students recognized that a small increase in the cost yielded greatly increased benefits.



**Accountability/Budget Information:** Please provide budgetary information about how the revenue generated will be expensed. It is highly encouraged to set aside a portion of the revenue generated by the differential for financial aid (see policy UAP 8210 2.2.2).

Financial Aid Set Aside Amount: 20%

**Proposed Annual Revenue**

Differential Tuition (per student credit hour)	\$13
Projected # of Student Credit Hours (all student credit hours taken by student majors in the program).	45,000 CR
<b>Total Revenue</b>	<b>\$585,000</b>

**Proposed Annual Expenditures**

Financial Aid Set Aside (%)	\$117,000 (20% of revenue)
Faculty Expense	\$184,000 (faculty and PTI hiring)
Advising Personnel	\$35,000 (supplemental advisor)
Support Staff Expense	\$121,768 (TAs and Peer Learning Facilitators)
Operating Expenses	\$127,232 (lab equipment purchase and maintenance and lab operations)
<b>Total Program Costs</b>	<b>\$585,000</b>

*Please provide a detailed explanation on how the revenue will be used for this program:*

The Financial Aid Set Aside (20% of actual Different Tuition) will be used to reduce or eliminate the Differential Tuition charges for students identified by UNM as qualifying (see below).

Faculty expenses will be used to hire two tenure-track faculty using Differential Tuition. Preliminary student survey data are strongly supportive of hiring more faculty to increase the availability of courses. The cost of these hires will consist of their 9-month salary (current starting salary is approximately \$75,000 but is subject to negotiation during hiring). Faculty members hired using Differential Tuition will teach in areas selected in consultation with the Student Advisory Board established to coordinate student input on the Differential Tuition. Judging by current student demand for upper-division courses, and the comments from students on our survey, these faculty will likely be hired with the expectation that they teach in the area of Cell and Molecular Biology. The research expertise of these faculty hires will be determined by the Biology faculty during the hiring process to meet the needs of the department (individuals from a variety of research backgrounds are often well qualified to teach specific courses). Because the idea of additional 400-level courses received very strong support in our preliminary survey data, we have also planned for hiring Part-Time Instructors to further increase the upper-division course offerings.



Funds for Advising Personnel will be used to hire an additional Biology advisor to work with the University advisors stationed in Biology. We presently have 3 advisors for a 1:500 ratio. Adding a fourth person will enable us to reduce that ratio and thus to reduce the response time for students initiated advising requests. We initially presented this position to the students as a "Biology Majors Coordinator" to take on roles that are beyond the scope of our current advisors (organizing career activities, activities for majors, etc). Student survey responses to this description were mixed but text comments noted the need for increased advising. Hence we have retained this position but will tailor the job description to increase our advising capacity and other tasks developed in collaboration with the Student Advisory Board.

Funds for support staff will be used to support Teaching Assistants and Peer Learning Facilitators (PLFs) for large core classes. The PLFs provide an extra person to consult with students during activities and small group discussions designed to engage students in core classes lectures. We initially proposed supporting Essential Skills workshops in our core Biology courses. Although outcomes assessments for these workshops have been positive, the student survey responses were not in favor of supporting these activities. In our Final Request, we have retained support for PLFs but diminished allocation to the workshops.

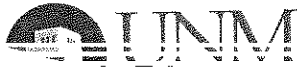
Funds for operating expenses will be used to support the operation of core classes taken by Biology majors. This will include the materials and supplies needed by some of the more elaborate labs (e.g. Biology 204L) as well as the cost of instrument purchase, maintenance, and replacement. Centralizing these costs under Differential Tuition will enable us to reduce the course fees in our courses for majors in favor of funds that can be more flexibly spent to the benefit of students.

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**Student Access and Affordability:** *Please explain how student access and affordability will be addressed.*

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Student access and affordability will be addressed directly by setting aside 20% of the actual Differential Tuition generated to provide refunds to financially needy students. We have consulted with Brian Malone from the Student Financial Aid Office at UNM. Financial Aid is able to supply a list of Biology majors identified as eligible for aid. We will then contact those individuals enrolled to notify them of the opportunity to request partial or whole refund of the differential. Students would bear the cost for a 2-3 month period required to process the repayment. We will also operate a research scholarship program to support several students qualified for financial aid in independent research in the lab of a Biology Faculty member. Although Differential Tuition would increase the costs borne by our majors, our preliminary survey results suggest that on average the students recognize the benefits and were more supportive of the higher cost option because of the greater benefits that it would provide.



**Peer Comparison Chart:** Please complete the Excel peer comparison spreadsheet. If the peer institutions listed does not have a similar college/school or department/program add an institution that most closely resembles your unit. Please note this adjustment below.

**See Attached Spreadsheet.**

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**Other Information:** Please provide any additional information that supports this request for differential tuition.

Click here to enter text.

**Dean/Director Approval:**

Printed Name: Mark Peceny, Dean, College of Arts and Sciences

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Differential Tuition to Improve Biology Undergraduate Program

Fall Semester, 2016

## Differential Tuition

- What is differential tuition?
  - Charge on every credit hour taken by students in a particular major
- Why charge differential tuition?
  - Provide additional funds to programs, like Biology, that have higher costs.
    - Laboratory and field courses are costly
  - Since 1993, Biology majors have increased 2.5x
  - Biology funding and faculty hiring has fallen behind.
- Why might Biology request differential tuition?
  - Better meet student needs by strengthening the program
- Possible benefits
  - Additional 400-level courses in areas requested by students.
  - TA's for 400-level courses
  - Skills workshops
  - Upgraded lab equipment
  - Majors coordinator – activities, career, & opportunities
  - Course fee reductions
  - Summer research scholarships
  - Improve faculty:majors ratio
  - Relief from differential tuition
    - based on financial aid status
  - [insert *your* idea here]

3 Scenarios for Differential Tuition in Biology				
		Annual Cost (@30 CR)		
Benefits to Biology Majors		\$210	\$300	\$390
A	<b>Upgraded lab equipment:</b> Purchase, repair, and replace lab equipment (instruments, microscopes, etc.)	YES	YES	YES
B	<b>Biology Majors Coordinator:</b> A staff member to organize events, activities and career resources for majors.	YES	YES	YES
C	<b>Essential Skills (EASE) workshops in BIOL 201-204</b>	YES	YES	YES
D	<b>20% set aside to offset extra cost to help those qualified for financial aid.</b>	YES	YES	YES
E	<b>Increasing Upper Division courses in areas identified with majors.</b>	3	6	8
F	<b>Increasing TAs for upper division courses (courses per year).</b>	5	7	8
G	<b>Research scholarships for majors (\$4000 ea).</b>	6	8	10
H	<b>Course fee reduction in BIOL 201-204, 300-level, 400-level courses</b>	NO	50% cut of fees >\$5	\$5/course for all
I	<b>Improve faculty:major ratio:</b> Hiring tenure-track faculty and/or lecturers as needed maintain the curriculum students need to complete their degrees.	NO	NO	YES

Please provide your opinions about differential tuition.

- Take our survey:
  - <https://esurvey.unm.edu/opinio/s?s=66206>
- Send your opinions by email to:
  - William Pockman, Chair of Biology, [pockman@unm.edu](mailto:pockman@unm.edu)
- Watch for Biology Majors meetings during the last week of class to discuss and express your opinions.



The University of New Mexico  
2016-17 Tuition Projections

College: Arts and Sciences  
Program: Biology

Undergraduate Resident

Resident	Tuition (1)	Differential for Peer College/Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition	rank
University of New Mexico	\$ 6,664	n/a	n/a	n/a	\$ 6,664	17
<b>Peer Median</b>	<b>\$ 8,104</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 8,266</b>	<b>12.5</b>
1 Arizona State University*	\$ 10,640		\$ 213	n/a	\$ 10,853	4
2 Florida International University*	\$ 6,168		\$ 123	n/a	\$ 6,291	19
3 New Mexico State University*	\$ 6,729		\$ 135	n/a	\$ 6,864	16
4 Oklahoma State University*	\$ 9,520		\$ 190	n/a	\$ 9,710	8
5 Texas A&M University**	\$ 5,565		\$ 111	n/a	\$ 5,676	22
6 Texas Tech University*	\$ 10,230		\$ 205	n/a	\$ 10,435	5
7 The University of Tennessee (Knoxville)	\$ 6,362		\$ 127	n/a	\$ 6,489	18
8 The University of Texas at Arlington*	\$ 5,530		\$ 111	n/a	\$ 5,641	23
9 The University of Texas at Austin**	\$ 9,678		\$ 194	n/a	\$ 9,872	7
10 The University of Texas at El Paso*	\$ 6,002		\$ 120	n/a	\$ 6,122	21
11 University of Arizona*	\$ 9,361		\$ 187	n/a	\$ 9,548	9
12 University of California-Riverside	\$ 14,836		\$ 297	n/a	\$ 15,133	1
13 University of Colorado-Boulder**	\$ 13,782		\$ 276	n/a	\$ 14,058	2
14 University of Colorado-Denver	\$ 8,116		\$ 162	n/a	\$ 8,278	11
15 University of Houston**	\$ 9,904		\$ 198	n/a	\$ 10,102	6
16 University of Iowa **	\$ 8,104		\$ 162	n/a	\$ 8,266	12.5
17 University of Kansas*	\$ 4,742		\$ 95	n/a	\$ 4,837	24
18 University of Missouri-Columbia*	\$ 10,716		\$ 214	n/a	\$ 10,930	3
19 University of Nebraska-Lincoln**	\$ 8,637		\$ 173	n/a	\$ 8,810	10
20 University of Nevada-Las Vegas	\$ 6,052		\$ 121	n/a	\$ 6,173	20
21 University of Oklahoma-Norman Campus*	\$ 8,065		\$ 161	n/a	\$ 8,226	14
22 University of Utah**	\$ 6,856		\$ 137	n/a	\$ 6,993	15

(1) Tuition is based on full time status, (12 credit hours for undergraduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

\*Includes student fees

\*\*rates vary depending on field of study



The University of New Mexico  
2016-17 Tuition Projections

College: Arts and Sciences  
Program: Biology

Undergraduate Non-Resident

Non-Resident	Tuition (1)	Differential for Peer College/Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition	rank
University of New Mexico	\$ 19,464	n/a	n/a	n/a	\$ 19,464	17
Peer Median	\$ 21,168	n/a	n/a	n/a	\$ 21,591	12.5
1 Arizona State University*	\$ 25,458		\$ 509	n/a	\$ 25,967	7
2 Florida International University*	\$ 14,853		\$ 297	n/a	\$ 15,150	22
3 New Mexico State University*	\$ 19,651		\$ 393	n/a	\$ 20,044	16
4 Oklahoma State University*	\$ 20,977		\$ 420	n/a	\$ 21,397	14
5 Texas A&M University**	\$ 13,638		\$ 273	n/a	\$ 13,911	24
6 Texas Tech University*	\$ 17,388		\$ 348	n/a	\$ 17,736	21
7 The University of Tennessee	\$ 30,856		\$ 617	n/a	\$ 31,473	4
8 The University of Texas at Arlington*	\$ 18,068		\$ 361	n/a	\$ 18,429	19
9 The University of Texas at Austin**	\$ 34,282		\$ 686	n/a	\$ 34,968	2
10 The University of Texas at El Paso*	\$ 14,752		\$ 295	n/a	\$ 15,047	23
11 University of Arizona*	\$ 33,152		\$ 663	n/a	\$ 33,815	3
12 University of California-Riverside	\$ 23,952		\$ 479	n/a	\$ 24,431	10
13 University of Colorado-Boulder**	\$ 34,307		\$ 686	n/a	\$ 34,993	1
14 University of Colorado-Denver	\$ 22,416		\$ 448	n/a	\$ 22,864	11
15 University of Houston**	\$ 24,410		\$ 488	n/a	\$ 24,898	9
16 University of Iowa **	\$ 27,890		\$ 558	n/a	\$ 28,448	5
17 University of Kansas*	\$ 20,115		\$ 402	n/a	\$ 20,517	15
18 University of Missouri-Columbia*	\$ 25,198		\$ 504	n/a	\$ 25,702	8
19 University of Nebraska-Lincoln**	\$ 18,382		\$ 368	n/a	\$ 18,750	18
20 University of Nevada-Las Vegas	\$ 17,497		\$ 350	n/a	\$ 17,846	20
21 University of Oklahoma-Norman Campus*	\$ 21,168		\$ 423	n/a	\$ 21,591	12.5
22 University of Utah**	\$ 26,340		\$ 527	n/a	\$ 26,867	6

(1) Tuition is based on full time status (12 credit hours for undergraduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

\*includes student fees

\*\*rates vary depending on field of study



The University of New Mexico  
2016-17 Tuition Projections

College: Arts and Sciences  
Program: Biology

Graduate Resident

Resident	Tuition (1)	Differential for Peer College/Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition	rank
University of New Mexico	\$ 4,443	n/a	n/a		\$ 4,443	22
<b>Peer Median</b>	<b>\$ 7,480</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 7,630</b>	<b>12.5</b>
1 Arizona State University*	\$ 11,624		\$ 232	n/a	\$ 11,856	5
2 Florida International University*	\$ 8,202		\$ 164	n/a	\$ 8,366	10
3 New Mexico State University*	\$ 4,941		\$ 99	n/a	\$ 5,040	20
4 Oklahoma State University*	\$ 3,528		\$ 71	n/a	\$ 3,599	23
5 Texas A&M University*	\$ 3,286		\$ 66	n/a	\$ 3,352	24
6 Texas Tech University*	\$ 7,390		\$ 148	n/a	\$ 7,538	14
7 The University of Tennessee	\$ 12,356		\$ 247	n/a	\$ 12,603	3
8 The University of Texas at Arlington*	\$ 8,710		\$ 174	n/a	\$ 8,884	7
9 The University of Texas at Austin**	\$ 8,402		\$ 168	n/a	\$ 8,570	9
10 The University of Texas at El Paso*	\$ 5,507		\$ 110	n/a	\$ 5,617	19
11 University of Arizona*	\$ 13,862		\$ 277	n/a	\$ 14,139	1
12 University of California-Riverside	\$ 7,480		\$ 150	n/a	\$ 7,630	12.5
13 University of Colorado-Boulder**	\$ 12,262		\$ 245	n/a	\$ 12,507	4
14 University of Colorado-Denver**	\$ 6,408		\$ 128	n/a	\$ 6,536	17
15 University of Houston**	\$ 8,406		\$ 168	n/a	\$ 8,574	8
16 University of Iowa **	\$ 11,440		\$ 229	n/a	\$ 11,669	6
17 University of Kansas*	\$ 8,159		\$ 163	n/a	\$ 8,322	11
18 University of Missouri-Columbia*	\$ 13,096		\$ 262	n/a	\$ 13,358	2
19 University of Nebraska-Lincoln*	\$ 6,458		\$ 129	n/a	\$ 6,587	16
20 University of Nevada-Las Vegas	\$ 4,752		\$ 95	n/a	\$ 4,847	21
21 University of Oklahoma-Norman Campus*	\$ 5,515		\$ 110	n/a	\$ 5,626	18
22 University of Utah**	\$ 6,721		\$ 134	n/a	\$ 6,855	15

(1) Tuition is based on full time status (9 credit hours for graduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

\*includes student fees

\*\*rates vary depending on field of study



The University of New Mexico  
2016-17 Tuition Projections

College: Arts and Sciences  
Program: Biology

Graduate Non-Resident

Non-Resident	Tuition (1)	Differential for Peer College/Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
University of New Mexico	\$ 15,002	n/a	n/a	n/a	\$ 15,002
Peer Median	\$ 17,226	n/a	n/a	n/a	\$ 17,571
1 Arizona State University*	\$ 21,016		\$ 420	n/a	\$ 21,436
2 Florida International University*	\$ 18,030		\$ 361	n/a	\$ 18,391
3 New Mexico State University*	\$ 15,107		\$ 302	n/a	\$ 15,410
4 Oklahoma State University*	\$ 14,144		\$ 283	n/a	\$ 14,426
5 Texas A&M University*	\$ 7,016		\$ 140	n/a	\$ 7,156
6 Texas Tech University*	\$ 14,412		\$ 288	n/a	\$ 14,700
7 The University of Tennessee	\$ 30,774		\$ 615	n/a	\$ 31,389
8 The University of Texas at Arlington*	\$ 15,226		\$ 305	n/a	\$ 15,531
9 The University of Texas at Austin**	\$ 16,338		\$ 327	n/a	\$ 16,665
10 The University of Texas at El Paso*	\$ 12,234		\$ 245	n/a	\$ 12,479
11 University of Arizona	\$ 32,184		\$ 644	n/a	\$ 32,828
12 University of California-Riverside	\$ 17,548		\$ 351	n/a	\$ 17,899
13 University of Colorado-Boulder**	\$ 12,262		\$ 245	n/a	\$ 12,507
14 University of Colorado-Denver**	\$ 21,726		\$ 435	n/a	\$ 22,161
15 University of Houston**	\$ 17,226		\$ 345	n/a	\$ 17,571
16 University of Iowa **	\$ 28,646		\$ 573	n/a	\$ 29,219
17 University of Kansas*	\$ 17,227		\$ 345	n/a	\$ 17,572
18 University of Missouri-Columbia*	\$ 18,012		\$ 360	n/a	\$ 18,372
19 University of Nebraska-Lincoln*	\$ 14,936		\$ 173	n/a	\$ 15,108
20 University of Nevada-Las Vegas	\$ 18,662		\$ 373	n/a	\$ 19,035
21 University of Oklahoma-Norman Campus*	\$ 15,401		\$ 308	n/a	\$ 15,709
22 University of Utah**	\$ 21,295		\$ 426	n/a	\$ 21,721

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(1) Tuition is based on full time status (9 credit hours for graduate tuition per semester) Fall and Spring semesters

(2) Please indicate the peer's differential tuition based on the college/program your unit is comparing to.

\*Includes student fees

\*\*rates vary depending on field of study