



**BOARD OF REGENTS  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

**MEETING AGENDA**

**February 26, 2015  
1:00 PM  
Roberts Room  
Scholes Hall**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Thursday, February 26, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** (*January 29, 2014*) TAB A
- III. Reports/Comments:**
- A. Provost's Administrative Report  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*
  - B. Member Comments
  - C. Advisor Comments
- IV. Action Items:**
- A. Posthumous Degrees: Briana Hillard and Matthew Grant TAB B  
*Linda Lindquist, Student Affairs Specialist – Dean of Students Office*
  - B. Key Management Personnel Security Managerial Resolution TAB C  
*Deborah Kuidis, Manager of Industrial Security/Facility Security Officer*
- V. Information Items:**
- A. Differential Tuition Requests for AY 2015-16 TAB D  
***ASAR Goal 3: Understand fully student expenses & make progress on tuition and fee planning***  
*Nicole Dopson, Financial Officer and Chaouki Abdallah, Provost & EVP for Academic Affairs*
  - B. College of University Libraries & Learning Sciences Update TAB E  
***UNM 2020 Goal 6.3: Continuous Evaluation of Programs***  
*Richard Clement, Dean of University Libraries*
  - C. UNM Press Update TAB F  
***UNM 2020 Goal 6.3: Continuous Evaluation of Programs***  
*John Byram, Director of UNM Press*
  - D. The Role & Value of Certificates in the Higher Education Environment TAB G  
***UNM 2020 Goal 6.3: Continuous Evaluation of Programs***  
*Chaouki Abdallah, Provost & EVP for Academic Affairs*  
*Gregory Heileman, Associate Provost for Academic Affairs*
  - E. Office of Graduate Studies Update TAB H  
***UNM 2020 Goal 6.3: Continuous Evaluation of Programs***  
***UNM 2020 Objective 2.4: Increase the number doctorates awarded in targeted areas***  
*Julie Coonrod, Dean, Office of Graduate Studies*
  - F. UNM Sexual Assault & Awareness Coordination Update TAB I  
***UNM 2020 Goal 1: Become a Destination University***  
*Tomas Aguirre, Dean of Students*  
*Helen Gonzales, Chief Compliance Officer*
- VI. Public Comment**
- VII. Adjournment**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Thursday, January 29, 2015 – 1:00 p.m.  
Roberts Room, Scholes Hall

**Meeting Summary**  
**(All “TABS” correlate to the January ASAR E-Book)**

*Committee members present: Regent Bradley Hosmer, Regent Suzanne Quillen, Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle and Staff Council President, Renee Delgado-Riley*

*Regents' Advisors present: ASUNM President Rachel Williams, GPSA President Texanna Martin and UNM Parent Association President Catherine Cullen*

**I. Call to Order 1:02 PM**

- II. Approval of Summarized Minutes from Previous Meeting:** *(December 4, 2014)*      TAB A  
**Motion to Approve: Faculty President Pamela Pyle**  
**Second: Regent Quillen**  
**Motion carried unanimously**

**III. Reports/Comments:**

A. Provost's Administrative Report

*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*  
Presentation available upon request

- Vice President for Research Search is moving forward
  - 5 candidates coming to campus
  - Strong pool of candidates
  - Goal is to be done with interviews by early March
- Search committee for the Global Education Office Director is underway
- There is a reporting structure change with the branch campuses
- Informational update on certifications with a full presentation at Feb. Meeting
  - Regent Hosmer asked for information about the total number of certifications awarded
- Facilities update: Both Zimmerman Commons and CAPS writing center upgrades were completed
- UNM 2020 Goals Update: Impact K-12, Improve Grad Rates, Increase the value of UNM degree, Have a strong faculty

B. Member Comments

Staff Council:

- Working on developing the Provost Staff Scholarships
- Looking into strengthen the United Way Campaign efforts

Faculty Senate:

- Update on the Regent adopt a college program
- HSC will bring faculty senators to the Round House on Feb 9<sup>th</sup>
- There is concern about cost cutting measures
- Concern over Faculty compensation when the 3% raises were offset by VEBA and healthcare costs

C. Advisor Comments

ASUNM:

- Gearing up for the Battle of I-25 Blood drive where the goal is to beat NMSU

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- Update on ASUNM's capital project priority – Lobo Plaza
- Going through the process of passing several resolutions that back University initiatives as well the lottery scholarship

**GPSA:**

- Grants cycle opened for the semester
- Collaboration with ASUNM, HSC and the Law School for a town hall meeting that will be moderated by the Daily Lobo
- Capital outlay project priority for Zimmerman for dedicated grad student study space
- Gearing up for graduate education day in Santa Fe
- Continue raising money for summer scholarships through Food for Thought program
- Positive feedback from students about the Pilgrim Report

**IV. Action Items:**

A. Form C: Film Technician Certificate (Valencia) TAB B  
*Laura Musselwhite, Dean of Instruction*

B. Form C: Medical Assistant Certificate (Valencia) TAB C  
*Laura Musselwhite, Dean of Instruction*

C. Form C: 3D Printing Certificate (Valencia) TAB D  
*Laura Musselwhite, Dean of Instruction*

**Motion to approve all three certificates: Provost Abdallah**  
**Second: Faculty Senate President Pyle**  
**Motion carried unanimously**

D. Constitutional Amendment Faculty Vote TAB E  
*Faculty Committee on Governance Representative*

After some discussion Regent Hosmer suggested a change to the last sentence in Ballot item 2. The proposed change to the language was: The Faculty Handbook shall have primacy over all faculty policies and procedures however, the Board of Regents reserves final authority over all university policies and procedures.

**Motion to approve all but ballot item 2: Faculty President Pamela Pyle**  
**Second: Provost Abdallah**  
**Motion carried unanimously**

**Motion to approve changes to ballot item 2: Provost Abdallah**  
**Second: Regent Overton**  
**Motion carried unanimously**

**V. Information Items:**

A. Dashboard Assessment Data TAB F  
*Greg Heileman, Associate Provost for Curriculum*

- Presentation available upon request
- Preview of the dashboards and datamarts
- Overview and explanation of data access

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**B. Assessment Update**

TAB G

*Neke Mitchell, Director of Assessment*

- Presentation available upon request
- Questions regarding Presentation:
- Is there tracking of K-12 data through the university system? The state collects that data
  - How can that data be used in the tuning process?
  - Follow up for a future meeting

**C. Faculty Retention**

TAB H

*Carol Parker, Sr. Vice Provost for Academic Affairs*

- Presentation available upon request
- Questions regarding Presentation:
  - Is it possible to create goals for retention and to combat turnover?
  - Follow up at future meeting

**D. Strategic Pricing**

TAB I

*Terry Babbitt, Associate Vice President of Enrollment Management*

*Andrew Cullen, Associate Vice President Planning, Budget & Analysis*

- Presentation available upon request
- There are currently multiple initiatives moving forward
- Agreements with Spain and Ecuador are in the works

**VI. Public Comment - None**

**VII. Adjournment- 3:15 PM**

**Motion to adjourn: Regent Overton**  
**Second: Faculty President Pamela Pyle**  
**Motion to adjourn carried**



February 4, 2015

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Posthumous Degree Request for Briana Hillard

The Faculty Senate approved the posthumous degree for Briana Hillard at the January 27, 2015 Faculty Senate meeting.

Included is the request from the Anderson School of Management.

Thank you.

Attachments



# UNM

## Posthumous Degree Request Form

Request Initiator: Robert Del Campo Contact: 7-0018 / delcampo@unm.edu

Relationship to student or UNM: Assoc. Dean of Major College

Would you like the Dean of Students to contact the family regarding this request?  Yes  No

Dean of Students Notification: \_\_\_\_\_

Student Name:	Briana Hillard		
Student ID:	101552081		
College:	ASM	Degree:	BBA
Major(s):	Business Administration		
Concentration(s):	Marketing		
Minor(s):			

The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;
5. The degree will be noted as "posthumous" on both the diploma and the transcript.

Approvals	Name	Signature	Date
Department :	Florencio Olguin		11-24-14
College :	Robert C. Del Campo		11/24/14
Faculty Senate:			
Senate Graduate Committee (if necessary):			



The University of New Mexico  
Anderson School of Management  
MSC05 3090  
Albuquerque, New Mexico 87131

To: Faculty Senate Operations Committee, MSC05 3340  
From: Robert DelCampo, Associate Dean, Anderson School of Management  
Date: 1/13/15  
Re: Request to award posthumous degree for Briana Hillard (101552081)

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Please accept this memo to support recommendations from the Anderson School of Management faculty and approval from the UNM Faculty Senate to award a posthumous degree to Briana Hillard (101552081) with a Bachelor of Business Administration degree with a concentration in Marketing Management.

Ms. Hillard was a student in degree status and in good standing as a student at Anderson School of Management in the academic year prior to her death on November 21, 2014. Ms. Hillard completed 82 hours and had 46 credits remaining to complete her degree. She had a cumulative GPA of 3.07.

Please contact me if you need any further information or clarification through email.

Thank you,

A handwritten signature in black ink, appearing to read "Robert DelCampo". The signature is written in a cursive, flowing style.

Robert DelCampo  
Associate Dean  
Anderson School of Management  
[delcampo@mgt.unm.edu](mailto:delcampo@mgt.unm.edu)  
505.277.0018





February 4, 2015

TO: Board of Regents Academic Student Affairs and Research Committee

FROM: Selena Salazar, Office of the University Secretary

SUBJECT: Posthumous Degree Request for Matthew Grant

The Faculty Senate approved the posthumous degree for Matthew Grant at the January 27, 2015 Faculty Senate meeting.

Attached is the request from the College of Arts & Sciences.

Thank you.

Attachments



## Posthumous Degree Request Form

Request Initiator: Miquela R. Ortiz Contact: miquela@unm.edu

Relationship to student or UNM: Academic Advisor

Would you like the Dean of Students to contact the family regarding this request?  Yes  No

Dean of Students Notification: \_\_\_\_\_

Student Name:	<u>Matthew B. Grant</u>		
Student ID:	<u>101-528-219</u>		
College:	<u>Arts+Sciences</u>	Degree:	<u>BA</u>
Major(s):	<u>Sociology</u>		
Concentration(s):			
Minor(s):			

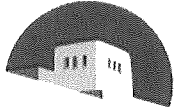
The University of New Mexico recognizes that earning an academic degree is a matter of legitimate pride in achievement not only for students themselves but also for the family members and friends who provide students with vitally important support and encouragement during the course of their studies. UNM also recognizes that not only the degree, but also significant progress in an academic program is, under certain circumstances, an achievement which warrants special recognition.

Accordingly, the University of New Mexico will make available "posthumous degrees" of appropriate type and level to be bestowed upon a student who dies before s/he is able to complete his/her program.

These degrees may be granted under the following circumstances and terms:

1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the faculty of the department and/or college, or a UNM administrator;
4. The department, the college and the Faculty Senate must approve requests for posthumous degrees. The Senate Graduate Committee must also review and provide recommendation on requests for graduate level posthumous degrees;
5. The degree will be noted as "posthumous" on both the diploma and the transcript.

Approvals	Name	Signature	Date
Department :	<u>Richard L. Wood</u>	<u>[Signature]</u>	<u>12/9/14</u>
College :	<u>Stephanie Harde</u>	<u>[Signature]</u>	<u>12/10/14</u>
Faculty Senate:			
Senate Graduate Committee (if necessary):			



THE UNIVERSITY *of*  
NEW MEXICO

To: Regents of the University of New Mexico  
Faculty Senate, University of New Mexico  
Office of the University Secretary  
MSC05 3340

From: Richard L. Wood, Chair  
Department of Sociology

Date: January 15, 2015

Re: Posthumous Degree request for Matthew Grant

On recommendation of the faculty of the Department of Sociology, and with their authorization, I hereby request the posthumous award of a Bachelor of Arts degree in Sociology to Matthew Grant, Banner Student ID #101528219.

Mr. Grant died tragically in an automobile accident in late 2014. At the time of his death Mr. Grant was a student in good standing in the Department of Sociology at UNM main campus, and was within a semester or two of completing his degree.

By all accounts, Mr. Grant was a fine student and a delight to have in the classroom. His tragic death represents a loss to the University and to the people of New Mexico; we would like to honor his memory by awarding him this posthumous degree.

Respectfully submitted,

Dr. Richard L. Wood  
Chair, Department of Sociology  
University of New Mexico



## Board of Regents of the University of New Mexico Security Managerial Group Resolution

Pursuant to requirements of the National Industrial Security Program (NISP), the Board of Regents adopts the following resolution:

1. Those persons occupying the following positions at the University of New Mexico (UNM) shall be known as the Managerial Group for safeguarding classified information. They shall implement the Provisions of the National Industrial Security Program Operating Manual (NISPOM).

President  
Chancellor for Health Sciences  
Associate Vice President for Research and Compliance  
Facility Security Officer

2. The members of the Managerial Group have been processed, or will be processed for a personnel clearance (PCL) for access to classified information, to the level of the Facility Clearance (FCL) granted to this Institution, as provided in the NISPOM (DoD 5220.22.M.) Individuals will be denied access to classified information until such time that their clearances are granted.
3. The Managerial Group hereby delegates all of the Board's duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to the University of New Mexico, including the Health Sciences Center and Branch Campus locations. In addition, the Managerial Group shall have the authority and responsibility of for the negotiation, execution, and administration of the contracts, consistent with UNM policy, state, and federal law.
4. The following named members of the Board of Regents shall not require, shall not have, and will be effectively excluded from access to all classified information disclosed to the University of New Mexico. The duties and responsibilities of the Board of Regents as a policy-making body do not require access to classified contracts awarded to the University of New Mexico, and therefore need not be processed for a personnel clearance (PCL).

Regent Matt Chandler  
Regent Robert M. Doughty  
Regent Jack L. Fortner  
Regent Lieutenant General Bradley C. Hosmer  
Regent James H. Koch  
Regent Heidi Overton (Student)  
Regent Suzanne Quillen

Adopted by the Board of Regents of the University of New Mexico at its regular meeting held March 9, 2015. This resolution supersedes all previous Security Managerial Group Resolutions. A copy of this resolution will be furnished to the Defense Security Service.

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President of the Board of Regents

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Secretary Treasurer of the Board of Regents



Board of Regents of the University of New Mexico
Security Managerial Group Resolution

Pursuant to requirements of the National Industrial Security Program, the Board of Regents (Board) adopts the following resolution:

- 1. Those persons occupying the following key management personnel positions at the University of New Mexico (UNM) shall be known as the Managerial Group for safeguarding classified information. They shall implement the provisions of the National Industrial Security Program Operating Manual (NISPOM).

President
Chancellor for Health Sciences
Facility Security Officer

- 2. The members of the Managerial Group have been processed, or will be processed, for a personnel clearance (PCL) for access to classified information, to the level of the Facility Clearance (FCL) granted to UNM, as provided in the NISPOM (DoD 5220.22-M.) Individuals will be denied access to classified information until such time that their clearances are granted.
3. The Managerial Group is hereby delegated all of the Board's duties and responsibilities pertaining to the protection of classified information under classified contracts awarded to UNM, including to the Health Sciences Center and Branch Campus locations. In addition, the Managerial Group shall have the authority and responsibility for the negotiation, execution, and administration of the contracts, consistent with UNM policy, and state and federal law.
4. The members of the Board, all of whom are listed below, shall not require, shall not have, and shall be effectively excluded, under Sec. 2-106.a of NISPOM, from access to all classified information disclosed to UNM. The duties and responsibilities of the members of the Board as a policy-making body do not require access to classified contracts awarded to UNM, and therefore the members need not be processed for a personnel clearance (PCL).

Regent Carolyn J. Abeita
Regent Donald L. Chalmers
Regent Jack L. Fortner
Regent J.E. "Gene" Gallegos
Regent Bradley C. Hosmer
Regent James H. Koch
Regent Jacob P. Wellman

Adopted by the Board of Regents of the University of New Mexico at its regular meeting held 2/14/2011. This resolution supersedes all previous Security Managerial Group Resolutions. A copy of this resolution will be furnished to UNM's Cognizant Security Agency, the Defense Security Service.

Handwritten signature of Jack L. Fortner
President of the Board

Handwritten signature of Donald L. Chalmers
Secretary/Treasurer of the Board
VICE PRESIDENT

TELETYPE UNIT

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SEARCH

The University of New Mexico  
Board of Regents' Meeting  
February 14, 2012  
Student Union Building Ballroom C  
Meeting Minutes

Members present: President Jack L. Fortner, Vice President Don L. Chalmers, J.E. "Gene" Gallegos, Bradley C. Hosmer, James, H. Koch, Jacob P. Wellman (Quorum).

Member unable to attend: Secretary Treasurer Carolyn J. Abeita.

Administration present: President David J. Schmidly, Executive Vice President David Harris, Chancellor Paul Roth, Provost Chaouki Abdallah, Vice President Josephine De Leon (Equity & Inclusion) Vice President Julia Fulghum (R&D), Vice President Helen Gonzales (Human Resources), Vice President Paul Krebs (Athletics), Vice President Ava Lovell (Controller), Vice President Eliseo Torres (Student Affairs), Interim University Counsel Lee Peifer.

Regents' Advisors present: President Tim Ross (Faculty Senate), President Mary Clark (Staff Council), President Katie Richardson (GPSA), President Jamie Roybal (ASUNM), President Waneta Tuttle (Alumni Association), Chair Gary Gordon (UNM Foundation), President Scott Obenshain (UNM Retiree Association).

Regent Fortner called the meeting to order at 9:01 a.m.

**I. Confirmation of a Quorum; Adoption of the Agenda, Regent Fortner**

**Motion to adopt the agenda passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Gallegos).**

**II. Approval of Summarized Minutes of the January 10, 2012 BOR Meeting, Regent Fortner**

**Motion to approve the minutes passed without dissent (1<sup>st</sup> Gallegos, 2<sup>nd</sup> Chalmers).**

**III. President's Administrative Report, President David Schmidly (report in BOR E-Book)**

Priority 1. Provide leadership on the funding formula. HB (House Bill) 2 passed and for the first time in many years, there is no tuition credit. UNM is in line to receive nearly \$9 million in new I&G (Instruction and General) funding. Over the last three budget cycles, UNM has lost \$33 million in I&G funds, so this is a step in the right direction. In the NM Senate, approximately \$250 thousand was added to RPSPs (Research and Public Service Projects). Pension reform and capital outlay are still uncertain. Dr. Schmidly expressed thanks to Julia Fulghum and Curt Porter for their efforts, over several months, with the Funding Formula Task Force. Additionally, everyone at UNM owes thanks to David Harris, Marc Saavedra, Joe Thompson and the Government Relations team.

Priority 2. Continue development of the UNM Foundation. This year the Foundation has submitted 331 proposals totaling over \$121 million. President Schmidly is coordinating with incoming President Frank to assure a seamless transition in the fundraising efforts of the President's office

- **The Philanthropic Study Committee plan should be ready to submit to the Foundation Trustees and to the Regents in March.**

Priority 3. The Strategic Budget process is on track. The legislature is still in session, so we don't yet know the exact level of state support.

Priority 4. Work with the Office of the Provost to insure strong mission-centric operations. Arts & Sciences is on track to hire more than fifty faculty members, and the other colleges are hiring up to fifteen. The deans have developed multi-year hiring plans. We hope to be able to add twenty faculty members per year over the next ten years. President Schmidly confirmed to Regent Fortner that there are efforts to hire minority faculty. We should be able to increase, by 10% each year, the number of classes taught by tenure and tenure track faculty.

- **The final report of the Honors College Implementation Task Force will be in by the end of this month.**
- **The University College report should be completed by the beginning of March.**

Twenty advisors have been trained in coaching for a pilot program this spring, with a full implementation in the fall.

The Provost, in collaboration with EVP Harris, has developed a plan to offer fifty more courses in Summer 2012.

- **A report from NACADA (National Academic Advising Association) is expected within three weeks.**
- **The Diversity Council will issue a report on the Office of Equity and Inclusion by the end of the spring semester.**

In agreement with Dr. Frank, the term "Interim" has been removed from Chaouki Abdallah's title of Provost, until June 2013.

Priority 5. Educate New Mexico on the unique mission and value of UNM. Articles have been published in the Albuquerque Journal and New Mexico Business Weekly and last month marked the first airing of Connect, collaboration between UNM Communication and Marketing and KNME.

Priority 6. Advise the BOR regarding college athletics. Beginning in academic year 2013-14, a new athletic conference involving sixteen universities, including UNM, will be formed. By laws, governance and TV contracts are some of the items yet to be worked out.

Priority 7. Complete "irons in the fire." The campus master plan is done. The new campus housing should be ready for students in Fall 2012. Dr. Schmidly is wrapping up service on several boards. The transition to Dr. Frank's administration is going very well.

#### IV. **Comments from Regents**

Regent Fortner attended the Hispanic Legislators reception, at which Josie de Leon, Vice President Equity and Inclusion, received an award.

Regent Chalmers said the joint meeting between the BOR and the UNMG (UNM Gallup) Advisory Board was very productive. Meetings should be scheduled annually with the advisory boards of each of the branches. He reiterated the goal of the BOR to have more and earlier input in the budget process.

#### V. **Public Comment, specific to agenda items (none)**

#### VI. **Comments from Regents' Advisors (reports received are included in BOR E-Book)**

ASUNM, Jaymie Roybal, President. Ms. Roybal reviewed UNM Day at the Legislature and thanked the Government Relations staff for their work. ASUNM and GPSA are sponsoring Ride the Bus week.

- **The SFRB (Student Fee Review Board) will deliver its final recommendations on Wednesday.**

Faculty Senate, President Timothy Ross. Dr. Ross gave updates on several policies. Senate committees will be reviewing the Honors College proposal. The schedule for individual regents to meet with the Faculty Senate Operations Committee is finished.

- **On Thursday, it will be determined whether the Honors College proposal must go to the state after approval of the BOR.**
- **The Career Lecturer Track policy will go out for a vote by the full faculty this month.**

Staff Council, President Mary Clark. Ms. Clark noted that both proposals introduced in the legislature regarding retirement increase employee contributions. While that may be inevitable, it

does not necessarily move toward actuarial solvency of the fund, but rather moves the burden from the employer to the employee. Ms. Clark asked for UNM support of staff participation in staff council and attending sponsored events. She congratulated Josie de Leon on receiving the Dolores Huerta award.

GPSA, Katie Richardson, President. Ms. Richardson congratulated President Schmidly on the removal of the tuition credit. Ms. Richardson would like input from the Diversity Council on its initiative before budget development is complete. She thanked AVP Andrew Cullen for sitting in on the SFRB meetings. The first GPSA budget priority is the creation of an assistantship for each new faculty position hired. The second priority is support for the Graduate Student Scholarship Fund. Third priority is the implementation a recommendation to set aside 20% of any new tuition increases and invest it in need-based aid for undergraduates.

Regent Wellman thanked Ms. Richardson, Ms. Roybal and everyone who has spent so much of their time working on the SFRB recommendation.

UNM Alumni Association, Waneta Tuttle, President. Ms. Tuttle announced winners of Alumni awards: the Zimmerman award to Dr. David Hovda, the Rodey award to Michael Glennon, the Fergusson award to Marty Wilson and the Faculty Teaching award to Kathleen Washburn.

UNM Foundation, Gary Gordon, Chair. Mr. Gordon reported a very successful trustee meeting. Dr. Frank was able to attend. Mr. Gordon provided articles on best practices in supporting foundations. He announced that, with the help of VP Lovell and EVP Harris, funds raised privately by the foundation have been identified as being held in the university's treasury. Those funds will provide a significant portion of the Foundation budget this fiscal year. The basis points for the spending distribution have been lowered; this year's distribution will be just under \$14 million. He reported that for the first six months of this year, giving is less than the past two years. For the 2011 calendar year, the return on assets was 1.73%. The return on all assets for 2009, 2010 and 2011 is 9.05%.

Regent Gallegos pointed out that the spending distribution had been at 4.65% for several years. Mr. Gordon replied that last year, at 4.65%, the distribution was as \$14.896 million. This year, even at 4.65%, it would have gone down because the corpus has gone down; it would have gone down to \$14.4 million. Mr. Gordon said that the target return is 8%; 4.5% is the spending distribution, 1.85 basis points are for the developmental funding allocation and there is inflation and trying to preserve purchasing power.

Regent Gallegos asked what portion of donations are a result of Foundation fundraising. Mr. Gordon said it was fair to say that the Foundation has credit for raising all the funds presented.

Mr. Gordon thanked everyone who is participating on the Philanthropy Study Committee.

- **Future Foundation reports will be produced such that all the material is legible.**

Retiree Association, Scott Obenshain, President. Dr. Obenshain gave a presentation demonstrating the difference between PERA (Public Employees Retiree Association) and ERB (Educational Retirement Board) pensions. Even having the same salary at retirement, the PERA pension would be higher from year one. ERB retirees are at a significant disadvantage, not only to PERA, but to the CPI (Consumer Price Index). The Retiree Association will continue to work to preserve the 2% COLA.

**VII. Lobo Energy Corporation, Meeting of the Member, Steven R. Beffort, Secretary Treasurer**  
**There being no objection, the BOR resolved into the meeting of the Lobo Energy Corporation.**

A. Approval of the Summarized Minutes of the January 11, 2011 Meeting

**Motion to approve the Summarized Minutes of the January 11, 2011 passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Hosmer).**



B. Approval of the FY 2010-2011 Audit

**Motion to approve the FY 2010-2011 Audit passed without dissent (1<sup>st</sup> Gallegos, 2<sup>nd</sup> Hosmer).**

- **Regent Chalmers asked for an update on energy savings at the next BOR meeting.**

Regent Gallegos asked why Lobo Development went through F&F but Lobo Energy did not. EVP Harris said the minutes and audit report came directly before the BOR because the appropriate staff were not available and because the meeting must be held once a year. Both corporations should go through F&F. Regent Chalmers said that it was permissible for those two items to come directly before the BOR.

**There being no objection, the meeting of the Lobo Development Corporation was adjourned.**

**VIII. Approval of Honorary Degree Candidates, Regent Bradley Hosmer**

**Motion to approve the award of honorary degrees passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Koch).**

Regent Hosmer said the nominations had been vetted by the Faculty Senate and the Regents' committee. While all five candidates are very impressive, the two who were selected rose to the top.

The degrees will be awarded to US Senator Jeff Bingaman and John "Jack" Campbell, former UNM Anthropology Chair, at spring 2012 Commencement.

**IX. Approval of final Board of Regents' Policy 3.5 "UNM Health Sciences Board of Directors, Regent Gene Gallegos**

**Motion to approve Board of Regents' Policy 3.5, as amended, and as amended to change "biannually" to "semiannually" passed, with Regent Koch not voting (1<sup>st</sup> Gallegos, 2<sup>nd</sup> Hosmer).**

Regent Gallegos reported that this draft incorporated the changes requested at the Dec. 2011 BOR meeting.

Regent Chalmers noted that the financial report to the BOR should be made semiannually, not biannually, as presented here. This is a minor wording change, not a content change, and does not have to go back to committee.

**X. Regent Committee Reports (reports in BOR E-Book)**

Academic/Student Affairs & Research Committee, Regent Bradley C. Hosmer, Chair (none)

**Action:**

- A. Approval of Posthumous Degree for Angelita Muskett

**Motion to approve the award of Posthumous Degree to Angelita Muskett passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Wellman).**

- B. Approval of Key Management Personnel Resolution: Facilities Security Clearance

**Motion to approve the Resolution passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Gallegos).**

**Information:**

- C. Honors College Proposal, Provost Chaouki Abdallah

Provost Abdallah said that, while UNM has a very successful honors program, less than 5% of students are involved in it. With an Honors College, we can not only keep high achieving students in New Mexico, but attract them from out of state. This proposal budgets about \$1.5 million for the college and anticipates funding of \$1.9 to \$2 million based on the new funding formula and student participation. Curricula will be developed by a new faculty committee when this proposal is approved.

In response to Regent Wellman, Provost Abdallah said funding will come through the already budgeted funding for new faculty hires and that the existing Honors Program under University College will be folded in under the new Dean of Honors College and Interdisciplinary Studies.

Dr. Ross informed Regent Gallegos that the eight faculty committees not involved in curriculum are looking at the proposal now. The other three faculty committees will look at the proposal in March. It is hoped this will be ready for Faculty Senate approval by the end of April. Then it will come to the ASAR Committee and the BOR in May and June. If all goes well, the college will exist by Fall 2012, although another two to three years will be needed to remodel/construct class and residence space. If the proposal has to be approved by the state, it will take longer.

Finance and Facilities Committee, Regent Don L. Chalmers, Chair

**Consent Items:**

- A. Approval of Disposition of Surplus Property for Main Campus, lists dated 12/16/2011 and 1/20/2012
- B. Approval of Architect Selection for Hokona Hall Commons Area Renovation
- C. Approval of Real Property Acquisition of 1709 Las Lomas NE
- D. Approval of Allocation of City Fire Station Land Sale Proceeds to Lobo Development Corporation
- E. Approval of Fiscal Watch Report and Monthly Consolidated Financial Report

**Motion to approve consent agenda items A, B, C, D & E passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Gallegos).**

Regent Chalmers said Item D. was originally to be a land swap with the city, but due to timing issues, UNM will sell this land to the city and later purchase city land for a clinic. The allocation to Lobo Development will allow it to develop infrastructure for the fire station and other development on South Campus.

**Action Item:**

- F. Approval of UNM Series 2002A Bond Refunding, Andrew Cullen, AVP Budget

**Motion to approve UNM Series 2002A Bond refunding passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Wellman).**

Regent Chalmers said that "refunding" sounds like we're giving money back. It is really refinancing the bonds at a more favorable rate.

Mr. Cullen said this had been approved by F&F and the BOR in September 2011. The transaction was postponed until now to avoid possible negative tax consequences. There has been a substantial improvement since then, up from \$185 thousand average annual savings (5.75% present value savings) to over \$750 thousand (16.7%).

Mr. Cullen introduced Jason Hughes from First Southwest. Mr. Hughes noted that the funds received will be invested in AAA securities so it will be available to pay bond holders in June. UNM's bond rating is AA.

Regent Wellman asked if this would affect the facility fee and the bond rate students pay annually. Mr. Cullen said typically that rate is not revisited. In the next several years, we may have additional cash flow that could be dedicated to new projects.

Regent Gallegos asked about UNM bonding capacity. Mr. Cullen said the coverage ratio has improved; it is low three-time coverage to high three-time coverage. It will be calculated using the most recent financial statements closer to the end of the fiscal year.

- G. Approval of Architect Selection for Student Residence Center Apartments Interior Renovations, Vahid Staples, Budget

**Motion to approve the selection of DNCA Architect for the Student Residence Center Apartments interior renovation passed with Regents Fortner, Chalmers, Hosmer and Wellman voting aye, and Regents Gallegos and Koch voting no (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Wellman).**

Mr. Staples described the project and the process to select the architect. The project is not being done in-house because of limited in-house capacity and the need to address over 75,000 square feet of space in a very rapid time frame. The construction time is about four months and the housing must be back on line for fall semester.

Regent Chalmers said the recommendation from the F&F Committee to approve this item was not unanimous.

Regent Fortner asked why UNM doesn't provide weekly "maid" service as it used to do. He believes that would probably work to lower repair and improvement costs. Walt Miller, AVP Student Life, believes the maid service was eliminated to keep rental rates down.

Regent Gallegos said \$30 thousand for an architect, when the project is changing shower fixtures, putting in new carpet, new appliances, and things like that, seems unnecessary. It should be a matter of routine for those in charge of housing.

Regent Koch confirmed with Bruce Cherrin, Chief Procurement Officer that this project would qualify as a "design and build." As such, the architect fee would have been included in the bids from contractors. He believes if that were done the architect fee would be lower than \$30 thousand. If the project was put out to bid as a "design and build" the tight time frame and the architect fee would be included in the bid.

Mr. Cherrin said in-house people are already working on the project. Had "design and build" been employed from the beginning, it would have been useful. The project has progressed too far, and the process defined here is the best process for it now.

Regent Koch said the legislature allows a public entity to "design and build" to make the process faster and less expensive. Mr. Cherrin said UNM has used the "design and build" process before on small projects.

Regent Gallegos asked why we have done this type of renovation to five buildings over three years, but now timing is critical. Mr. Staples said UNM housing now has to be competitive with the other campus housing coming on line. He believes funding was not in place to do all twelve buildings over three years.

Regent Koch emphasized that UNM should look at using the "design and build" process in the future. Regent Hosmer agreed, saying "design and build" should be endorsed as a practice.

- H. Approval of STC.UNM Annual Report to the Board of Regents, Lisa Kuuttilla, President & CEO, Sandra Begay Campbell, Board Chair

**Motion to approve STC.UNM Annual Report to the Board of Regents passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Gallegos).**

STC.UNM income for the year was over \$3 million, five new companies were started, and outreach to UNM and the community was broadened. Student interns have worked for STC for about seven years; they come from many areas of the University. It has a substantial portfolio of start-up companies, poised to grow and be acquired.

Ms. Begay Campbell said serving on the STC.UNM board allows her to see research all the way to commercialization. STC is now looking for a product that might bring UNM wide recognition; something like Gatorade® did for another university. She is proud to be a part of such a stable and efficient organization.

Regent Gallegos said it is a pleasure and an education to serve on the STC.UNM board. He stressed that STC is now over \$3 million in licensing income. Regent Chalmers pointed out that this is one way the university can help itself with funding and not rely on outside sources.

- I. Approval of Casas del Rio Ground Rent Proposal (American Campus Communities), Kim Murphy, Director, Real Estate

**Motion to approve Casas del Rio ground rent proposal passed without dissent (1<sup>st</sup> Chalmers, 2<sup>nd</sup> Gallegos).**

Mr. Miller explained this adjustment to the amount of ground rent for the initial year is due to updated contract pricing. The pricing was not finalized at the time the ground rent for this year was set. Per the agreement, the ground rent would be raised or lowered based on the total development and construction costs. The project is about \$4.7 million over the preliminary budget set in May 2011 due to three reasons: connecting to the UNM central heating and cooling system (\$3 million), architectural design changes (\$500 thousand) and less-than-favorable pricing from Lobo Village subcontractors (\$1.2 million). ACC offers to set the first year ground lease at \$484,742 or to change the parameters in the formula and do a total accounting at the end of the project. Because connecting to the central heating and cooling system will save some operational costs, ACC is willing to lower their target yield to 7.25% from 7.5%. Mr. Miller has determined that UNM is better served to accept the ground rent of \$484,742 for this first year. Lobo Development and the F&F Committee concur.

In response to Regent Wellman, Mr. Miller said this proposal would set the first year ground rent. The ground lease also provides, and these stipulations are not being modified by this change, that the initial rent would be increased by 3% per year for the first five years. The sixth year begins the variable rent scenario, whereby UNM gets a set percentage (9%) of ACC's gross revenue, with a floor set to protect the university against low occupancy levels. Mr. Miller said the initial rent received would stay with Lobo Development to provide seed capital for commercial development. As commercial development activity results in ground rent revenue to the University cash flow from ACC projects can be redirected.

**Information Items:**

- J. Provost's Five Year Forecast Budget Recommendation (draft) and PSAT Report Update, Chaouki Abdallah, Provost

Provost Abdallah reported to President Fortner that the newly hired faculty, and those to whom offers have been extended, reflect great diversity.

The PSAT (President's Strategic Advisory Team) suggested effort should be expended on retaining students, which leads to more graduates, quicker graduation, and less student debt. This proposal would approach those goals by hiring more tenure and tenure track faculty. That faculty mentors graduate students and attracts research funding.

Salary compaction and equity are a problem in hiring. For example, a particular faculty member is hired at a rate \$5,000 more than the position is budgeted. Current faculty members are making less, so it would cost \$60 to \$70 thousand per year to hire that person and provide equity to current faculty. If that is multiplied across the entire university, we come up short by about \$4 million. Lecturers and teachers are more cost effective in teaching the large freshman courses and lowering the student to teacher ratio.

Hiring and training more advisors will also help with student retention.

Dr. Schmidly asked if the Provost's model included adding an assistantship for each new faculty hire. The Provost replied that it is not included, but he is working on it; perhaps some Extended University funding might be directed there.

Regent Gallegos asked how top faculty is recruited. Faculty is recruited at department and college level by advertising in appropriate journals and web sites and by word of mouth. Most of the positions are at entry level. However, incoming President Frank is interested in hiring members of the National Academies. For that we would partner for the VP for Research and with the National Labs. Search firms are not normally used to hire faculty. Many universities are still not able to hire, so we are getting more applicants than in past years.

Regent Koch asked if the Provost knew which faculty might be at risk of being recruited by other schools and if preventive measures could be taken. The Provost responded the deans had done a preliminary assessment and stated that that is where the \$4 million figure came from. He noted that raising everyone to average HED would cost \$8 million. It needs to be reevaluated each year. Regent Koch believes we should be more proactive in contracting key faculty at higher rates, before they begin looking elsewhere.

Dr. Fulghum said the Sandia Lab MOU signed this fall includes joint hires between UNM and Sandia. We will work together on four or five hires, true split salaries, at a National Academy or National Academy level, one each year, in an area that will gain national visibility and credibility. UNM will become more competitive in areas of research expertise that is of interest to our students and faculty and to the lab's technical staff and mission. The first hire will be in the School of Engineering with a goal of having a joint search committee in August. Dr. Fulghum hopes to have the same type of process in place with Los Alamos Lab by August 2013.

Regent Hosmer said the ASAR Committee firmly endorses this proposal. Regent Chalmers appreciates the work the Provost has done; it is a great example of what the new money appropriated by the legislature will be used for.

K. Tuition and Fee Team Recommendations (draft), Andrew Cullen, AVP Budget

Mr. Cullen said he has been pulling together information for many different groups, including the Provost's academic plan, in an effort to give the BOR as much information as possible as early in the budget process as possible. Mid-year reviews with departments that have key budget drivers are currently being conducted. Health care premiums are likely to increase, we hope to hold state risk management premiums steady and utility costs may be stable for 2013 due to a warm winter and low natural gas prices. Coming presentations are F&F March 1, ASAR March 7, BOR March 12 (draft proposal) and the Budget Summit March 23.

This team's charge was not to make a recommendation on tuition and fee increases, but to look at policies which can improve the processes. This draft, along with the Provost's draft,

would go to the Strategic Budget Leadership Team which is gathering all the components to make the tuition and fee recommendation.

Professor Amy Neel presented two recommendations they are making and one recommendation they have, so far, declined to make. The first recommendation is to establish a "peer list" that better represents the mix of flagship and research institutions with which we can compare costs and financial aid. Historically, UNM has had low tuition and fees. There is a national trend to report "net price" to students considering college. That price is the cost of attendance, which includes tuition and fees, room and board, books and supplies minus any grants and tax credits. UNM has a relatively low net price, but when we calculated average net cost as a percentage of state median family income, it doesn't look quite so good, at 24%. We are working on Regent Hosmer's questions about how much UNM students actually pay; how many pay nothing, how many pay ½ the total cost of attendance, how many pay 100% of the full cost.

The most important recommendation, we feel, is to set aside 20% of future tuition increases for need-based institutional financial aid. UNM provides less institutional aid per student and sets aside far less institutional money for need-based aid than other universities.

The recommendation the team has so far declined to make is guaranteed tuition, incentivizing students to graduate in four years by offering a set tuition for four years, or providing a financial reward at the end if students graduate in four years. The real world incentives are already quite substantial, far more than UNM could provide. But those incentives are being ignored by students all over the country. Regent Gallegos stated the decision (or lack of a decision) to graduate in four years is not necessarily a financial one, but to retain a preferred lifestyle. Ms. Richardson feels that, for many students, the decision may revolve around being able to keep a job to finance college and take enough credits to graduate in four years. Regent Chalmers would like to work toward making it feasible for students to graduate in four years and he feels the Provost's recommendation for more and better advising will facilitate that.

Regent Gallegos said information such as the inflation rate and the trend of inflation nationally and in New Mexico, and the cost of living Albuquerque would be very valuable in making tuition and fees decisions. Just comparing the amount of tuition and fees does not take into account economic factors in different parts of the country.

Mr. Cullen said the changes to the SFRB will be implemented for a year to see how they work.

- **The SFRB budget proposal will be coming to the SBLT (Strategic Budget Leadership Team) by February 15.**
- **Regent Hosmer asked for recommendations on the criteria to be used for making this decision as the BOR had stipulated.**
- **EVP Harris and AVP Cullen will complete a budget development timeline to be forwarded to all the regents.**

Budget information and recommendations will be discussed at the F&F meeting March 1<sup>st</sup>, the ASAR meeting March 7<sup>th</sup> and the BOR meeting March 12<sup>th</sup> prior to the Budget Summit on March 23<sup>rd</sup>.

Health Sciences Board, Regent Bradley Hosmer, Acting Chair

**Consent Items:**

- A. Approval: UNMH Contract with Tricore Laboratory Services
- B. Approval: UNMH Contract with Maxim Healthcare Services, Inc. d/b/a Maxim Staffing Solutions
- C. Approval: UNMH Contract with United Collection Bureau, Inc.
- D. Request for Approval of Architect Selection for Atrisco Heritage Academy School Based Health Center
- E. Approval of Nominations to UNM Medical Group, Inc. Board of Directors

**Motion to approve items A, B, & C on the Consent Agenda passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Chalmers).**

**Motion to approve item D on the Consent Agenda passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Chalmers).**

**Motion to approve item E on the Consent Agenda passed without dissent (1<sup>st</sup> Hosmer, 2<sup>nd</sup> Gallegos).**

Chancellor Roth said that with the restructuring, a year ago, of the UNMMG (UNM Medical Group-the clinical practice arm of the School of Medicine) the department chairs elected nine board members with initial terms of one, two or three years. The one year terms have been completed and the Health Sciences Board is recommending these nominees for appointment to three year terms: Carolyn Voss, MD, Tom Williams, MD, Martha McGrew, MD and Robb McLean, MD.

Audit Committee, Regent Gene Gallegos, Chair (no report)

**XI. Public Comment**

Jolene Peterson (paraphrased, submitted letter): To the UNM Board of Regents, UNM Presidents Frank and Schmidly, Provost Abdallah, Student Senate President Roybal.

Students of the MLT (Medical Laboratory Technician) Program are deeply concerned. The termination of the current MLT Program Director, Loretta Gonzales, will have a great impact on whether we graduate from the MLT program in July 2012, whether we will be able to take the MLT certifying exam and on the accreditation of the MLT Program.

Beginning in January 2012, MLT students met, on more than one occasion, with Chair Teresa Wilkins and Dean Neal Mangham to express their concerns. The answers received were questionable, at best. We believe the MLT Program Director was no given a reason for her termination, nor were two other full-time faculty members, who are Navajo. To date, neither the Dean nor the Chair has met with Ms. Gonzales about the MLT Program's accreditation and the welfare of the MLT students. The MLT Program accreditation is due October 1, 2012 and requires a MLT Program Director.

We feel students and Gallup community members were not give sufficient time to express their concerns at the joint meeting of the UNMG Board of Advisors and the UNM BOR.

It is our understanding that the published UNMG catalog is a contract between the student and the university. If the demands presented to Executive Director Sylvia Andrew are not met to our satisfaction, we will go to higher authorities and seek legal counsel.

Priscilla Smith (paraphrased, submitted letter): President Fortner, esteemed members of the Board of Regents. In the sixties there was a dream that the branch campuses would provide some kind of good training for people to staff the twenty plus twelve medical facilities,

Indian Health Service in the Gallup area. It was supposed to be an articulated two plus two, seamless into Albuquerque, that students could be able to get better jobs. That was the dream that we had for branch campuses. And it was a dream that UNM had as the branch being an integral part of this community. Somewhere along the line the career-based, seamless articulation is still a dream.

We have the advent of a new Gallup Indian Medical Center to provide more services. It is going to need even more staffing, and I tell you we need Bachelors, we need doctors, but we also need the very good two-year programs that are going to be the supporting staff. With our two year seamless articulation, we hope they may go for their Bachelor's and their Master's, and come back to the Navajo reservation and the Arizona reservations and provide healthcare for the people there that most need it. They have been trying for years to recruit people and it's just not working, because the Indian Health Service wants their people trained, they want them to articulate with better programs. When I was there it was a dream about to come true. I had many professionals graduating from my program because you all, as regents, encouraged them and we were able to do it. But listen to what's happening in Gallup. Human Services Program lost their director and did not replace her. The Dental Assistant Program Director is leaving in June. Where is the application to replace that person? Where is the application to replace some of the other programs, the MLT? I'm just shocked. How in the world do you continue a program when you have a staff of one? \$300 thousand of Gallup GO Bonds was spent on the RadTech program three years ago and it's yet to be instituted. And RadTechs are needed all over, even the Phoenix area. Nursing programs not accredited; they were ten years ago, now they're not.

Tell me you support the health care initiative. Please help me to tell those people in Gallup, at the Chamber, at the county, anyone that will listen, that we are, in fact, encouraging students to go into health careers. Please note that I got this stat from the internet: it says that in New Mexico in health care services alone a 43% increase in employment is expected. That's how many more people we need; we need almost double the ones we have. And the same thing with hospitals. We have a lot of people who are good and who are doing their work, but we need 50% more.

Please help us to realize the two year dream. Please help us to support the branch campuses. Give us a chance to prove to you that we can do it. We have a dream for our kids. We need you all to look at this issue, to support the two year mandate in Gallup and give us the support that we need for certified, qualified professional people. We have to keep those people. We have to have them certified. We have to keep them happy because we need those professionals in the Gallup area to get our students ready and to provide for that need in the community. We've invested a lot of time. The students have invested a lot of time. Can I ask for your help?

Regent Gallegos asked, "What is the help that you need?"

Ms. Smith replied that she doesn't believe the health care core is being supported. Notice the people who are missing who are needed to lead these programs, to certify the students in a professional way to be good employees. We don't have the support to find these certified professional people. And when we do, they don't take care of them. They did not care to work with Loretta. They did not care to realize they should nurture valuable employees. I'm saying that about Dental. I'm saying that about Human Services. I'm saying that about the RadTech program that has yet to come into play. Notice, no support for the health core. We need certified professional people for the two year vision.



Regent Fortner told Ms. Smith that she and Ms. Peterson are due some answers.

**XII. Vote to close the meeting and to proceed into Executive Session**

**Motion to proceed into Executive Session passed unanimously at 12:20 p.m. (1<sup>st</sup> Gallegos, 2<sup>nd</sup> Chalmers).**

**XIII. Executive Session 12:21 p.m. – 1:29 p.m.**

- A. Discussion and determination where appropriate of threatened or pending litigation pursuant to Section 10-15-1.H (7) NMSA (1978).
- B. Discussion and determination where appropriate of limited personnel matters pursuant to Section 10-15-1.H (2) NMSA (1978).
- C. Discussion and determination where appropriate of the purchase, acquisition or disposal of real property pursuant to Section 10-15-1.H (8) NMSA (1978).

**XIV. D. Vote to Re-open the meeting.**

**Motion to return to open session passed at 1:30 p.m. (1<sup>st</sup> Fortner, 2<sup>nd</sup> Hosmer).**

- E. Certification that only the matters described in Agenda item XII. were discussed in Executive Session and, if necessary, final action with regard to those matters will be taken in Open Session.

**Motion to certify that action taken in executive session passed (1<sup>st</sup> Wellman, 2<sup>nd</sup> Gallegos).**

- **The BOR President will have the authority to appoint Regent Hosmer to receive briefings on classified programs.**
- Motion to approve made and seconded as follows:

Without affecting the terms of the Security Managerial Group Resolution approved by the Board on February 14, 2012, Regent Bradley Hosmer, because he currently holds a personnel clearance (PCL) equivalent to the University's Facility Clearance (FCL), is hereby authorized to receive classified briefings and to otherwise be informed of classified research at the University.

**XV. Adjournment**

**Motion to adjourn the meeting passed at 1:31 p.m. (1<sup>st</sup> Fortner, 2<sup>nd</sup> Koch).**

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**Jack L. Fortner, President**  
**Board of Regents**

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**Don L. Chalmers, Vice President**  
**Board of Regents**

# **Differential Tuition Requests for Academic Year 2015-2016**

**Academic, Student Affairs and  
Research Committee**

**February 26, 2015**

**Presented by: Nicole Dopson  
Financial Officer, Provost Office**

# Differential Tuition Policy Update

**The University Administrative and Procedures Manual, Policy 8210: Tuition and Fees, section 2.2 Differential Tuition was added and approved on 11/25/14.**

- **This policy now includes:**
  - Qualifying justifications for requesting differential tuition
  - Guidelines on how differential tuition should be assessed to students
  - Financial aid set aside for need-based students
  - A consistent process for reviewing and approving requests, which include input from student, faculty and staff constituents
  - A review process for existing differential tuition every 3 years to ensure transparency and accountability to students

# Qualifying Justifications for Differential Tuition

- **Units must provide specific justifications for differential tuition, examples of this include:**
  - Market competitiveness, which requires additional resources to remain competitive
  - Program accreditation standards, which mandate specific standards that could require significant financial investments
  - Curriculum containing clinical and/or laboratory components requiring costly equipment and technology
  - Programs containing experiential learning opportunities
  - Programs with licensure requirements
  - Programs with expenses above typical costs of undergraduate and graduate instruction

# Process for Academic Year 2015-16 Differential Tuition Requests

- **Units submitted modifications or new requests to the Provost Office on 11/1/14**
- **Requests were reviewed and discussed by the Budget Leadership Team (BLT) on 1/15/15 and 1/29/15:**
  - On 1/15 BLT committee voted to support Speech and Hearing Sciences request to decrease their graduate differential tuition by \$34 per credit hour
  - On 1/15 BLT committee voted to support School of Engineering request for a new differential tuition for undergraduates by \$15 per credit hour
  - On 1/15 BLT requested more information from School of Public Administration's request to increase their graduate differential tuition by \$25 per credit hour
  - On 1/29 BLT received the needed information from School of Public Administration to vote in support of their request to increase their graduate differential tuition by \$25 per credit hour
- **Requests will be presented to the Regents as information items:**
  - Academic, Student Affairs and Research Committee 2/27/15
  - Finance and Facilities Committee 3/3/15
- **Requests will be voted on by the Board of Regents at the Budget Summit on 4/10/15**

## Units with Existing Differential Tuition Academic Year 2014-15

School/College or Program	Undergraduate Differential Rate (per credit hour)	Graduate Differential Rate (per credit hour)	Doctorate Differential Rate (per credit hour)
Anderson School of Management (1)	\$ 10.00	\$ 183.70	\$ -
School of Law (2)	\$ -	\$ 352.34	\$ -
School of Public Administration	\$ -	\$ 50.00	\$ -
School of Architecture and Planning	\$ -	\$ 74.63	\$ -
Speech and Hearing Sciences	\$ -	\$ 150.00	\$ -
College of Nursing	\$ 185.00	\$ 249.00	\$ 366.00
College of Pharmacy	\$ -	\$ 379.50	\$ -
Occupational Therapy	\$ -	\$ 140.00	\$ -
Physical Therapy	\$ -	\$ -	\$ 164.00

(1) Block from 12 to 18, \$190.10 per credit hour

(2) Block from 12 to 18, \$527.05 per credit hour

## Units Requesting Modifications or New Differential Tuition for Academic Year 2015-16

Main Campus School/College or Program <u>Undergraduate</u>	Existing Differential Rate (per credit hour)	Proposed Differential Rate (per credit hour)	Proposed Change (per credit hour)
School of Engineering	\$ -	\$ 15.00	\$ 15.00

Main Campus School/College or Program <u>Graduate</u>	Existing Differential Rate (per credit hour)	Proposed Differential Rate (per credit hour)	Proposed Change (per credit hour)
School of Public Administration	\$ 50.00	\$ 75.00	\$ 25.00
Speech and Hearing Sciences	\$ 150.00	\$ 119.00	\$ (31.00)

## Questions for Units Requesting Modifications or New Differential Tuition for Academic Year 2015-16

- Dr. Joseph Cecchi, Dean, School of Engineering
- Dr. Mario Rivera, Director, School of Public Administration
- Dr. Mark Peceny, Dean, College of Arts and Sciences





**Academic Year 2015-2016**

**Differential Tuition Requests**

**Main Campus**



## DIFFERENTIAL TUITION REQUEST

College/School: Engineering Department/Program: All  
Contact: Joseph L. Cecchi Phone: 277-5522, 239-0176 Email: cecchi@unm.ed

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	\$0.00	\$15.00	\$15.00
Non-Residents	\$0.00	\$15.00	\$15.00
Other	\$	\$	\$

Effective Academic Year: AY2015-16

*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.*

Over the past number of years, the revenues of the UNM School of Engineering have not kept pace with our rising costs, nor with the revenues of our peer institutions, both in the region and around the US. As a consequence, the School of Engineering is facing increasing difficulty in continuing to deliver the high quality engineering and computer science undergraduate education that our students deserve. As well as, the School is finding it increasingly difficult to remain competitive with our peers, particularly in our ability to recruit and retain outstanding faculty who are the backbone of School and its programs.

The undergraduate professional engineering and computer science programs in the School are accredited by one of the accreditation commissions under the Accreditation Board for Engineering and Technology, Inc. (ABET). Our professional construction management program is accredited by the American Council for Construction Education (ACCE). Such accreditation provides assurance that our undergraduate engineering, construction management, and computer science programs meet the quality standards established by the profession for which



the program prepares its students. This accreditation is a major reason why engineering and computer science salaries are the highest among all undergraduate majors. (See details below.)

Our accreditation mandates measures and outcomes that require significant financial investment to establish and maintain. For example, ABET accreditation requires a number of laboratory courses in each of the School's disciplines. Such laboratory courses require expensive equipment and focused one-on-one interactions with faculty and teaching assistants. As well, the School provides extensive, detailed advisement for students to ensure they are able to navigate the ABET-accredited and ACCE-accredited curricula, with their respective large number of required courses. The School of Engineering has recently taken on more than 600 new beginning students, thus increasing the advising load.

Recently the School of Engineering has implemented some innovative new approaches to undergraduate education, for example, the new ENG 120 course, which accelerates students through their math background and allows earlier entry into courses that formerly required calculus. The initial indications are that this is increasing student success. At the same time, ENG 120 requires more instructional resources, e.g., more teaching assistants and laboratories.

An important part of the picture is that engineering and computer science graduates will be well-positioned to secure high paying jobs when they graduate from UNM. The National Association of Colleges and Employers (NACE – [www.nacweb.org](http://www.nacweb.org)) published a salary survey in April 2014 for new college graduates, based on February 2014 data.

([www.nacweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2014-april-salary-survey-executive-summary.pdf](http://www.nacweb.org/uploadedFiles/Content/static-assets/downloads/executive-summary/2014-april-salary-survey-executive-summary.pdf)) The undergraduate discipline with the highest starting annual salary was Engineering, with an average of \$62,719. The second highest average annual starting salary was for Computer Science at \$61,741. The overall average annual starting salary for all majors was \$45,473, showing that averages for Engineering and Computer Science exceed the overall average by more than \$17,000/year and \$16,000/year, respectively.

The financial website, ThinkAdvisor (<http://www.thinkadvisor.com/index.php>), in their *30 Best Paying College Majors: 2014*, ([www.thinkadvisor.com/2014/05/27/30-best-paying-college-majors-2014?page\\_all=1](http://www.thinkadvisor.com/2014/05/27/30-best-paying-college-majors-2014?page_all=1)), published May 27, 2014, lists all of the UNM School of Engineering majors as among the top 16 highest salaries, with an average starting salary over the UNM Engineering and Computer Science majors of \$62,914, closely matching the NACE results. Also of interest, ThinkAdvisor's average mid-career salary for 2014 was \$105,257, indicating that engineers and computer scientists can anticipate significant increases in salary over their careers.

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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.*

Like other professional programs, the cost of instruction in the School of Engineering is substantially greater than the university average. In part this reflects the demand of accreditation, described above, which includes things like laboratory courses, student projects, and capstone design. Faculty salaries in the School of Engineering are also higher than the average UNM salary, due in part to competition with other universities in the adjacent states and around the US, as we hire nationally. In fact, the School's Engineering and Computer Science programs are among the only professional programs at UNM that do not have differential tuition.

An indication of the higher costs for engineering programs can also be found in the attached tuition comparison with UNM's 22 peer institution. The current average differential tuition for engineering in those universities is \$1,691, which translates to 21% of an increase over the base tuition among our peers.

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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.*

The feedback that we have received thus far has been in support of the proposed \$15/credit hour differential tuition. While no student likes to pay more for his/her education, the students we have spoken to so far understand that the proposed differential tuition is essential for the School to maintain and increase the quality of our undergraduate programs, and that the students will benefit from the increased value.

Going forward, we will provide undergraduate students with the reasons the School is seeking the differential tuition and the value that this will bring to their programs. This information will be sent by email. As well, we will host in-person sessions.



**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)	\$15
Projected # of Student Credit Hours ( <u>all student credit hours</u> taken by student majors in the program).	60,000
<b>Total Revenue</b>	<b>\$900,000</b>

**Proposed Annual Expenditures**

Financial Aid Set Aside (%)	\$180,000
Faculty Expense	\$250,000 (including Lecturers)
Advising Personnel	\$100,000
Support Staff Expense	\$300,000 (Teaching Assistants and Tutors)
Operating Expenses	\$70,000
<b>Total Program Costs</b>	<b>\$900,000</b>

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

The general allocation of revenues will follow the above table, “Proposed Annual Expenditures,” with the understanding that some flexibility will be necessary to best accommodate the actual needs as they arise. 20% of the revenue (estimated as \$180,000) will be devoted to need-based financial aid. Faculty expenses will include ~\$300,000 for new undergraduate instructors, including, for example, those teaching in the new ENG 120 sequence. Additionally, ~\$100,000 will be allocated for retention of outstanding faculty. ~\$200,000 will be used to hire additional teaching assistants where need has arisen, for example in the ENG 120 sequence. ~\$60,000 will be devoted to each of advising and undergraduate student projects (listed as “Operating Expenses” above).

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

We will maintain student access and affordability by dedicating 20% of the increased revenue from the proposed differential tuition to need-based student aid. As well, each of the engineering and computer science undergraduate programs has reduced the required number



of credit hours by approximately 5%, which will allow students to complete their undergraduate degree programs with fewer required courses.

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**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.*

A peer comparison chart is provided for comparing undergraduate resident tuition for Engineering. The current (AY14-15) tuition base (and engineering tuition) at UNM is \$5,006/year, assuming 15 credit hours/per semester. The current average base tuition for our 22 peers is \$7,966/year, exceeding UNM's base tuition by \$2,960, or 59%. The current average engineering tuition for our 22 peers is \$9,657. This exceeds UNM's current engineering tuition by \$4,651, or 93%. In fact, UNM's tuition for engineering is lower than any of the 22 peers.

The proposed differential tuition for the School of Engineering of \$15/credit hour translates into \$450/year for two 15 credit hour semesters, compared to an average differential tuition for Engineering among our 22 peers of \$1,691. Using the current base tuition, the \$450/year differential tuition translates into a total Engineering tuition at UNM of \$5,456, which is still lower than any of our 22 peers. This differential tuition represents an increase of about 9%, as compared to the average differential tuition of our 22 peers of 21%.

Including the proposed \$450/year differential tuition for Engineering, the total proposed Engineering tuition of \$5,456/year is \$4,201 less than the average Engineering tuition of our 22 peers. The average Engineering tuition of our 22 peers exceeds UNM Engineering tuition including the proposed differential tuition by 77%.

By all of these measures, even with the proposed \$450/year differential tuition, the Engineering tuition at UNM remains substantially lower than the average Engineering tuition at our 22 peer institutions.

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

**Dean/Director Approval:**

Printed Name: \_\_\_\_\_ Joseph L. Cecchi      November 3, 2014      \_\_\_\_\_

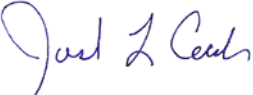
Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Office of the Dean*

Memorandum

TO: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

FROM: Joseph L. Cecchi, Dean 

DATE: February 11, 2015

RE: Student Feedback on the SOE Undergraduate Differential Tuition Proposal

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Dear Chaouki,

I provide herein a progress report of the undergraduate student feedback the School of Engineering Chairs and Deans have obtained as of this point in time for your report at the next Regents' Academic/Student Affairs & Research Committee meeting.

Given that the School of Engineering presently has over 2200 undergraduate students, the School's Leadership Council (Chairs, Dean, and Senior Staff) elected to follow a staged process that includes: (1) initial meetings hosted by chairs and deans with small-to-moderate sized groups of students (i.e., "focus groups") to understand the students' points of view and what they see as major issues; (2) hosting two School-wide "town hall" sessions for all undergraduates, scheduled for noon to 1 pm on Wednesday, February 18, 2015, and Thursday, February 19, 2015, at which I will make a Power Point presentation of the proposal and engage in open discussion; and (3) conducting an online survey after the town hall sessions to obtain more detailed feedback from the students.

This memo summarizes what we have learned from step (1) in the process. Indeed, the initial feedback we obtained is very valuable and surfaced issues that we had not foreseen. As well, the initial feedback indicates that, generally speaking, the students understand the need for increased revenue that our proposal set forth, as well as general agreement on the proposed expenditures from the differential tuition as outlined in the proposal. The observations from these initial meetings are as follows:

**Meeting with Civil Engineering Undergraduates to discuss the differential tuition proposal**  
**Professor Mahmoud Taha, Chair of Civil Engineering**  
**2/6/15**

I met with 9 students from ASCE today at 2:00 pm. They were leading students and they will communicate with others. I made a presentation to the students with the slides less the last as discussed. I also told them as we talked about our hiring of a new structural faculty as we discussed issues on faculty recruitment and hiring and they were impressed that we received 150 applications for our open position. I used it as a gesture to the quality of the program we have.

The general feedback from students is very positive. Here are some specific feedback and my answers/comments on them below.

- 1) Most of the programs we show to compare differential tuition with are Masters not?  
 Answer: correct but BS is the degree required for licensure in Engineering and those other programs offer degrees required for licensure. We are on a similar situation for needs for accreditation to ensure licensure. Please also note we are requesting \$15 per credit hour, MS programs requests \$200-300 per credit hours.
- 2) How are you taking care of students who cannot pay and making sure that increase does not push students away of engineering?  
 Answer: 20% of the money going back on financial need basis and that shall cover this category.
- 3) For how long will that increase be before you can increase it again?  
 Answer: I do not know but I guess about 5 years. Please do not quote me on this. We need to check UNM policy but I think it will be a few years before we can raise it. I can check and let you know.
- 4) Any increase is an issue in a poor state as New Mexico and can affect enrollment.  
 Answer: This is why we emphasize that we have 1/5 of the money to go back to students in financial aid scholarships.
- 5) Is that for all civil engineering courses, all engineering course or all other courses as well  
 Answer: all courses you take once you declare engineering as major will see that increase.
- 6) I think this is very low raise in tuition compared what you can ask for and to what I thought when I heard there might be a tuition raise.  
 Answer: I agree but SOE leadership thought much about the amount and the financial situation of students and a decision was taken to keep it minimal to fund necessary needs that we pointed out.



7) A raise in SOE tuitions might not be bad as people feel more of value when they pay a little more for a valuable professional degree.

Answer: Good

8) What is the university procedure to approve this?

Answer: SOE and UNM administration need to make sure that is not against the will of the students. That is why we are having this discussion and look to hear from you in the online survey. We are trying to explain to you all the rationale behind requesting this differential tuition. At the end of all discussions, it shall go to the regents for approval.

9) Is the Lottery scholarship still in place or not? Is it declining?

Answer: Yes it is still in place but might be different than what it was years ago. (Note: no question was said relating this raise or tuition to lottery scholarship so I did not volunteer answers).

10) General agreement that such limited increase seems necessary and convincing. Two were very vocally supportive of it.

Answer: Thank you.

11) I support it as the money stays in SOE as you clearly need it and people want to see a difference when they pay additional fees. That will be possible with that raise.

Answer: Yes. If approved, you will see more TAs, tutors and personnel for advising. You will see the difference.

There was a very general agreement and ease knowing that \$300k (1/3 of the money) goes to TA and tutoring needs.

I also told them I am available to discuss with any other students who like to discuss with me in the next few days or who have any objections or comments to this proposal. I also informed them of the two sessions by the Dean on the 17<sup>th</sup> and the 18<sup>th</sup> in the auditorium with lunch and the need to take the online survey with a chance to win an IPAD. I confirmed that SOE chairs and the Dean are really interested to hear their feedback.

**Report on Presentation to ECE Students Regarding Proposed Differential Tuition**  
**Professor Chuck Fleddermann, Associate Dean for Academic Affairs**  
**2/9/15**

I met this morning with students from my ECE 213 class regarding differential tuition. I had announced via email on Sunday afternoon that after today's class, I would give a short presentation on the differential tuition proposal and answer questions for any students who wanted to stay for a few minutes. Thirty students stayed after class to hear the presentation and offer feedback.

Since this is a sophomore level required class in the EE and CompE programs, most of the

students present were early in their career at UNM, most of them still in pre-major status and not yet admitted to their degree programs.

Overall, there was very little comment from the students. They listened attentively and asked a few questions during the presentation. From body language and facial expression I didn't get an impression of opposition to the proposal. I did have several students nodding when I discussed the need for more TAs, instructors, and advisors. I also didn't get too many questions or much discussion afterwards, despite efforts to evoke a response.

Some specific questions/comments from students:

- 1) There was concern about whether scholarships and Pell grants will cover differential tuition. I told them that in general scholarships can cover this, but it is hard to predict since each student presents a unique situation with differing needs, differing scholarship sources etc.
- 2) One student asked how they could find out if differential tuition would be covered in his case; I referred him to financial aid. I pointed out that the 20% of differential tuition set aside for scholarships was intended to minimize the impact of the proposal on our neediest students.
- 3) One student said that he would be in favor of the differential tuition as long as it didn't hurt needy students and force them to leave SOE.
- 4) One student inquired as to whether there was a mechanism for revoking the differential tuition if it wasn't leading to the improvements in student services that I discussed. In a similar vein, a student asked if once this was approved, were we then able to just increase the differential component every year. I responded by saying that the UNM policy is that differential tuition has to be renewed periodically; I said either every 3 or 5 years. So if it isn't effective, students will have the opportunity to weigh in on eliminating the differential when it is up for renewal. I also told them that we currently are not planning any increase in the differential, and any increase in differential tuition would require the same approval process with input from students and approval by the regents.
- 5) One student asked whether our goal was to stay at the bottom of our peers in engineering tuition, asking why we weren't asking for a higher differential. I explained that the proposed differential was not determined by trying to be at the bottom of the peers, but rather by looking at the needs of the school and setting the differential at an amount that we felt would make a significant impact on undergrad education without imposing undue hardship on our students.
- 6) Towards the end of the discussion, one student spoke up to say that the dollar amount of the differential seemed reasonable, especially compared to the potential benefits. Several students nodded their heads in agreement.

- 7) Another student said that he was in favor of this since he felt it would enhance the value of his degree. Also some agreement thru nodding of heads.
- 8) There was also a question on timing- when would it be up for approval by the Regents, and when would it go into effect if approved. I explained the timeline on approval and told them that it would be effective beginning in the fall.
- 9) No one spoke up in opposition to the proposal.

**Report on Presentation to NE Students Regarding Proposed Differential Tuition**  
**Professor Anil K. Prinja, Interim Chair of Nuclear Engineering**  
**2/9/15**

I met with two separate groups of students, about 12 juniors in my class last Thursday, Feb 6<sup>th</sup>, and 15 sophomores in a colleague's class yesterday, Feb 9th. The two groups represented a relevant cross section of students, and they would be the first to be affected by the introduction of differential tuition if enacted by Fall 2015. I did not use a PowerPoint presentation but talked through the salient points provided by Dean Cecchi and gave each of them a copy of the page listing the website hosting the presentation and the dates of the pizza town hall.

Both groups were quite engaged and several readily expressed opinions and asked questions. I did not notice concerns that were representative of one group over the other. In general, the most passionate voices were in support of the increase but some expressed strong concerns, and even some sarcasm. Several of the quiet students nodded frequently when views were expressed either for or against, but particularly when I talked about the need to be competitive to retain outstanding faculty. This latter point seemed to resonate with students.

Comments/questions from students favorable to the differential tuition:

- 1) One student wondered why the increase was so small and why we didn't "quadruple it". If we want to be competitive and retain our faculty then the increase may not be sufficient. Several students nodded their heads in agreement. I said that was a good question and that the decision on the amount was reached after carefully balancing the need to deliver quality engineering education while minimizing negative impact as a result of financial hardship.
- 2) Another student commented that investment to retain good faculty would mean the faculty would be invested in students' education. Other students verbally reinforced this view.
- 3) Students were pleased to hear that the entire differential tuition would be returned to SOE and invested in expanded advising services, TAs and graders, and faculty. One student felt strongly that more lecturers should be hired.

- 4) One flippantly remarked, "I don't care, the taxpayer is paying for it." While he did not elaborate, I suspect he was referring to the lottery scholarship covering any increase. I thought it best not to respond.

Comments/questions from students concerned about differential tuition.

- 1) When I talked about the fact that UNM's tuition was the lowest in our peer group and that it would remain that way after the proposed delta, one student commented that keeping the tuition low was what attracted out-of-state students like him, and another remarked that most students at UNM are not from "wealthy families". Others nodded in agreement, indicating to me that this was a broad concern. I explained again about the higher cost of educating engineers, maintaining infrastructure, providing state-of-the-art laboratory equipment, recruiting and retaining excellent faculty, and the returns in investment through well-paying jobs. No one argued with these points but a sense of resignation to the inevitable appeared to prevail.
- 2) One student expressed concern that nuclear engineering was her second degree, which made her ineligible for any financial aid. She was working two jobs already to support herself through college and stated that further increase in tuition may force her to extend her graduation date if not drop out. This was the strongest expression of opposition to the differential tuition expressed by any student. I reiterated that hardship cases like hers is precisely the reason for the 20% set aside.
- 3) Another remarked that he too had a job and a family he was supporting and although the increase would probably be manageable he was skeptical of the need to introduce differential tuition at this time. I remarked that increasing tuition is always a difficult decision that is forced by the realities of the increasing cost of higher education but never taken lightly. I again went over the long-term benefits of an engineering education but this elicited a sarcastic remark from one individual: "Really, you're going to increase the tuition just because you think we will be able to afford it later?" I did not pursue this further.
- 4) Following up on the previous comment, another student asked how soon before the differential would be bumped up, sardonically adding that "once administrators get a taste for increasing tuition it doesn't stop rising". I explained that while it was unlikely to be increased within 5 years, any increase would have to be approved by the students in any case.
- 5) One student asked how differential tuition would affect her tuition remission as she was also a UNM employee. I explained that I thought the increase would be covered by the tuition remission for the number of semesters of eligibility but that I wasn't sure and that the Bursar's office would make the determination.

- 6) Another asked if her scholarship would be increased or if it would have to be stretched to cover the differential tuition. I said that it would depend on the type of scholarship but that the financial aid office would be able to clarify.

**CS Tuition Differential Focus Group Meeting**  
**Professor Michalis Faloutsos, Chair of Computer Science**  
**2/9/15**

Students had questions about how much the CS department would get and how the distribution from Dean's office would be determined. They felt that the demands for jobs are in CS so these funds should be used to increase/support CS undergraduate enrollments. Some concern about undeclared students and students that are not yet in SOE departments. Better explanation of new pre-major issue may be good. They all liked the idea of using funds for financial aid and suggested it be used for both need based and merit based scholarships. Felt it was important to recognize those students doing well.

Asked about use of funds for equipment needs of department, our students stated CS does not need big equipment like other departments so concerned we will not get our "share" of funds. Expressed need for larger computer lab for our students in addition to space to build sense of community for undergraduates. We asked if these funds could be used for these purposes and felt this should be presented in a positive light, including our accreditation and the high quality education from CS. We emphasize what can be done with the funds rather than focus on need for more money in current state.

All felt this differential was too low and that a larger increase would be acceptable and affordable given people can make good money with a CS degree.

**Differential Tuition ECE Focus Group**  
**Professor Jane Lehr, Chair of Electrical and Computer Engineering**  
**2/10/15**

I met with 12 students from ECE yesterday from 11:00 AM to 12:15 PM. These students were a mix of IEEE students (mostly juniors), a few sophomores who work in the department, a freshman and a number of students who were recruited by Rich Compeau. The presentation was given without the last slide as directed. The feedback from students was positive. My computer chose the start of the presentation to perform a *critical update* so I introduced the subject of differential tuition *ad lib*. I said that the SOE was proposing the differential tuition to improve the undergraduate curriculum. I said that I thought the most pressing needs in ECE was for more TAs and what I have called "Peer Mentors". I relayed how last semester I hired an UG student to help other UGs (outside of class) with their lab assignments. The experiment has been very successful and I am expanding it by hiring additional Peer Mentors.

We then discussed the Master Schedule and how we wanted to use it to determine the number of TAs we needed with a proposed metric of approximately 30 students/TAs. This way we would figure out how many TAs we need. The problem with this rational approach is the department budget process and at the start of the year we have a negative balance. The extra funds from the differential tuition would help pay for what we need as opposed to what we can afford. One student asked about the state funding formula and that was briefly discussed. I explained the problem of faculty retention to keep the best people in ECE. I explained why an accreditation is so important as is the fact that UNM is a Carnegie designated Very High Research Activity institution and ECE is a very active research department which trickles down to the UG program. It is important for students' success in the professional field.

Finally, I brought the emphasis back onto the UG program by discussing the importance of providing our students with a firm foundation in EE and Comp E by focusing, for instance, on the Circuits I & II sequence. First, we assign outstanding teachers (Fledderman and Compeau). We just arranged the schedule so that students take Cir I and Cir II with the same professor. For the next semester, we are considering adding another section so that the class size can be reduced to ~ 60. The students agreed that providing this firm basis in the curriculum was the right approach.

Here are some specific feedback in red and my answers/comments on them below.

- 1) There was a concern about losing students to Andersen or Arts & Science due to lower tuition.  
Answer: Anderson already has differential tuition and the amount of the increase is relatively small. Moreover, if we have a great program, we will attract students. No, I do not think that Andersen or Art & Science are a threat to the School of Engineering.
- 2) Is tuition differentiation only in ECE?  
Answer: No, the whole SOE will have differential tuition. The University has a policy in place with which we will have to comply.
- 3) Does this affect graduate students?  
Answers: No, the differential tuition is only on the UG curriculum and the money will be spent only on UG.
- 4) How were these peer institutions chosen? I think the data was skewed due to University CA. Why isn't NM Tech included in this list?  
Answer: This list was composed by ADAA Fledderman and I expect there is a criteria for "peer institution" which I don't know off hand. I pointed out that these were public institutions. As for UC Riverside, it is a good peer. But yes, CA is more expensive in every aspect, but UNM is cheaper than anybody else. I stated that I was not sure why NM Tech isn't listed.
- 5) Will this money go mostly for faculty salaries? Does it mean that faculty get hired or retained?  
Answer: I do not anticipate a large need in ECE for faculty retention at this time. The more

pressing need is for more faculty positions. We are trying to grow our UG population.

- 6) How or do we have a guarantee that the money goes to the suggested purpose?  
 Answer: I expect a policy will be put in place similar to the Curriculum Fees where the money can be spend for dedicated purpose per policy and student input. This would be a good role for a Student Advisory Panel. . I also expect that the Differential Tuition money generated in ECE goes to ECE.
- 7) Would the state reduce money?  
 Answer: The state has a formula for how money is allocated. The funding from the state and that generated by tuition should remain the same. That funding is separate from this tuition money.
- 8) Does this solve the problem? How do we know that this is the right amount of money?  
 Answer: The SOE tried to strike a balance between getting additional funds to support our programs while not crippling the finances of the student population. This money will go a long way to solving the problem.
- 9) Will there be an increase? Is this a slippery slope where our tuition will double?  
 Answer: Certainly not in two years, but in 10 years maybe. This is likely to be similar to Curriculum Fees where it was judiciously increased a
- 10) Does this tuition solve the faculty problem?  
 Answer: It helps, but how many TA's do we really need? And this money helps solving the TA challenge.
- 11) Is it already decided, how would you feel about student input?  
 Answer: This is not decided yet. We are proposing it to the Regents who have to approve it. Student input is a very important part of the process. We want your feedback and we want to know where you think we need to invest in ECE. And no, it is not a done deal.
- 12) ECE does not waste money. What is the university doing about programs like Football?  
 Answer: This money will not go to support the football team etc. It is specifically for SOE and the Departments. This is independent of University priorities.
- 13) Is there a set list of priorities?  
 Answer: No, this is a brain storming stage.
- 14) When students go into ESS does everybody pay the Differential Tuition or only on ECE course? Does the money go to ECE?  
 Answer: Per UNM policy, if a program has a Differential Tuition, then it is charged on every course that the student takes once the major is declared. Every department in the SOE will charge Differential Tuition. I expect that the money generated from ECE student credit hours will go to ECE.

15) Does anything of this go into training prof. how to teach? (Laughing.) Are there basic lecturing techniques?

Answer: No, but there are IDEA scores, and training is offered through UNM, some of it is self-motivation. Peer review teaching style would be good.

16) Does the money go to equipment?

Answer: No that is what Curriculum Fees are for.

17) Does this money give students leverage to say where it goes?

Answer: Yes, I like the idea of having a formal Student Advisory Board that meets regularly and can serve as a formal forum for student input.

Additional Comments (Lehr): I was surprised at what made an impact. Since my computer was updating and was just speaking ad lib, I told them about the department budget: “at the start of the fiscal year, we are given our allocation that is below our projected expenses. That is we start the year “in the hole” which makes it hard to plan for things like TAs.” I went on to tell them that our program was augmented through buyouts from research, etc.” This seemed to resonate with the Focus Group and immediately put them in a more understanding frame. I had a couple of nontraditional students who asked most of the jaded questions. Their fear was mostly that this would be approved and then they would be subject to the whims of the powers that be. I might suggest making the analogy with Curriculum Fees and how it was increased by X dollars in Y years and how Differential Tuition would be the same. It would be very good to add in how our Peer Institutions were derived or chosen.

**ME Student Advisory Board Meeting RE Differential Tuition Proposal  
Professor Chris Hall, Chair of Mechanical Engineering  
2/10/15**

The ME Student Advisory Board is comprised of 20 students from sophomores through doctoral candidates. The original formation of the board was by invitation, based on recommendations from the faculty. I met with 13 of these students on Monday February 9, 2015, specifically to present the Differential Tuition Proposal and to solicit their feedback. Our meeting lasted about 75 minutes and all of the students were engaged in asking questions and in offering support and suggestions.

I gave the presentation as provided. There were only a few questions during the presentation, and they were typically of the nature “will you be providing *this* information?” After the presentation, we spent the remainder of the time discussing the proposal, its benefits, its implementation, and its relationship with other fiscal elements including Lottery Scholarship, curriculum fees, and alumni and corporate giving. The nature and detail of the students’ questions and comments are enumerated below.



- 1) The students were universally in favor of the proposal and appreciated that it would benefit future students significantly. They were certain that the proposal will be well received and that it will be approved.
- 2) The first question was: *why not propose a larger differential tuition?* I explained that the leadership had discussed this question and had decided on an amount that would benefit students without creating a substantial new burden. All of the students agreed that a larger differential tuition rate would be justified, and all agreed that they believe this proposal will be successful.
- 3) Most of the students were *excited* about the school's initiative and its evident benefits to the undergraduate education program. The fact that the funds would return directly to the School was especially well-received. Furthermore, the graduate students (many of whom were our undergraduates) observed that it would be good for the graduate program as well, since improving the undergraduate program implies BSME graduates who are better prepared for and interested in pursuing a graduate degree.
- 4) Students were interested in how the funds would be dispersed within the School. I told them that the sample budget would be developed in much greater detail with input from all departments. There was a strong appreciation for a School-level strategic approach, but also a consensus that a significant fraction of the funds should be spent in proportion to undergraduate enrollment in specific programs. As one student put it:  
*"I think it would be beneficial if the disbursement of the funds was in some way proportional to the enrollment for each department. I understand that the idea is not to split all the proceeds from the differential tuition according to the number of students in each department; however, it seems fair that enrollment be taken into account when allocating the funds."*
- 5) The question of Lottery Scholarship coverage was raised and I stated that the Lottery Scholarship does not cover differential tuition. There was a brief discussion and the students agreed that the set-aside for need-based scholarships clearly addressed this concern and were satisfied that the School was taking this concern seriously.
- 6) Students were interested in the faculty hiring split between tenure-track professors and lecturers. The consensus was a recommendation that preference be given to hiring lecturers so that there's a possibility of reducing class sizes and offering more electives. One student did state that lectures need to be more engaging and wanted to know how the proposal would address this issue. My response emphasized that while class size reduction could address the issue, this concern would be a topic for our next Student Advisory Board meeting.
- 7) Students were particularly enthusiastic about the prospect of additional TAs, emphasizing that the quality of the hands-on experience in laboratory courses is inversely proportional to the number of students in a section. The graduate students who had been TAs

concluded.

- 8) A student asked if the amount of donations to the department from corporations and alumni would in any way affect the distribution of the Differential Tuition. I responded that such donations usually are restricted to uses specified by the donors, and would not ordinarily be considered in determining the use of Differential Tuition.
- 9) Several students asked about the possibility of introducing an Aerospace Engineering option. I explained that the addition of a new degree would be a much larger effort, but that I would convey the interest.

**Student feedback from CBE**  
**Professor Abhaya Datye, Chair of Chemical and Biological Engineering**  
**2/11/15**

I went to the junior and sophomore classes and explained briefly the general outlines of the differential tuition proposal. I did not entertain any questions but asked students to come join me in a focus group discussion, which was held this afternoon.

A total of 12 students attended. They were generally supportive and some came prepared, had already looked up the proposal and had a lot of questions.

- 1) They are already paying \$15/credit hour course fee, why did we need this differential tuition. I explained that the curriculum fee covered different costs and we could not use it for TAs and grading.
- 2) How did we arrive at this number of \$15/credit hour, will it be sufficient to address our needs. I explained that it was a balance between our needs and the ability of students to afford it. I assured them it would make an impact. They wanted to know if this fee kicked in during fall 2015, would the department get additional resources and would it make a difference. I assured them that this is the only part of tuition that comes directly to engineering and the goal is to direct it to undergraduate education and that our department would get its fair share. They did want to know more about how this number came about and when I told them it could generate \$900k per year they were satisfied, but wanted to understand the budgeting assumptions that were made.
- 3) This second question led to a broader discussion of where tuition dollars go, how they are allocated and how engineering gets its fair share, also how athletics impacts the overall funding picture. I explained this is complex, but the overall budget is handled at the Provost level and hence is influenced by many factors, including keeping a balance between the different parts of the campus.
- 4) A significant question that came up concerned the fact that our tuition gets capped at 15

credit hours, so if a student signs up for 18 hours, they still pay the same. They wanted to know if the differential tuition would continue all the way linearly with every hour they sign up. My answer was that I did not know and that this would be addressed during the town hall meeting next week.

- 5) They asked if this was a revolving door, and could we come back with a request to increase this differential tuition next year. I replied that the process involves multiple steps of review, ending with a meeting of the board of Regents. Student input is solicited and considered. That in a few years (I said 3 -5 years) the fee would be reviewed and at that time could be changed, up or down. Some expressed interest in attending the meeting of the Regents.
- 6) The comparison with the peers solicited quite a bit of discussion. Some felt that the cost of living may be higher in the cities where our peers are located. Others felt that some of those schools may have strong football (UT) or basketball programs, which may be helping with the overall budgets. My simple answer was that in a state with higher costs, a student would pay a higher tuition, so they were getting a bargain, considering our education qualified them for nice, high paying jobs.

I used this meeting also to introduce the students to Holly Meyer our new program coordinator, who has taken over Jocelyn's job. Students were happy to meet her and went back generally satisfied and feeling good about the fact that we are focusing on using the funds to improve their education. A common sentiment was that they would like to see the extra revenue impact their education, as early as the fall semester. I reminded them about the town hall and the survey to come.

Dear School of Engineering Undergraduates,

Over the past few years, the revenues of the UNM School of Engineering have not kept pace with the rising costs of delivering high-quality undergraduate engineering and computer science education. At the same time, our undergraduate enrollment has grown to over 2000 students, necessitating increases in things like advisement and the number of teaching assistants. It has also become increasingly difficult to recruit and retain outstanding faculty, who are the foundation of excellence in the education we deliver to you.

As a result of all of this, the leadership of the School has made the very difficult decision to propose differential tuition for the School of Engineering. In fact, engineering differential tuition is the norm among our 22 peer institutions (<http://provost.unm.edu/documents/budget-planning/soe-unm-peer-comparison-final.pdf>), with 16 of them charging a higher tuition for undergraduate engineering programs compared to their base tuition. The average differential tuition among all 22 peers is \$1,691/year, on top of an average base of \$7,996, for a total of \$9,657. The current UNM tuition is \$5,006/year and is lower than all 22 peers.

Our proposal for differential tuition is considerably more modest than our peers. We propose a differential of \$15/credit hour, which translates into \$225/semester for the 15-18 credit hour block, or \$450/year for 30-36 credit hours.

By UNM policy, the entire amount of differential tuition collected by the School of Engineering will be allocated to the School, where it will be used only for undergraduate educational expenses, i.e., differential tuition will stay in the School. These new revenues would be used for need-based financial aid, as well as things like teach assistants (TAs), tutors, advising personnel, and lecturers.

I will be hosting two information meetings next week to meet with you to provide more details, answer your questions, and get your feedback. These will take place in the Centennial Engineering Center Auditorium (room 1041) on:

Wednesday, February 18, 2015, noon to 1 pm, and  
Thursday, February 19, 2015, noon to 1 pm

After the information meetings, we will be sending you a link for you to provide additional online feedback on the proposal. You can find our complete differential tuition proposal at:

<http://provost.unm.edu/documents/budget-planning/soe-differential-tuition-request-form-revised-2-4-2015.pdf>

I look forward to seeing you next week at the information meetings.

Sincerely,

Joseph L. Cecchi  
Dean, School of Engineering  
Professor of Chemical and Biological Engineering  
The University of New Mexico  
<http://soe.unm.edu>



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# UNM School of Engineering Undergraduate Differential Tuition Proposal



**Joseph L. Cecchi**  
**Dean, School of Engineering**  
**Undergraduate Student Information Meetings**  
**February 18 & 19, 2015**

## Rationale

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- The revenues of the UNM School of Engineering have not kept pace with the rising costs of delivering high-quality undergraduate engineering and computer science education
- For example, over 94% of the School's state budget is now allocated to salaries, leaving insufficient funds for operations
- At the same time, our undergraduate enrollment has grown to over 2000 students, necessitating increases in things like advisement and the number of teaching assistants
- It is increasingly difficult to recruit and retain outstanding faculty, who are the foundation of excellence in the education we deliver

## Accreditation delivers value, but drives costs

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- Our undergraduate engineering and computer science programs are professional programs accredited by the Accreditation Board for Engineering and Technology (ABET)
- Accreditation provides assurance that our undergraduate engineering, construction management, and computer science programs meet the quality standards established by the profession for which the program prepares its students.
- This accreditation is a major reason why engineering and computer science salaries are the highest among all undergraduate majors.

## More on accreditation

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- Our accreditation mandates measures and outcomes that require significant financial investment to establish and maintain
- For example, ABET accreditation requires a number of laboratory and design courses
- These courses require expensive equipment and focused one-on-one interactions with faculty and TAs
- As well, the School provides extensive, detailed advisement for students to ensure they are able to navigate the ABET-accredited curricula, with their respective large number of required courses



# Our goal is to enhance undergraduate education

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- This proposal is not about just maintaining the *status quo*
- Rather, this proposal will enhance the undergraduate experience by providing additional resources to undergraduate students, for example:
  - More Teaching Assistants and Tutors
  - More faculty, especially lecturers
  - More advisors to help improve graduation rates

# UNM School of Engineering Tuition and Fees for AY 14-15

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<b>\$5,006</b> <b>Base Tuition</b> 30-36 credit hour block	<b>+</b>	<b>\$1,440</b> <b>Student Activity</b> <b>Fees*</b> debt service, SHAC, Athletics ~ 75%	<b>+</b>	<b>\$450</b> <b>SOE</b> <b>Curriculum</b> <b>Fees</b> instructional hardware, computers, software	<b>=</b>	<b>\$6,896</b> <b>Total Tuition</b> <b>And Fees</b>
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- SOE Curriculum Fees were instituted 16 years ago at the current rate of \$45/engineering-computer science course as mandated by accreditation
- These fees are used for keeping instructional equipment and software up-to-date, but cannot be used for personnel costs

## Methodology for Comparing to Peers

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- All of our peers charge Student Activities Fees
- Most of our peers charge curriculum fees for engineering and computer science
- To make the most direct comparison between UNM and our peers, we compare:
  - UNM's base tuition with the base tuition of our peers
  - The proposed UNM School of Engineering differential tuition with the engineering/computer science differential tuition of our peers

# This eye chart shows the undergraduate engineering tuition data for UNM and our 22 peers



The University of New Mexico

2015-16 Tuition Projections

College: School of Engineering

Program: All Engineering and Computer Science

<http://provost.unm.edu/documents/budget-planning/soe-unm-peer-comparison-final.pdf>

0%

## Undergraduate Resident

Resident	Base Tuition (1)	Current Engineering Tuition (2)	Current Differential for Peer Engineering Tuition	Percent Difference	FY 2016 Projected Engineering Tuition @ G7 Increase	Proposed Differential (1)	Total Proposed Tuition
University of New Mexico	\$ 5,006	\$ 5,006	0	0.0	n/a	\$ 450	\$ 5,456
<b>Peer Average</b>	\$ 7,966	\$ 9,657	1691	21%	\$ -	n/a	\$ 9,657
<b>Peer Median</b>	\$ 7,992	\$ 9,377	1385	17%	\$ -	n/a	\$ 9,377
1 Arizona State University	\$ 9,484	\$ 10,284	800	8%	\$ -	n/a	\$ 10,284
2 Florida International University	\$ 2,522	\$ 6,108	3586	142%	\$ -	n/a	\$ 6,108
3 New Mexico State University*	\$ 5,950	\$ 5,950	0	0%	\$ -	n/a	\$ 5,950
4 Oklahoma State University*	\$ 7,442	\$ 8,732	1291	17%	\$ -	n/a	\$ 8,732
5 Texas A&M University**	\$ 8,882	\$ 10,448	1566	18%	\$ -	n/a	\$ 10,448
6 Texas Tech University	\$ 5,110	\$ 9,306	4196	82%	\$ -	n/a	\$ 9,306
7 The University of Tennessee	\$ 8,304	\$ 13,676	5372	65%	\$ -	n/a	\$ 13,676
8 The University of Texas at Arlington*	\$ 9,152	\$ 9,448	296	3%	\$ -	n/a	\$ 9,448
9 The University of Texas at Austin**	\$ 9,346	\$ 10,214	868	9%	\$ -	n/a	\$ 10,214
10 The University of Texas at El Paso	\$ 8,550	\$ 8,550	0	0%	\$ -	n/a	\$ 8,550
11 University of Arizona	\$ 9,576	\$ 11,376	1800	19%	\$ -	n/a	\$ 11,376
12 University of California-Riverside*	\$ 14,836	\$ 14,836	0	0%	\$ -	n/a	\$ 14,836
13 University of Colorado-Boulder**	\$ 9,048	\$ 12,048	3000	33%	\$ -	n/a	\$ 12,048
14 University of Colorado-Denver	\$ 7,536	\$ 7,536	0	0%	\$ -	n/a	\$ 7,536
15 University of Houston**	\$ 7,680	\$ 14,675	6995	91%	\$ -	n/a	\$ 14,675
16 University of Iowa **	\$ 6,678	\$ 8,824	2146	32%	\$ -	n/a	\$ 8,824
17 University of Kansas	\$ 7,638	\$ 10,306	2668	35%	\$ -	n/a	\$ 10,306
18 University of Missouri-Columbia*	\$ 10,286	\$ 10,286	0	0%	\$ -	n/a	\$ 10,286
19 University of Nebraska-Lincoln**	\$ 6,480	\$ 6,480	0	0%	\$ -	n/a	\$ 6,480
20 University of Nevada-Las Vegas	\$ 4,596	\$ 5,746	1150	25%	\$ -	n/a	\$ 5,746
21 University of Oklahoma-Norman Campus*	\$ 9,275	\$ 9,275	0	0%	\$ -	n/a	\$ 9,275
22 University of Utah**	\$ 6,888	\$ 8,348	1460	21%	\$ -	n/a	\$ 8,348

## The majority of our peers have recognized the enhanced cost of undergraduate engineering education

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- From the previous chart, out of our 22 peer institutions, 16 charge a higher tuition compared to their base tuition for undergraduate engineering programs
- In fact, the average tuition for undergraduate engineering programs for all 22 peer universities is \$1,691/year greater than the general tuition

## UNM AY 14-15 UNM engineering tuition is substantially below the average for our 22 peers

Institution	Base Tuition/ Year	Engineering Differential/Year	Total Engineering/Year
UNM	\$5,006*	0	\$5,006
22 Peer Average	\$7,966	\$1,691	\$9,657
Difference	\$2,960 (59%)	\$1,691	\$4,651 (93%)

- Range of peers: \$14,836 (UC Riverside) to \$5,746 (UNLV)
- Current UNM tuition for engineering is lower than any of our 22 peers

## Proposed Undergraduate Differential Tuition

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- In accordance with UAPPM Policy 8210:2.2, the School of Engineering proposes an undergraduate differential tuition of \$15/credit hour
- UNM policy is that differential tuition will be charged by student type (major) and will follow the tuition block
- The proposal translates into a differential tuition of \$450/year for 30-36 credit hours, i.e., the "15-18 credit hours/semester block" for students majoring in one of the School of Engineering's undergraduate programs

## Comparison of (AY 15-16) UNM differential tuition to 22 peers (AY 14-15)

Institution	(AY 14-15) Base Tuition/ Year	Engineering Differential/Year	Total Engineering/Year
UNM	\$5,006*	\$450*	\$5,456
22 Peer Average	\$7,966	\$1,691	\$9,657
Difference	\$2,960 (59%)	\$1,241 (278%)	\$4,651 (56%)

This differential tuition represents an increase of ~ 9% above the base UNM tuition, compared to an average of ~21% for our 22 peers

**With proposed differential tuition, UNM is still lower than any of our 22 peers**

\*assuming 30-36 credit-hours/year – the “15-18 credit hour/semester block”<sup>12</sup>



## But how do we rank compared to our peers?

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- Current (online) US News rankings for undergraduate engineering programs lists 13 of our 22 peers above UNM
- This puts UNM near the middle of our 22 peers as far as undergraduate engineering rankings
- This is well above where our tuition and fees (including differential tuition) are relative to our peers

# More on national rankings for NM research universities from US News

Ranking Category	UNM	NMSU	NMTech
National University (Entire university)	189	>200	Regional, not national univ.
Undergraduate Engineering	91	109	139
Graduate Engineering	87	129	136

- UNM School of Engineering ranks significantly better than UNM as a whole
- Our undergraduate and graduate program rankings are significantly better than the two other New Mexico research universities

## Engineering and Computer Science Average Starting Salaries are among the highest

According to the National Association of Colleges and Employers (NACE),\* the highest average starting salary in 2014 was for Engineering, and the second highest was for Computer Science.

Undergraduate Major	Average Starting Salary
Engineering	\$62,719
Computer Science	\$61,741
Non-Engineering/Non-Computer Science	\$45,473
Difference	~\$16,000 - \$17,000

## More on salaries\*

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- All of the UNM School of Engineering majors are among the top 16 highest salaries, with an average starting salary of \$62,914
- Also of interest, ThinkAdvisor's average mid-career salary for 2014 was \$105,257, indicating that engineers and computer scientists can anticipate significant increases in salary over their careers

**The School's Engineering and Computer Science programs are among the few professional programs at UNM that do not have differential tuition**

UNM Program	Differential Tuition/Credit Hour
Anderson School of Management (BBA)	\$10
College of Nursing - Bachelors	\$185
Anderson School of Management (MBA)	\$183.70
Speech and Hearing Sciences – Masters	\$150
Architecture and Planning - Masters	\$74.63
Law	\$352.34
Public Administration- Masters	\$50
Masters of Occupational Therapy	\$140
Physical Therapy-Doctorate	\$164
College of Nursing – Masters	\$249
College of Nursing – Doctorate	\$366

## Proposed uses of the differential tuition

- All of the differential tuition revenues will be allocated to undergraduate educational expenses
- Actual allocation will depend upon budget needs, except for need-based aid which will be 20% of the total
- Here is an example of a differential tuition budget:

Category	Estimated Annual Expenditures
Need-based Financial Aid Set Aside (20%)	\$180,000
Teaching Assistants and Tutors	\$300,000
Advising Personnel	\$100,000
Faculty (including Lecturers)	\$250,000
Operating Expenses	\$70,000
<b>Total</b>	<b>\$900,000</b>

## How does differential tuition work?

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- By UNM policy, the entire amount of differential tuition collected by the School of Engineering will be allocated to the School, where it will be used only for undergraduate educational expenses, i.e., differential tuition will stay in the School for undergraduate instruction
- This is different than for base tuition and base tuition increases, which are pooled across the university and allocated to important, critical needs university-wide

## **Additional student engagement and consultation**

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- SOE Differential Tuition Proposal is online at: <http://provost.unm.edu/documents/budget-planning/soe-differential-tuition-request-form-revised-2-4-2015.pdf>
- After the information meetings, (February 18<sup>th</sup> and 19<sup>th</sup>, from Noon to 1 pm in the Centennial Engineering Center Auditorium) students will be sent a link to an online survey that will provide opportunity for further feedback.





**The University of New Mexico  
2015-16 Tuition Projections**

**College: School of Engineering**  
**Program: All Engineering and Computer Science**

0%

**Undergraduate Resident**

Resident	Base Tuition (1)	Current Engineering Tuition (2)	Current Differential for Peer Engineering Tuition	Percent Difference	FY 2016 Projected Engineering Tuition @ G7 Increase	Proposed Differential (1)	Total Proposed Tuition
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22 University of Utah**	\$ 6,888	\$ 8,348	1460	21%	\$ -	n/a	\$ 8,348

(1) Tuition is based on full time status, (15 credit hours for undergraduate tuition per semester) Fall and Spring semesters

(2) Engineering tuition is based on full time status, (15 hours per semester) Fall and Spring semesters

\*includes student fees

\*\*rates vary depending on field of study, College of A&S listed as base



## DIFFERENTIAL TUITION REQUEST

College/School: School of Public Administration Department/Program: MPA/MHA  
 Contact: Gene Henley Phone: 277-9196 Email: ghenley@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	\$50	\$75	\$25
Non-Residents	\$50	\$75	\$25
Other	\$	\$	\$

**Effective Academic Year: 2015/2016**

*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.*  
**Please see attached.**

**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.*

See attached spreadsheet of Ranked (U.S. News and World Report) MPA programs. This represents our aspirational peers across the United States with an emphasis on public institutions as well as the best private schools in the U.S.

UNM School of Public Administration’s cost of attendance, (tuition and fees) is currently a third of the Peer Median for Graduate Resident tuition and over \$8,000 less for Non-Resident students.

UNM first earned national ranking three years ago and seeks to continue to improve its ranking. One of the critical factors for such improvement is the size of the faculty and the depth and breadth of its expertise.



UNM SPA has seen regular sustained growth in enrollment for the last seven years and while admissions have leveled off, there are two new programs that will result in at least a 10% increase in students in the next two years.

First, in tandem with the UNM 2020 goal of increasing international admissions, the SPA is extending its MPA program to Mexico and Central America with a resurrection of an older program called MAPAS. This program will result in 20 new students a year. This program had a successful 10 year life which only ended with the devaluation of the peso in the 80's which made the program prohibitively expensive for international students.

As part of a collaborative effort with universities in Mexico which will share program support costs, coupled with the support of the Provost, this program will generate significant SCH as well as allow for further expansion in Latin America.

The second opportunity for growth is the expansion of the MPA/BLA Shared credit program. Currently five students have started this program and we anticipate upwards of 10 per year. the BLA/MPA program provides a pathway for undergraduates to earn both an undergraduate degree in Liberal Arts as well as an MPA graduate degree in five years. This will result in savings of at least \$6,000 for each student and will have an immediate impact on time to degree for undergraduate students as well as expediting completion of the MPA. This degree program is also available to distance students across New Mexico, thereby providing an opportunity for students in Farmington, Gallup, Taos, Los Alamos, Santa Fe, Los Lunas, and Rio Rancho to earn these degrees while remaining in their home communities.

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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.*

The SPA Director met with the student leadership (PAGSA) to discuss this proposal. The leadership is generally supportive but wished to seek comment from all students. A copy of the proposal and a fact sheet were provided for student dissemination by PAGSA.

A general student meeting was held on Friday November 7, 2014. This meeting was also broadcast live and taped for all students to access. The SPA Proposal was posted on the SPA website from November 3, 2014 through January, 2015. A blog was also established for students to post their comments about the proposed change for the same time period. The blog received no responses during this period.

Following the meeting, the PAGSA leadership personally went to each class to meet with students directly to provide information and answer questions. The PAGSA leadership created a survey for student



response and through both their personal efforts and online participation, garnered slightly better than a 50% response. The poll results were then provided to the Provost and the SPA.

The survey instrument as well as the data provided is attached to this proposal.

**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)	\$25
Projected # of Student Credit Hours ( <u>all student credit hours</u> taken by student majors in the program).	3000
<b>Total Revenue</b>	<b>\$75,000</b>

**Proposed Annual Expenditures**

Financial Aid Set Aside (%)	\$15,000
Faculty Expense	\$60,000
Advising Personnel	\$
Support Staff Expense	\$
Operating Expenses	\$
<b>Total Program Costs</b>	<b>\$75,000</b>

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

As part of the SPA 5 year hiring plan, the SPA requested consideration for the addition of one new faculty member each year for the next five years. While each request may be funded from separate source of funds including program generated funds, I&G funds, or external funds, The SPA would like to conduct a search for this faculty line from funds generated by this tuition differential request. The SPA has used this mechanism to fund one full faculty position as well as 1/2 of another position in the last five years. At the present SCH generated by the SPA, a \$25 increase would generate approximately \$75,000 per year.

While the recent changes to UNM policy require a 20% or \$15,000 set aside for student support, the SPA has traditionally set aside 25% from previous differential requests. The SPA will again set aside a minimum of 20% of funds generated for student support.

The remainder of this funding request will provide up to 80% of the necessary funds to recruit and attract a well-qualified Assistant Professor rank faculty member.



The addition of one new faculty member added to a core faculty of eleven would grant greater student access to faculty by lowering the student/faculty ratio. Coupled with programmatic changes this will continue to positively impact the graduation rate for MPA students.

This will also have a qualitatively positive impact on students by allowing faculty to spend more time with individual students on their capstone requirement; the Professional Paper or thesis.

Each additional faculty member provides additional academic breadth and diversity to our course offerings and each faculty member's teaching workload will translate into slightly smaller average class sizes and a more varied selection each semester.

Given the current economic condition in New Mexico, new revenues are not likely to be appropriated for more faculty. There has also been an understandable reluctance to approve across the board tuition increases for the same reason. This tuition differential increase is supported by the SPA student population and while no one is anxious to see an increase in costs for education, our students believe it will result in a better quality educational experience and an enhanced value for their degree.

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

SPA has committed significant resources in the past from tuition differentials, (upwards of 25% of funds received have been used for tuition fellowships and scholarships) this particular request will aside a minimum of 20% of all funds generated by tuition differentials for student support. We will also seek assistance from the UNM Foundation for other fundraising opportunities for additional financial support for students. While the requested funds will not address the total funding necessary to for one faculty line, we do not believe that any increase beyond the absolute minimum will be in our students best interests.

To keep the request as minimal as possible, the SPA seeks only the minimum funds necessary to hire the one faculty member.

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**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.*

The SPA has provided two data sets for consideration.

The first Excel spreadsheet includes all UNM peer schools as part of the guidelines. These data illustrate that the School of Public Administration is well in line with the UNM peer group for both Resident and Non-Resident students.

The second Excel spreadsheet is a list of our ranked program peers. As the School of Public Administration has been named one of "The Best in the U.S." by U.S. News and World Report, we seek to improve our ranking over time.



The data strongly suggests that the UNM SPA is both an excellent value for a graduate education and that its aspirational peers are much more expensive for a student, especially a resident student.

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

The University of New Mexico currently charges \$246.85 per hour for a residential student. With the current tuition differential of \$50 per hour, an SPA student is currently paying \$296.85. A proposed increase of \$25 per student credit hour would result in a rate of \$321.85 per credit hour. This translates into a \$75 increase per class. For a typical SPA student, taking six hours a semester, this would result in an increase of \$150 per semester.

This is still well below the Anderson School of Management's current tuition of \$430.55 per credit hour. We believe our graduate degree programs are comparable and have similar cost structures, academic rigor and student demand.

A survey of UNM's peer institutions (attached) also demonstrates that we are competitive with our peer institutions both regionally and nationally. UNM and the SPA are a true value for our students and with additional faculty, can continue to increase course offerings and faculty depth and expertise.

While a study of UNM's peer institutions is of value, of greater interest to our students is how we compare with those institutions ranked by U.S. News and World Report as the "Best in the U.S." The SPA was first ranked three years ago and continues to improve our ranking. One of the critical factors in this continued improvement in ranking will be in faculty size. This request, if approved will allow us to continue our expansion of core faculty and thus enhancing our ranking.

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**Dean/Director Approval:**

Printed Name: Dr. Mario Rivera Date: 2/11/15



Date: 11/3/14  
To: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs  
From: Mario Rivera, Interim Director, School of Public Administration  
Re: 2015 Tuition Differential Increase Proposal and Justification

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The School of Public Administration (SPA) provides a quality educational experience for students interested in careers in the public sector. While graduate education is a significant expense, the SPA has been able to provide this value at a cost substantially lower than our peer institutions.

As recently as 2006, the SPA had a faculty of five and a student population of 147. In the past seven years, we have almost doubled the size of the faculty and student enrollment. These were due, in part, to the support of the Provost and a \$50 per credit hour tuition differential approved in 2010-2011. At our current student credit hour volume of 3,000 credit hours per year, we generate approximately \$150,000 in direct SPA income.

These proceeds were used to fund one faculty position (\$75,000 salary and contractual benefits) as well as provide the tuition fellowships we provide each semester.

As a result of recent financial events, the State of New Mexico has not been able to fully restore funding lost during the recession. This, coupled with little or no tuition increase, has left all programs struggling to maintain standards as well as retain faculty. The School of Public Administration has also felt these pressures. During the past several years, we have lost two faculty to other institutions due in part to economic considerations.

We have also not been competitive in securing two candidates for previous faculty searches, again, due in part to the lower salaries we can offer.

The Provost has demonstrated his continued support by funding one new faculty line which a search is currently underway to fill and we have been authorized to fill the faculty line vacated by Will Hsieh's departure at the end of the last academic year.

While this addition and replacement are essential, they still leave us with a high faculty to student ratio. While our faculty have done an outstanding job of providing a solid educational experience, we are simply beyond our capacity. We were recently recognized by the Office of Graduate Studies for having the most productive faculty at the graduate level.

In spite of the additional tenure track faculty, we continue to rely heavily on adjunct faculty to teach both our core and concentration courses. The sizes of many of our courses are still much higher than desirable for graduate professional degree program.

As part of the SPA 5 year hiring plan, we hope to add faculty each year for the next five years. While an ambitious goal, it is one, that with your help and support, we believe is possible.

The SPA would like to conduct a search for one additional faculty position, which will require approximately \$75,000. The Administration has made known that new revenues are not likely to be appropriated by the State of New Mexico. The UNM Board of Regents have also expressed reluctance to approve across the board tuition increase. They have however been considering tuition differential increase with the proviso that the students directly impacted by tuition increases support them.

The University of New Mexico currently charges \$246.85 per hour for a residential student. With the current tuition differential of \$50 per hour, an SPA student is currently paying \$296.85. A proposed increase of \$25 per student credit hour would result in a rate of \$321.85 per credit hour. This translates into a \$75 increase per class. For a typical SPA student, taking six hours a semester, this would result in an increase of \$150 per semester.

This is still well below the Anderson School of Management's current tuition of \$430.55 per credit hour. We believe our graduate degree programs are comparable and have similar cost structures, academic rigor and student demand.



A survey of UNM's peer institutions (attached) also demonstrates that we are competitive with our peer institutions both regionally and nationally. UNM and the SPA are a true value for our students and with additional faculty, can continue to increase course offerings and faculty depth and expertise.

While a study of UNM's peer institutions is of value, of greater interest to our students is how we compare with those institutions ranked by U.S. News and World Report as the "Best in the U.S." The SPA was first ranked three years ago and continues to improve our ranking. One of the critical factors in this continued improvement in ranking will be in faculty size.

The addition of one new faculty member will translate into greater access to faculty by students since, the ratio will begin to lessen. For those interested in doing a traditional Professional Paper or thesis, you will have both more faculty to work with but also more time with each faculty member since we can spread the load a bit more.

Additional faculty also brings greater depth or breadth, which will translate, into more course offerings and greater selection each semester.

While increasing tuition must always be the last choice, it is essential to have adequate resources for continued high quality of professional education for our students. In light of the overall University budgetary situation, we ask for your support of a tuition differential request of \$25/SCH for SPA to continue to prepare high quality professional public administrators to serve the State of New Mexico.

# Fall 14 Student Survey Results

Total Responses

114

## Survey Results Per Question

1. Are you a degree-seeking student in the School of Public Administration?

	Percent of Cases	Number
Yes, I am pursuing a Master's of Public Administration or Master's of Health Administration. (N=106)	92.98%	106
No, I am pursuing a degree from another department at UNM and course substituting PADM courses for my curriculum. (N=5)	4.39%	5
No, I am currently a non-degree seeking student taking classes in the School of Public Administration. (N=0)	0.00%	0
Other (N=3)	2.63%	3

2. How many credit hours have you taken in the School of Public Administration?

	Percent of Cases	Number
3-9 credit hours (N=38)	33.33%	38
12-18 credit hours (N=22)	19.30%	22
21-27 credit hours (N=16)	14.04%	16
30-36 credit hours (N=20)	17.54%	20
39+ credit hours (N=18)	15.79%	18

3. How is your education funded?

	Percent of Cases	Number
Out-of-pocket (N=62)	54.39%	62
Tuition remission as UNM employee (N=21)	18.42%	21
Tuition waiver through a graduate assistantship position (N=11)	9.65%	11
Tuition funding through employer (not UNM) (N=10)	8.77%	10
Scholarships and/or grants (N=26)	22.81%	26
Other (N=20)	17.54%	20

4. How important is it to you that UNM's School of Public Administration be highly ranked amongst its peers?

	Percent of Cases	Number
Very Important (N=77)	67.54%	77
Moderately Important (N=35)	30.70%	35
Not at all important (N=2)	1.75%	2

5. How important is it to you that UNM's School of Public Administration becomes more competitive for new applicants?

	Percent of Cases	Number
Very important (N=58)	50.88%	58
Moderately important (N=44)	38.60%	44
Not at all important (N=10)	8.77%	10

6. Listed below are benefits of hiring additional SPA faculty as discussed by PAGSA and SPA administrators. Which of these would be of personal benefit to you as a student?

	Percent of Cases	Number
Additional course sections to choose from (N=73)	64.04%	73
More courses with distance learning instructional options (ITV, online, etc.) (N=35)	30.70%	35
Smaller class sizes (N=8)	7.02%	8
More diverse subject matter for concentration and elective courses (N=75)	65.79%	75
Increased faculty office hours (N=13)	11.40%	13
More availability for professional paper and thesis chairs (N=39)	34.21%	39
Other benefit (N=7)	6.14%	7

7. What are your feelings about increasing the SPA tuition differential \$25 per credit hour to hire an additional faculty member?

	Percent of Cases	Number
Support (N=43)	37.72%	43
Oppose (N=44)	38.60%	44
Indifferent (N=15)	13.16%	15
Undecided (N=9)	7.89%	9

College: School of Public Administration

Graduate Resident

Resident	Tuition (1)	Differential for Peer College/ Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
<b>University of New Mexico</b>	\$ 4,443	n/a	n/a	\$ 75	\$ 4,518
<b>Peer Median</b>	\$ 11,907	n/a	n/a	n/a	\$ 12,299
1 Syracuse	\$ 24,138		\$ 483	n/a	\$ 24,621
2 Indiana University	\$ 6,703		\$ 134	n/a	\$ 6,837
3 Harvard (Kennedy)	\$ 56,361		\$ 1,127	n/a	\$ 57,488
4 University of Georgia	\$ 6,912		\$ 138	n/a	\$ 7,050
5 Princeton (Wilson)	\$ 41,820		\$ 836	n/a	\$ 42,656
6 NYU	\$ 20,088		\$ 402	n/a	\$ 20,490
7 UC Berkeley	\$ 23,314		\$ 466	n/a	\$ 23,780
8 USC (Price)	\$ 34,113		\$ 682	n/a	\$ 34,795
9 Canergie Mellon (Heinz)	\$ 64,826		\$ 1,297	n/a	\$ 66,123
10 University of Kansas	\$ 6,536		\$ 131	n/a	\$ 6,667
11 University of Washington (Evans)	\$ 20,328		\$ 407	n/a	\$ 20,735
12 American University	\$ 26,626		\$ 533	n/a	\$ 27,159
13 George Washington University (Trachtenberg)	\$ 27,270		\$ 545	n/a	\$ 27,815
14 University of Michigan (Ford)	\$ 22,764		\$ 455	n/a	\$ 23,219
15 University of Wisconsin (LaFollette)	\$ 14,150		\$ 283	n/a	\$ 14,433
16 ASU	\$ 17,496		\$ 350	n/a	\$ 17,846
17 Duke University (Sanford)	\$ 46,782		\$ 936	n/a	\$ 47,718
18 FSU (Askew)	\$ 11,830		\$ 237	n/a	\$ 12,067
19 University of Kentucky (Martin)	\$ 11,312		\$ 226	n/a	\$ 11,538
20 University of Minnesota (Humphrey)	\$ 22,302		\$ 446	n/a	\$ 22,748
21 UT Austin (LBJ)	\$ 37,320		\$ 746	n/a	\$ 38,066
22 Georgia State University (Young)	\$ 12,132		\$ 243	n/a	\$ 12,375
23 Rutgers Newark	\$ 16,368		\$ 327	n/a	\$ 16,695
24 UCLA	\$ 15,662		\$ 313	n/a	\$ 15,975
25 UC Denver	\$ 8,178		\$ 164	n/a	\$ 8,342
26 Texas A&M (Bush)	\$ 9,054	\$ 1,000	\$ 201	n/a	\$ 10,255
27 University of Missouri (Truman)	\$ 12,904		\$ 258	n/a	\$ 13,162
28 University of Nebraska	\$ 5,130		\$ 103	n/a	\$ 5,233
29 University of Arizona	\$ 5,867		\$ 117	n/a	\$ 5,984
30 Virginia Tech	\$ 13,585		\$ 272	n/a	\$ 13,857
31 Cleveland State	\$ 9,565		\$ 191	n/a	\$ 9,756
32 University of Pennsylvania (Fels)	\$ 28,480		\$ 570	n/a	\$ 29,050
33 Portland State University	\$ 5,472		\$ 109	n/a	\$ 5,581
34 University of Connecticut	\$ 12,204		\$ 244	n/a	\$ 12,448
35 University of Virginia	\$ 8,852		\$ 177	n/a	\$ 9,029
36 Binghamton University	\$ 7,776		\$ 156	n/a	\$ 7,932
37 North Carolina State University	\$ 9,892		\$ 198	n/a	\$ 10,090
38 Virginia Commonwealth University	\$ 11,822		\$ 236	n/a	\$ 12,058
39 Purdue Indiana University	\$ 10,002		\$ 200	n/a	\$ 10,202
40 University of Central Florida	\$ 33,000		\$ 660	n/a	\$ 33,660
41 University of Noth Texas	\$ 6,751		\$ 135	n/a	\$ 6,886
42 Pennsylvania State	\$ 22,132		\$ 443	n/a	\$ 22,575
43 San Diego State	\$ 4,066		\$ 81	n/a	\$ 4,147
44 University of Massachusetts	\$ 35,650		\$ 713	n/a	\$ 36,363
45 University of Missouri (Bloch)	\$ 12,904		\$ 258	n/a	\$ 13,162
46 University of Oregon	\$ 6,208		\$ 124	n/a	\$ 6,332
47 Wichita State (Wall)	\$ 4,752		\$ 95	n/a	\$ 4,847
48 Wilamette (Atkinson)	\$ 36,140		\$ 723	n/a	\$ 36,863
49 San Francisco State	\$ 3,867		\$ 77	n/a	\$ 3,944
50 University of Arkansas (Clinton)	\$ 9,318		\$ 186	n/a	\$ 9,504
52 Cal State LA	\$ 11,984		\$ 240	n/a	\$ 12,224
53 Mississippi State	\$ 7,040		\$ 141	n/a	\$ 7,181
54 Boise State	\$ 5,958		\$ 119	n/a	\$ 6,077
55 Iowa State	\$ 7,990		\$ 160	n/a	\$ 8,150
56 James Madison	\$ 7,812		\$ 156	n/a	\$ 7,968
57 Rutgers (Camden)	\$ 13,683		\$ 274	n/a	\$ 13,957
58 University of Southern Maine (Muskie)	\$ 8,334		\$ 167	n/a	\$ 8,501
59 Washinton State	\$ 11,768		\$ 235	n/a	\$ 12,003
60 West Virginia	\$ 7,794		\$ 156	n/a	\$ 7,950

College: School of Public Administration

Program: MPA/MHA

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	\$ 75	\$ 15,077
<b>Peer Median</b>	<b>\$ 23,859</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 24,336</b>
1 Syracuse	\$ 24,138		\$ 483	n/a	\$ 24,621
2 Indiana University	\$ 18,970		\$ 379	n/a	\$ 19,349
3 Harvard (Kennedy)	\$ 56,361		\$ 1,127	n/a	\$ 57,488
4 University of Georgia	\$ 18,126		\$ 363	n/a	\$ 18,489
5 Princeton (Wilson)	41,820		\$ 836	n/a	\$ 42,656
6 NYU	\$ 20,088		\$ 402	n/a	\$ 20,490
7 UC Berkeley	\$ 37,061		\$ 741	n/a	\$ 37,802
8 USC (Price)	\$ 34,113		\$ 682	n/a	\$ 34,795
9 Carnegie Mellon (Heinz)	\$ 64,826		\$ 1,297	n/a	\$ 66,123
10 University of Kansas	\$ 15,290		\$ 306	n/a	\$ 15,596
11 University of Washington (Evans)	\$ 35,619		\$ 712	n/a	\$ 36,331
12 American University	\$ 26,626		\$ 533	n/a	\$ 27,159
13 George Washington University (Trachtenberg)	\$ 27,270		\$ 545	n/a	\$ 27,815
14 University of Michigan (Ford)	\$ 41,384		\$ 828	n/a	\$ 42,212
15 University of Wisconsin (LaFollette)	\$ 29,156		\$ 583	n/a	\$ 29,739
16 ASU	\$ 23,382		\$ 468	n/a	\$ 23,850
17 Duke University (Sanford)	\$ 46,782		\$ 936	n/a	\$ 47,718
18 FSU (Askew)	\$ 27,288		\$ 546	n/a	\$ 27,834
19 University of Kentucky (Martin)	\$ 24,664		\$ 493	n/a	\$ 25,157
20 University of Minnesota (Humphrey)	\$ 22,302		\$ 446	n/a	\$ 22,748
21 UT Austin (LBJ)	\$ 55,523		\$ 1,110	n/a	\$ 56,633
22 Georgia State University (Young)	\$ 27,630		\$ 553	n/a	\$ 28,183
23 Rutgers Newark	\$ 27,240		\$ 545	n/a	\$ 27,785
24 UCLA	\$ 30,764		\$ 615	n/a	\$ 31,379
25 UC Denver	\$ 19,503		\$ 390	n/a	\$ 19,893
26 Texas A&M (Bush)	\$ 9,054	\$ 1,000	\$ 201	n/a	\$ 10,255
27 University of Missouri (Truman)	\$ 30,228		\$ 605	n/a	\$ 30,833
28 University of Nebraska	\$ 14,679		\$ 294	n/a	\$ 14,973
29 University of Arizona	\$ 14,358		\$ 287	n/a	\$ 14,645
30 Virginia Tech	\$ 25,884		\$ 518	n/a	\$ 26,402
31 Cleveland State	\$ 17,980		\$ 360	n/a	\$ 18,340
32 University of Pennsylvania (Fels)	\$ 28,480		\$ 570	n/a	\$ 29,050
33 Portland State University	\$ 9,630		\$ 193	n/a	\$ 9,823
34 University of Connecticut	\$ 31,680		\$ 634	n/a	\$ 32,314
35 University of Virginia	\$ 15,647		\$ 313	n/a	\$ 15,960
36 Binghamton University	\$ 15,138		\$ 303	n/a	\$ 15,441
37 North Carolina State University	\$ 23,580		\$ 472	n/a	\$ 24,052
38 Virginia Commonwealth University	\$ 23,112		\$ 462	n/a	\$ 23,574
39 Purdue Indiana University	\$ 28,804		\$ 576	n/a	\$ 29,380
40 University of Central Florida	\$ 55,000		\$ 1,100	n/a	\$ 56,100
41 University of North Texas	\$ 13,267		\$ 265	n/a	\$ 13,532
42 Pennsylvania State	\$ 35,772		\$ 715	n/a	\$ 36,487
43 San Diego State	\$ 6,696		\$ 134	n/a	\$ 6,830
44 University of Massachusetts	\$ 62,694		\$ 1,254	n/a	\$ 63,948
45 University of Missouri (Bloch)	\$ 30,228		\$ 605	n/a	\$ 30,833
46 University of Oregon	\$ 9,959		\$ 199	n/a	\$ 10,158
47 Wichita State (Wall)	\$ 11,679		\$ 234	n/a	\$ 11,913
48 Wilamette (Atkinson)	\$ 48,056		\$ 961	n/a	\$ 49,017
49 San Francisco State	\$ 7,734		\$ 155	n/a	\$ 7,889
50 University of Arkansas (Clinton)	\$ 22,046		\$ 441	n/a	\$ 22,487
52 Cal State LA	\$ 20,584		\$ 412	n/a	\$ 20,996
53 Mississippi State	\$ 18,278		\$ 366	n/a	\$ 18,644
54 Boise State	\$ 9,558		\$ 191	n/a	\$ 9,749
55 Iowa State	\$ 20,804		\$ 416	n/a	\$ 21,220
56 James Madison	\$ 20,430		\$ 409	n/a	\$ 20,839
57 Rutgers (Camden)	\$ 27,978		\$ 560	n/a	\$ 28,538
58 University of Southern Maine (Muskie)	\$ 18,468		\$ 369	n/a	\$ 18,837
59 Washington State	\$ 25,200		\$ 504	n/a	\$ 25,704
60 West Virginia	\$ 22,158		\$ 443	n/a	\$ 22,601



The University of New Mexico  
2015-16 Tuition Projections

College: School of Public Administration

Program: Public Administration

Graduate Resident

Resident	Tuition (1)	Differential for Peer College/Program (2)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
University of New Mexico	\$ 4,443	n/a	n/a	\$ 75	\$ 4,518
<b>Peer Median</b>	<b>\$ 5,867</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 5,984</b>
1 Arizona State University	\$ 10,610	\$ 2,500	\$ 262	n/a	\$ 13,372
2 Florida International University	\$ 10,660		\$ 213	n/a	\$ 10,873
3 New Mexico State University	\$ 2,411		\$ 48	n/a	\$ 2,459
4 Oklahoma State University	\$ 5,176		\$ 104	n/a	\$ 5,279
5 Texas A&M University	\$ 5,940		\$ 119	n/a	\$ 6,059
6 Texas Tech University	\$ 7,984		\$ 160	n/a	\$ 8,144
7 The University of Tennessee	\$ 5,801		\$ 116	n/a	\$ 5,917
8 The University of Texas at Arlington	\$ 8,710		\$ 174	n/a	\$ 8,884
9 The University of Texas at Austin	\$ 5,100		\$ 102	n/a	\$ 5,202
10 The University of Texas at El Paso	\$ 8,926	\$ 3,000	\$ 239	n/a	\$ 12,165
11 University of Arizona	\$ 5,867		\$ 117	n/a	\$ 5,984
12 University of California-Riverside	\$ 3,740		\$ 75	n/a	\$ 3,815
13 University of Colorado-Boulder	\$ 5,112		\$ 102	n/a	\$ 5,214
14 University of Colorado-Denver	\$ 1,446		\$ 29	n/a	\$ 1,475
15 University of Houston	\$ 6,300		\$ 126	n/a	\$ 6,426
16 University of Iowa	\$ 13,771		\$ 275	n/a	\$ 14,046
17 University of Kansas	\$ 6,536		\$ 131	n/a	\$ 6,667
18 University of Missouri-Columbia	\$ 4,932		\$ 99	n/a	\$ 5,031
19 University of Nebraska-Lincoln	\$ 5,130		\$ 103	n/a	\$ 5,233
20 University of Nevada-Las Vegas	\$ 4,752		\$ 95	n/a	\$ 4,847
21 University of Oklahoma-Norman Campus	\$ 6,541		\$ 131	n/a	\$ 6,672
22 University of Utah	\$ 7,153		\$ 143	n/a	\$ 7,296

(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.

The University of New Mexico  
2015-16 Tuition Projections

College: School of Public Administration  
Program: Public Administration

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	\$ 75	\$ 15,077
<b>Peer Median</b>	<b>\$ 15,025</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 15,326</b>
1 Arizona State University	\$ 19,530	\$ 2,500	\$ 441	n/a	\$ 22,471
2 Florida International University	\$ 23,766		\$ 475	n/a	\$ 24,241
3 New Mexico State University	\$ 7,346		\$ 147	n/a	\$ 7,493
4 Oklahoma State University	\$ 15,580		\$ 312	n/a	\$ 15,892
5 Texas A&M University	\$ 12,456		\$ 249	n/a	\$ 12,705
6 Texas Tech University	\$ 15,224		\$ 304	n/a	\$ 15,528
7 The University of Tennessee	\$ 15,025		\$ 301	n/a	\$ 15,326
8 The University of Texas at Arlington	\$ 29,772		\$ 595	n/a	\$ 30,367
9 The University of Texas at Austin	\$ 16,994		\$ 340	n/a	\$ 17,334
10 The University of Texas at El Paso	\$ 11,749	\$ 3,000	\$ 295	n/a	\$ 15,044
11 University of Arizona	\$ 14,358		\$ 287	n/a	\$ 14,645
12 University of California-Riverside	\$ 3,740		\$ 75	n/a	\$ 3,815
13 University of Colorado-Boulder	\$ 13,761		\$ 275	n/a	\$ 14,036
14 University of Colorado-Denver	\$ 1,446		\$ 29	n/a	\$ 1,475
15 University of Houston	\$ 14,616		\$ 292	n/a	\$ 14,908
16 University of Iowa	\$ 29,789		\$ 596	n/a	\$ 30,385
17 University of Kansas	\$ 15,290		\$ 306	n/a	\$ 15,596
18 University of Missouri-Columbia	\$ 13,948		\$ 279	n/a	\$ 14,227
19 University of Nebraska-Lincoln	\$ 14,679		\$ 294	n/a	\$ 14,973
20 University of Nevada-Las Vegas	\$ 19,148		\$ 383	n/a	\$ 19,531
21 University of Oklahoma-Norman Campus	\$ 15,973		\$ 319	n/a	\$ 16,292
22 University of Utah	\$ 19,351		\$ 387	n/a	\$ 19,738

(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.



## DIFFERENTIAL TUITION REQUEST

College/School: A&S Department/Program: Speech and Hearing Sciences

Contact: Erika Elwell Phone: 277-0823 Email: eelwell@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	\$150	\$119	\$-31
Non-Residents	\$150	\$119	\$-31
Other	\$150	\$119	\$-31

Effective Academic Year: 2015-2016

*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 initial request was to have only SHS courses charge the differential tuition, however main campus charges by student type. Once this was discovered, students in the SHS program contacted the Chair and a temporary adjustment was made for AY2014-15. However, a permanent adjustment is needed to account for this change.

**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.*

N/A – See the original proposal (attached)



**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.*

Students in the SHS program originally approved the differential tuition for SHS courses only, and brought it to the attention of the Chair of Speech and Hearing Sciences (Dr. Barbara Rodriguez), that the differential was not charging as approved. Dr. Rodriguez notified the Dean’s office and the issue was moved on the Provost’s office for review. The differential tuition is being reversed currently by the Bursars office on all non-SHS courses. This adjustment will fix the issue and cost the students the amount that would be expected as if only SHS courses were charged the differential. The students in SHS have approved this compromise.

**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:** \_\_\_\_\_%

**Proposed Annual Revenue**

Differential Tuition (per student credit hour)	119.00
Projected # of Student Credit Hours ( <u>all student credit hours</u> taken by student majors in the program).	1633
<b>Total Revenue</b>	<b>\$194,400</b>

**Proposed Annual Expenditures**

Financial Aid Set Aside (%)	\$
Faculty Expense	\$194,400
Advising Personnel	\$
Support Staff Expense	\$
Operating Expenses	\$
<b>Total Program Costs</b>	<b>\$194,400</b>





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

The differential tuition will be used to fund two additional T/TT faculty and partially a third, which will support an increase in the number of graduate students entering the program. For more detail, see the attached original proposal.

---

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

Current faculty can only support the acceptance of 23 students into the program from a pool of approximately 120 applicants. The differential is not expected to create a disproportionate level of student debt, and will not restrict access to students of financial need, but rather will provide essential funds to maintain a high quality program.

---

**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.*

Please see the attached narrative that explains this in detail.

---

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

**Dean/Director Approval:**

Printed Name: Mark Peceny, Dean Date: 11/3/14



**Differential Tuition Request  
University of New Mexico  
Department of Speech and Hearing Sciences**

**Summary**

The Department of Speech and Hearing Sciences (SHS) at the University of New Mexico offers the BA and M.S. degrees, and its graduate program was re-accredited in 2012 by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA) through 2020. The department serves 48 graduate students, and over a ten-year period (2002-2012), the average number of M.S. degrees awarded was 20. The department includes 7 tenured/tenure-track faculty, 5 clinical non-tenure track faculty members, and 2 full-time administrative staff members. Despite being a relatively small department, we have maintained high quality academic and clinical programs with national prominence in the areas of bilingual and multicultural research and training.

The Department of Speech and Hearing Sciences, in the College of Arts and Sciences, at the University of New Mexico requests permission to increase its graduate tuition by \$150 per student credit hour, beginning in the fall of 2014, increasing to \$401 per student credit hour for all graduate speech-language pathology courses in the Master of Science (M.S.) program.

**Program Background and Rationale for Enhanced Support**

The Department of Speech and Hearing Sciences at the University of New Mexico has established an excellent national reputation for its professional graduate training program. The M.S. degree program has been offered at UNM for over 50 years and has experienced a significant rise, according to U.S. News and World Report, in national ranking from 81<sup>st</sup> in 2000 to 62<sup>nd</sup> in 2013. In fact, the latest ranking places the UNM SLP graduate program among the top rated programs without a doctoral program.

The graduate program is a 2-year, 6 semester program, involving a minimum of 54 credit hours of classroom instruction and 375 clinical clock hours of practicum experience. Graduates are eligible for American Speech-Hearing and Language Association (ASHA) certification upon completion of the Clinical Fellowship Year. The Council on Academic Accreditation (CAA) in audiology and speech-language pathology accredits this program and historically each year, we accept about 23 students from the approximately 120 applications we receive for admission to our program.

The shortage of SLPs continues in New Mexico and many parts of the country. This means that there are many employment opportunities for graduates of the UNM master's program. Those graduates meet the requirements for the New Mexico state license in SLP and for the professional certification offered by the American Speech-Language-Hearing Association (ASHA). With the NM state license in SLP, graduates can work with clients across the lifespan including in early childhood settings, schools, hospitals, rehabilitation settings, and private practices. New Mexico recently created a bilingual certificate recognition to the state license for SLPs—the first regulation and licensing board in the United States to do so.

The Department of SHS provides unique graduate training opportunities through specialized courses and field experiences in settings rich in cultural and linguistic diversity. The first program, **Culturally and Linguistically Appropriate Speech-Language Services for All Language Learners in New Mexico (CLASS for ALL-NM)**, is designed to prepare graduate students in the assessment and intervention of children from linguistically diverse backgrounds who present with speech and/or language impairments. The second program, *Comunidad Crecer*, is an international clinical practicum program for bilingual students in our master's training program. Each spring, students and faculty travel to Mexico City to work with students and staff at *Comunidad Crecer*--a private school for individuals with severe disabilities. We are only one of 14 SLP programs across the country that provide this type of specialized training.

In the wake of the recent economic downturn and reductions in funding, SHS has been forced to reduce support for classroom teaching, clinical supervision, community outreach efforts, program expansion and enhancement, and faculty development. In the past, revenue from the department's speech and hearing clinic and contractual arrangements with local education agencies (LEA) could support some of these expenses but due to the economic conditions, fewer clients are able to pay for services at the UNM Speech Language and Hearing Center (UNMSLHC) and LEA contracts were not renewed, thus reducing overall revenue.

The SHS Department has a long history of being competitive and extremely successful in graduating students who are prepared to enter the workforce and who are exceptionally successful in securing professional positions upon graduation. This success can be attributed to the classroom education and clinical supervision in the UNMSLHC. The UNMSLHC is our primary location for training first-year graduate students. This professional training program requires intensive student training on an individual (1:1) student to faculty basis. The clinical education requirements and regulatory and accreditation requirements of the program create a significant need for additional revenue to address program enhancement and expansion provided from differential tuition. In addition to the actual costs of maintaining CAA program accreditation, this program requires the commitment of specially trained research and clinical faculty.

- a) Accreditation standards: Faculty must be appropriately licensed and credentialed to meet state and national standards. Equipment and facilities must be well maintained in order to provide a state-of-the-art training program to our graduate students and offer high quality clinical services to the community.
- b) Clinical placement at UNMSLHC: Students are closely supervised by clinical faculty members with appropriate levels of SLP licensure and certification while providing speech, language and hearing assessment and intervention services.
- c) External Clinical Placements: Student clinical rotations are supervised by professionals with appropriate levels of licensure and certification. Each clinical placement is covered by a current clinical placement contract, approved by attorneys in both the university and the receiving agency (e.g., for the current academic year, we have negotiated approximately 32 current clinical placements).
- d) Student Requirements: Every graduate student must complete background checks and be trained on all federal, state and local/agency requirements, including specified OSHA and HIPAA training prior to clinical placement.

### **Employment and Income Expectations Following Graduation**

There is a national shortage of speech-language pathologists (SLPs), and, more specifically, there is a shortage of qualified SLPs in New Mexico. According to a recent U.S. Bureau of Labor Statistics (BLS) report, the national employment rate of SLPs is expected to grow faster than average through the year 2020. An additional 28,800 SLPs will be needed to fill the demand between 2010 and 2020 – a 23% increase in job openings. The research report Educator Supply and Demand in the United States, published by the American Association for Employment in Education, presents job market data on 62 education fields, including speech-language pathology. The report indicates that speech-language pathology is one of 14 fields with a ‘considerable’ shortage. These data are an indicator that the job market for school-based SLPs will be strong in future years. Long-term employment projections through 2020 indicate a 27.9% increase in employment opportunities for SLPs in New Mexico.

Job opportunities are excellent given the current job openings and, combined with impending retirements (35.2% of NM SLPs are 55 years of age and older) and projected job growth (28% through 2020), there is a critical need to increase the number of SLP graduates. While there is a general shortage of SLPs, the need becomes even more significant and critical for highly qualified SLPs who are bilingual. The state’s three graduate programs in speech-language pathology (UNM, NMSU, and ENMU) are unable to meet the needs of our state. Combined the three

programs graduate only 56 students each year and approximately 25% of the graduates leave New Mexico upon completion.

Each year, our students receive multiple job offers prior to graduation. Over the last three years, 100% of our graduate students seeking employment had secured jobs before or immediately following graduation and the average salary of our graduates was \$50,000. Nationally, the median academic year salary of SLPs in school settings was \$60,000. In summary, the value of program graduates' projected earnings over a professional career would seem to justify any short-term indebtedness resulting from the costs of this high quality program.

### **Trends in Enrollment/Financial Need of Applicants**

Enrollment in the UNM SLP graduate program, which includes part-time and full-time students, has averaged a total of 38 over the past 5 years (Table 1). Each year, the number of applications for admission to the program has grown. This year, we received over 100 applications from highly qualified students for 20 openings. The number of openings for admission was based on the replacement of the total number of students completing the program during the 2013-14 AY (Fall 2013 graduates = 3; Spring 2014 graduates = 3; Summer 2014 graduates = 14).

**Table 1. SLP graduate student enrollment**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Full-Time	36	31	34	36	38
Part-time	4	4	2	3	4
Total	40	35	36	39	42

### **Student Financial Need:**

If approved, we believe that the tuition increase would not result in disproportionate student indebtedness, and will not restrict program accessibility for qualified students with financial need; instead it will provide essential funds needed to maintain the high quality of our graduate professional education program and expand the size of the program to adequately meet the needs of the local community. In analyzing the long-term impact of student indebtedness on students' lives after graduation, it is necessary to consider the expense of the education but also the excellent employment and income prospects for students who obtain this degree. As mentioned above, job prospects are excellent for this group of graduates.

### **Peer Comparison:**

The University of New Mexico is one of 121 colleges *The Princeton Review* recommends in the "Best of the West" section of the "2012 Best Colleges: Region by Region." This recognition for academic excellence at relatively affordable tuition rates certainly applies to our graduate program in SLP. In preparing this differential

tuition request, we surveyed our peer programs to determine whether this request would allow us to remain competitive. We found that even with the proposed differential tuition request, our program would be highly competitive with those at peer institutions offering a degree in speech-language pathology. Table 2 compares the 2013-14 costs per semester (or quarter) for tuition and fees for an SLP student carrying 9 graduate credit hours (a full-time academic and clinical load).

**Table 2. Peer institutions graduate tuition/fees: Resident and Non-resident**

<b>Data for 2012-2013</b>						
	<b>Resident</b>			<b>Non-resident</b>		
	<b>Tuition</b>	<b>Fees</b>	<b>Tuition &amp; Fees</b>	<b>Tuition</b>	<b>Fees</b>	<b>Tuition &amp; Fees</b>
University of Arizona	\$5,254	\$508	\$5,762	\$13,190	\$508	\$13,698
University of Colorado at Boulder	\$4,599	\$507	\$5,106	\$13,356	\$507	\$13,863
University of Kansas	\$3,115	\$662	\$3,777	\$7,288	\$662	\$7,950
University of Missouri-Columbia	\$6,452	\$265	\$6,717	\$8,662	\$830	\$9,492
University of Utah	\$2,629	\$420	\$3,049	\$9,284	\$420	\$9,704
University of Washington	\$4,294	\$485	\$4,779	\$8,264	\$652	\$8,916
<b>University of New Mexico</b>	<b>\$2,221</b>	<b>\$495</b>	<b>\$2,716</b>	<b>\$7,500</b>	<b>\$495</b>	<b>\$7,995</b>

**Proposed Use of Projected Revenue**

If approved, this differential tuition will generate an estimated \$194,400 (AY 2014-15) in new tuition receipts. The College of Arts and Sciences would allocate these funds to support faculty hiring and increase the number of graduate students admitted to the program. The projected revenue would fully fund two additional tenure-track faculty positions, and partially fund a third position. With some College commitment to a third position, the following faculty lines would filled: a) tenure-track faculty member with expertise in autism spectrum disorders; b) tenure-track faculty member with expertise in speech sound disorders; and c) non-tenure track faculty member with expertise in audiology. These positions are needed to meet the

projected employment growth in New Mexico (27% increase). The need would be met by adding approximately 10 additional slots in our graduate program.

Graduate-level professional education requires that we recruit and retain faculty prepared to provide professional education at the most advanced levels, and who have the demonstrated clinical expertise and scholarship for the high quality programs we have developed. These faculty members will need to retain their certification and licensure each year. This requires obtaining Continuing Education Units (CEUs) on a yearly basis through local or national courses or conferences.

**Table 3. Differential tuition (DT) revenue**

<b>Differential Tuition Request</b>			
<b>Projected revenues</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
DT/SCH	\$150	\$150	\$150
Assessed SCH per student	27	27	27
Anticipated enrollment for entering M.S. classes	48	48	48
Total SCH per year subject to DT	1,296	1,296	1,296
Estimated DT revenue	\$194,400	\$194,400	\$194,400

# National Solutions for Local Problems: The HathiTrust

Richard Clement

College of University Libraries & Learning Sciences

February 26, 2015





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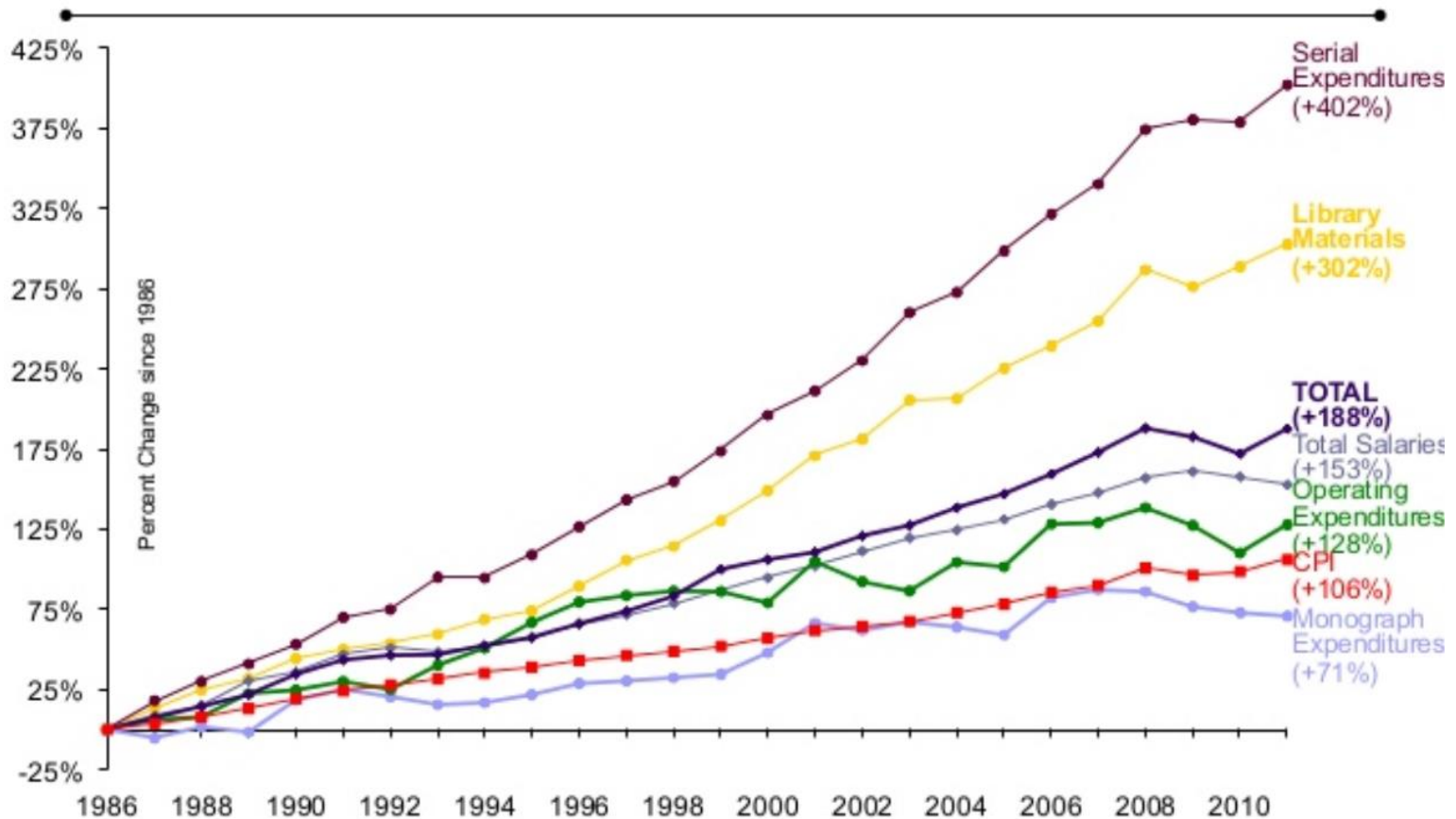
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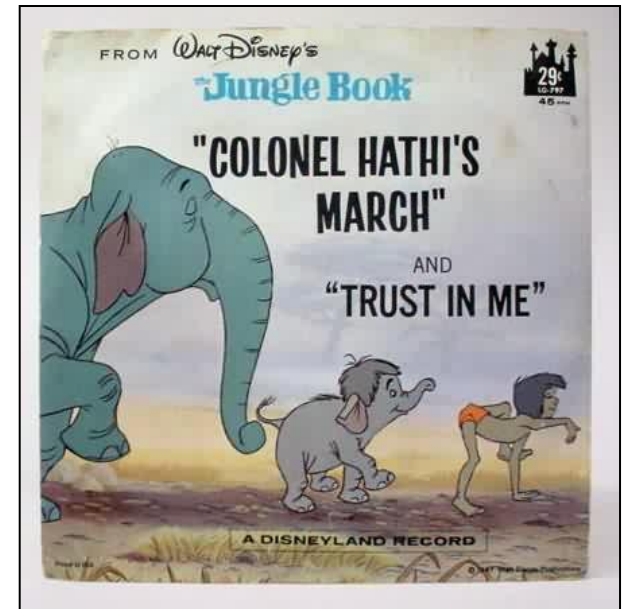
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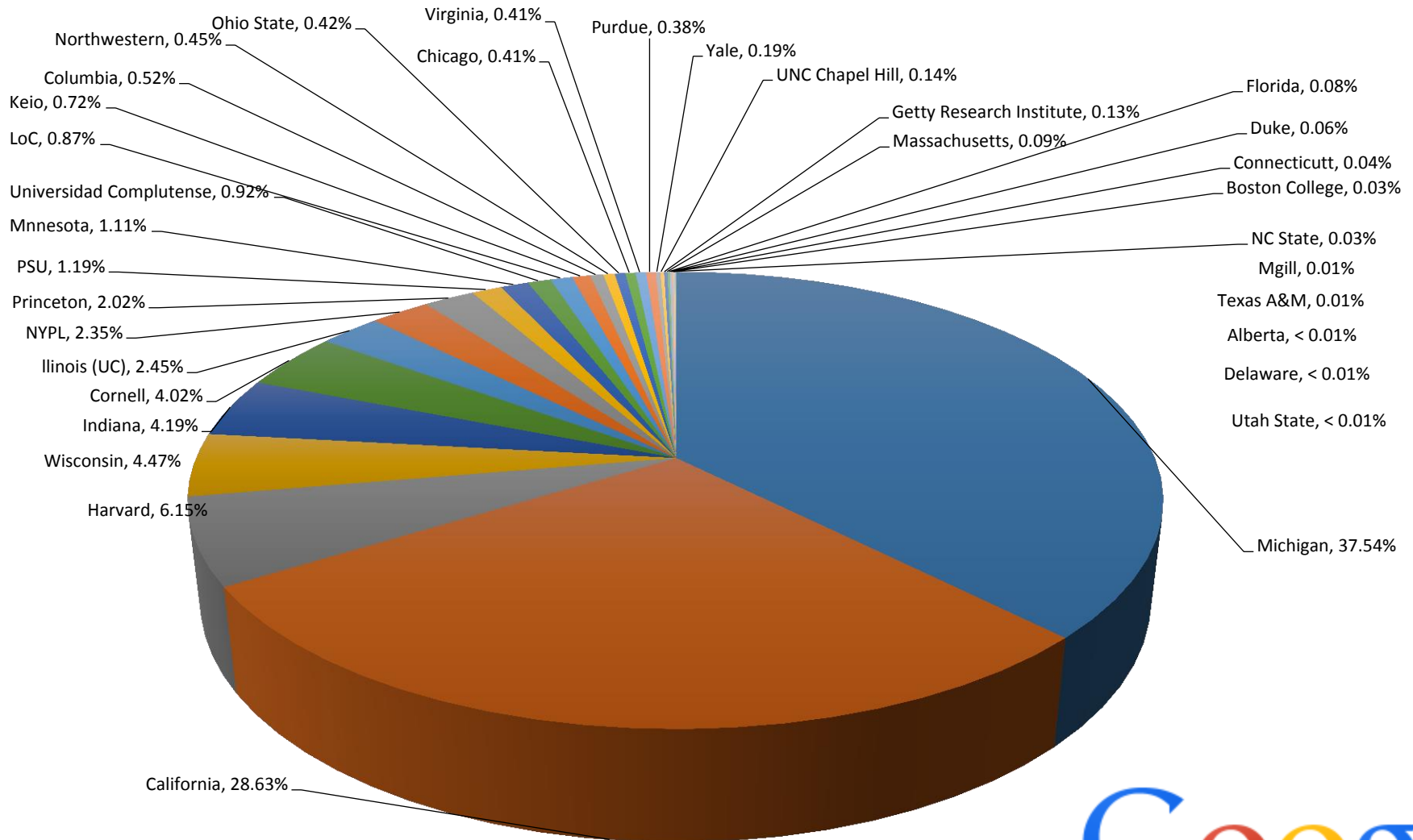


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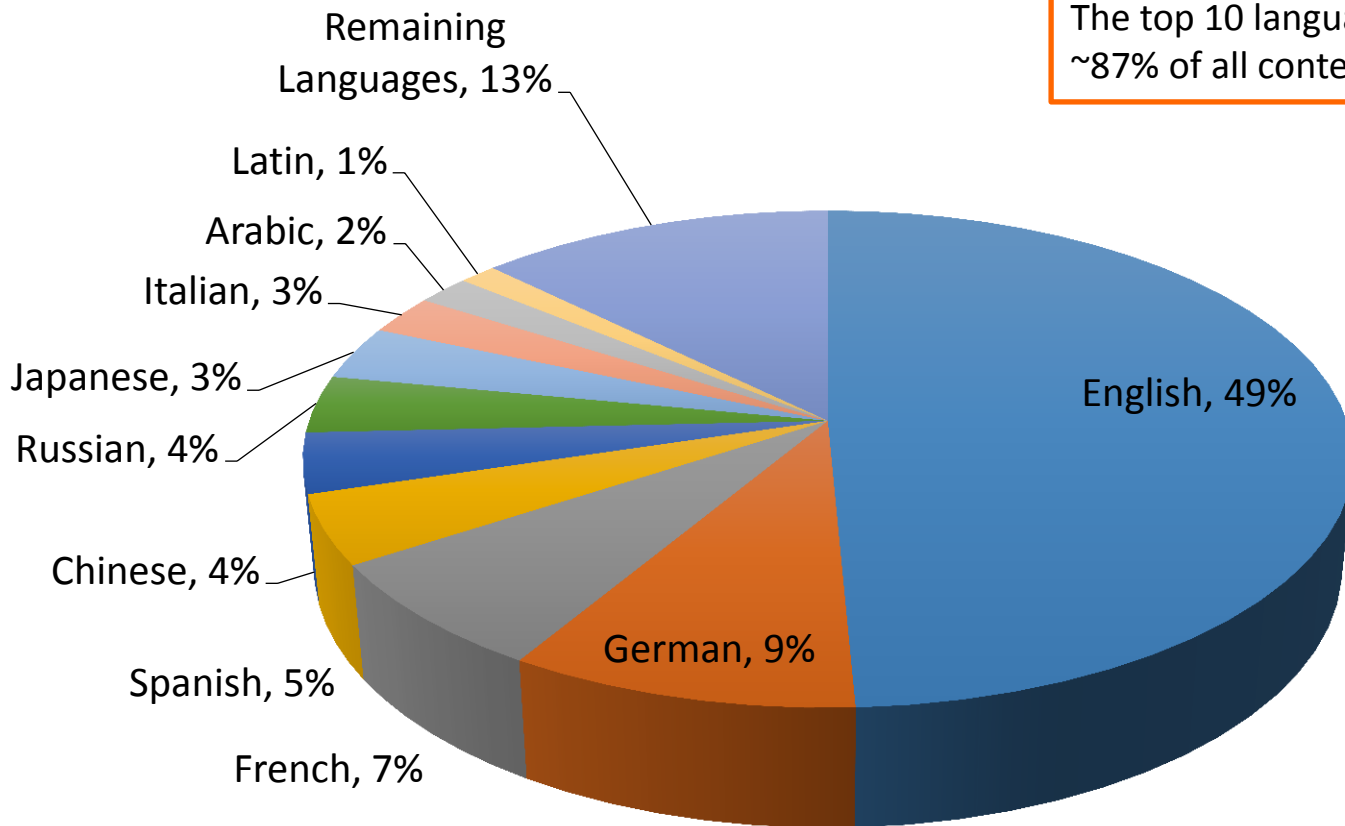
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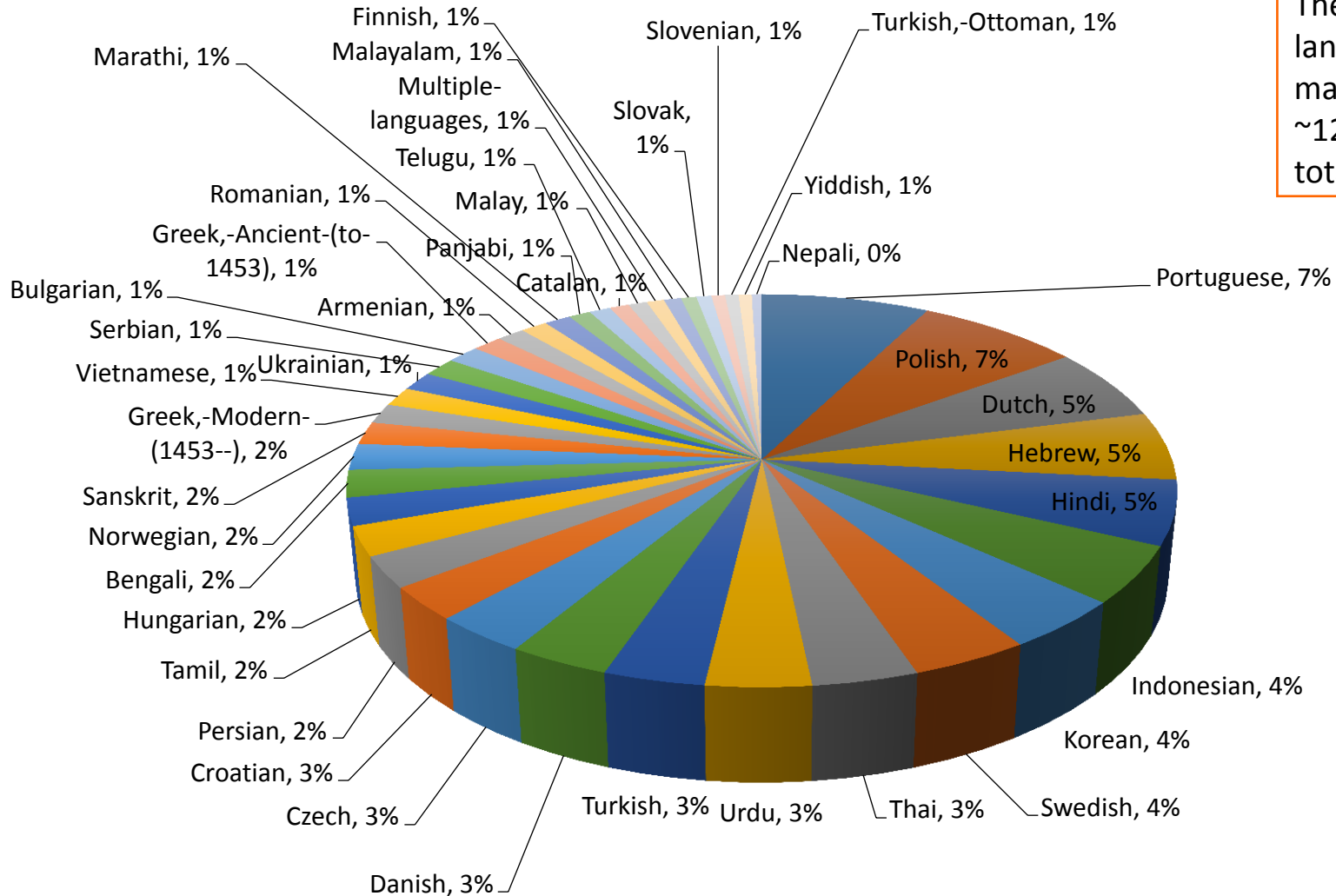
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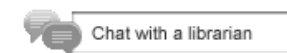


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Other Authors:	<a href="#">Schurz, Carl, 1829-1906.</a>
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## GRANT AND SCHURZ ON THE SOUTH.

LETTER OF GENERAL GRANT CONCERNING AFFAIRS AT THE SOUTH, AND EXTRACTS FROM A REPORT BY CARL SCHURZ SUBMITTED TO PRESIDENT ANDREW JOHNSON, AND BY HIM COMMUNICATED TO CONGRESS  
DECEMBER 19, 1865.

### LETTER OF GENERAL GRANT CONCERNING AFFAIRS AT THE SOUTH.

HEADQUARTERS  
ARMIES OF THE UNITED STATES,  
*Washington, D. C., Dec. 18, 1865.*

SIR: In reply to your note of the 16th instant, requesting a report from me giving such information as I may be possessed of coming within the scope of the inquiries made by the Senate of the United States in their resolution of the 12th instant, I have the honor to submit the following:

With your approval, and also that of the honorable Secretary of War, I left Washington City on the 27th of last month for the purpose of making a tour of inspection through some of the Southern States, or States lately in rebellion, and to see what changes were necessary to be made in the disposition of the military forces of the country; how these forces could be reduced and expenses curtailed, &c.; and to learn, as far as possible, the feelings and intentions of the citizens of those States towards the general government.

The State of Virginia being so accessible to Washington City, and information from this quarter, therefore, being readily obtained, I hastened through the State without conversing or meeting with any of its citizens. In Raleigh,

time has been given for reflection, that this decision has been a fortunate one for the whole country, they receiving like benefits from it with those who opposed them in the field and in council.

Four years of war, during which law was executed only at the point of the bayonet throughout the States in rebellion, have left the people possibly in a condition not to yield that ready obedience to civil authority the American people have generally been in the habit of yielding. This would render the presence of small garrisons throughout those States necessary until such time as labor returns to its proper channel, and civil authority is fully established. I did not meet any one, either those holding places under the government or citizens of the Southern States, who think it practicable to withdraw the military from the South at present. The white and the black mutually require the protection of the general government.

There is such universal acquiescence in the authority of the general government throughout the portions of country visited by me, that the mere presence of a military force, without regard to numbers, is sufficient to maintain order. The good of the country, and economy, require that the force kept in the interior, where there are many freedmen, (elsewhere in the Southern States than at forts upon the seacoast

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- Collaborate with over 5,000 authors, institutions, agencies, and foundations worldwide
- Develop, produce, promote, and distribute quality books that reflect UNM's academic strengths
- Publish scholarly and general-interest books with an emphasis on the distinctive peoples and cultures of New Mexico and the Southwest
- Extend UNM's international visibility and outreach
- Support the highest academic research standards



# Community Service

“Having a press is part of being a world-class institution and UNM Press promotes the core values of the university: excellence and innovation in scholarship, teaching, and community outreach. By focusing on UNM’s strengths, particularly in regional studies, the Press contributes to promoting the state, her citizens and students, and their scholarship.”

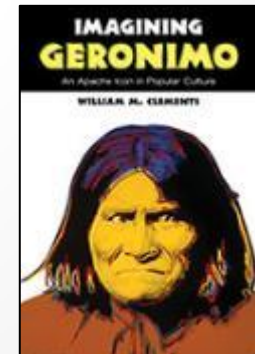
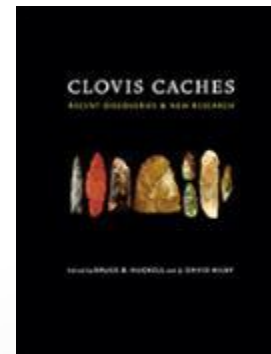
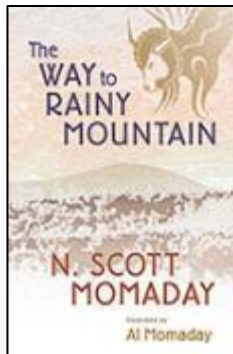
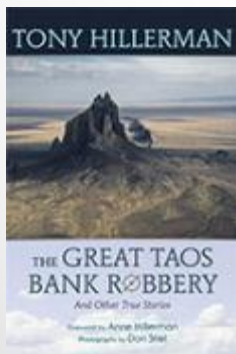
— Patricia L. Crown, UNM Distinguished Professor of Anthropology and member of the National Academy of Sciences

“For almost a century, UNM Press has continued to serve as a model in employing the humanities to cultivate critical intelligence. UNM Press represents the pursuit for coherence and synthesis and the quest for meaning, self-discovery, and critical understanding.”

— Craig L. Newbill, Executive Director, New Mexico Humanities Council

# Support for Faculty Research

- UNM Press is part of the international ecosystem of scholarly publishers that provides a prestigious outlet for research dissemination, directly resulting in faculty promotion and tenure.
- We serve as an authoritative campus resource for information about the contemporary publishing industry, scholarly communication, intellectual property, “fair use,” and copyright.



# Teaching and Mentoring

- UNM Press mentors students, interns, and UNM alumni interested in shaping today's publishing industry.
- We conduct scholarly publishing training and classroom lectures for faculty and students.
- We publish textbooks for fourth, seventh, and tenth grade public school New Mexico history classes.
- We collaborate with other units and departments on campus to increase awareness of contemporary publishing issues.

# Economic Development

- UNM Press **generates over \$1 million** per year to benefit the New Mexico economy; our publications provide additional indirect economic benefits to the region by promoting tourism destinations and attractions.
- Press staff is engaged in a unique range of multimedia-content research and development with various stakeholders.
- We contribute over \$150,000 annually to UNM for rent and services.



# Knowledge Transfer

- UNM Press records, disseminates, and preserves authoritative scholarship for a wide range of audiences.
- We are a significant source of UNM's intellectual property content licensed internationally.
- Our books are found in thousands of libraries, archives, and scholarly research collections worldwide.





# Challenges

- Our academic service mission includes publishing scholarly content that is not commercially viable and was never intended to generate significant revenue.
- While our annual operating expenses have been kept consistent and within budget, external sales revenue is increasingly unpredictable.
- University presses have always relied on substantial funding from their host campuses to operate effectively. Financial support for UNM Press has historically been less than 50% of that provided to comparable presses.

# Why We Matter

“The award-winning and prestigious University of New Mexico Press is a great and valuable asset for our whole state.”

—U. S. Senator Fred Harris

“The UNM Press performs an essential function in publishing works which elucidate the rich history, culture, and natural environment of New Mexico. This is a service which the University of New Mexico, as the state's flagship institution of higher education, should appropriately take pride in providing to this and future generations.”

—U. S. Senator Jeff Bingaman

# Any Questions?

“If you’re looking for something good to read,  
UNM Press is a good place to start.”

—*Albuquerque Journal*, November 2014

John W. Byram, Director  
jbyram@unm.edu

# Transcripted Certificates at UNM

Regent's Academic/Student Affairs & Research Committee

Gregory L. Heileman  
Academic Affairs

February 26, 2015

# Relevant Statues and Policies

# Graduate Certificates

## New Mexico Administrative Code (Excerpt)

### Section 5.5.2.8. Post-Secondary Educational Programs

#### Post-baccalaureate certificate of specialization:

E. ... Certificate programs that **do not require new resources and can be implemented with existing faculty, existing courses, and existing facilities** can be approved internally as indicated below. A certificate of specialization is a program of study that is designed to develop or enhance a focused area of expertise. The primary purpose of certificate programs is to provide specific skill training and to enhance employability and quickly meet manpower needs within the state of New Mexico. ...

G. Certificate programs offered by institutions of higher education within the state of New Mexico must include at least 12 credit hours of course work that is interrelated and designed to develop a focused skill or area of expertise. Certificate programs cannot exceed 18 credit hours. **Courses that comprise the certificate must be regular approved courses that are already offered by the institution.**

L. Students enrolled in post-baccalaureate certificate programs **must meet the same minimum admissions criteria** as students admitted into graduate degree programs at the institution of higher education.

# Undergraduate Certificates

## UNM Catalog (updated 2013-14) Excerpt:

Undergraduate certificates offered by any of the University of New Mexico's colleges or branches must meet the following minimum requirements:

- A minimum of 30 acceptable semester hours must be earned. Technical-vocational work (up to the limit specified below) may be included in these 30 hours upon approval of the certificate-granting program.
- **Branch campuses may offer technical-vocational certificates of less than 30 credit hours, provided:**
  - **The proposed curriculum fulfills a recognized professional certification: e.g., Certified Nursing Assistant (NLN) Fire Science Officer (IAFC), etc.; or**
  - **The proposed curriculum fulfills a specified local workforce need.**

Certificates consisting of academic (transferable) coursework require approval of the Office of the Provost and the Faculty Senate. Technical-vocational certificates require approval of the Office of the Provost.

# Federal Financial Aid Requirements

## **Eligible (financial aid) programs at an institution of higher education:**

- At a school that qualifies as a public or private nonprofit institution of higher education, the following types of programs are eligible for FSA purposes:
  - ...
  - a program of at least 1 academic year in duration that leads to a certificate or other nondegree recognized credential, and prepares students for gainful employment in a recognized occupation, or
  - a certificate or diploma training program that is less than 1 year (if the school also meets the definition of a postsecondary vocational institution).

See: <http://ifap.ed.gov/fsahandbook/attachments/1112FSAHbkVol2Ch2.pdf>



# National Context

# Complete College America

## *Certificates Count: An Analysis of Sub-baccalaureate Certificates, Complete College America, 2010:*

Advocates for an across-the-board expansion of certificates:

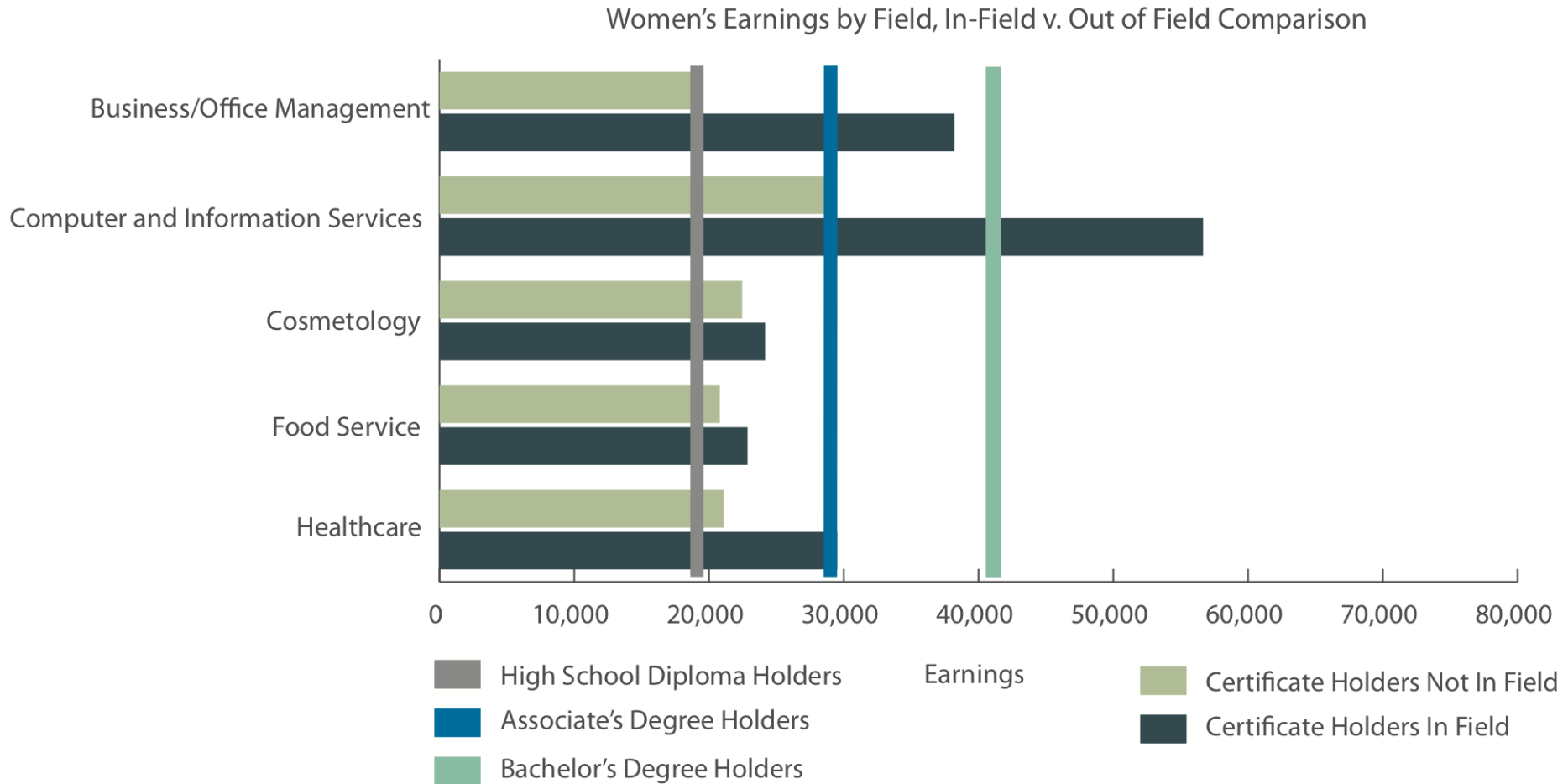
- “It is vitally important that states ensure that students have opportunity to pursue the **full range of higher education pathways** that not only increase the likelihood of college completion, but also landing good careers.”
- “A too often underutilized strategy – but one that can deliver greater income returns than associate and even some bachelor’s degrees – is certificates.”

# Center on Education and the Workforce

**A. P. Carnevale, S. J. Rose and A. R. Hanson. Certificates: Gateway to Gainful Employment and College Degrees, Georgetown University Center on Education and the Workforce. June, 2012.**

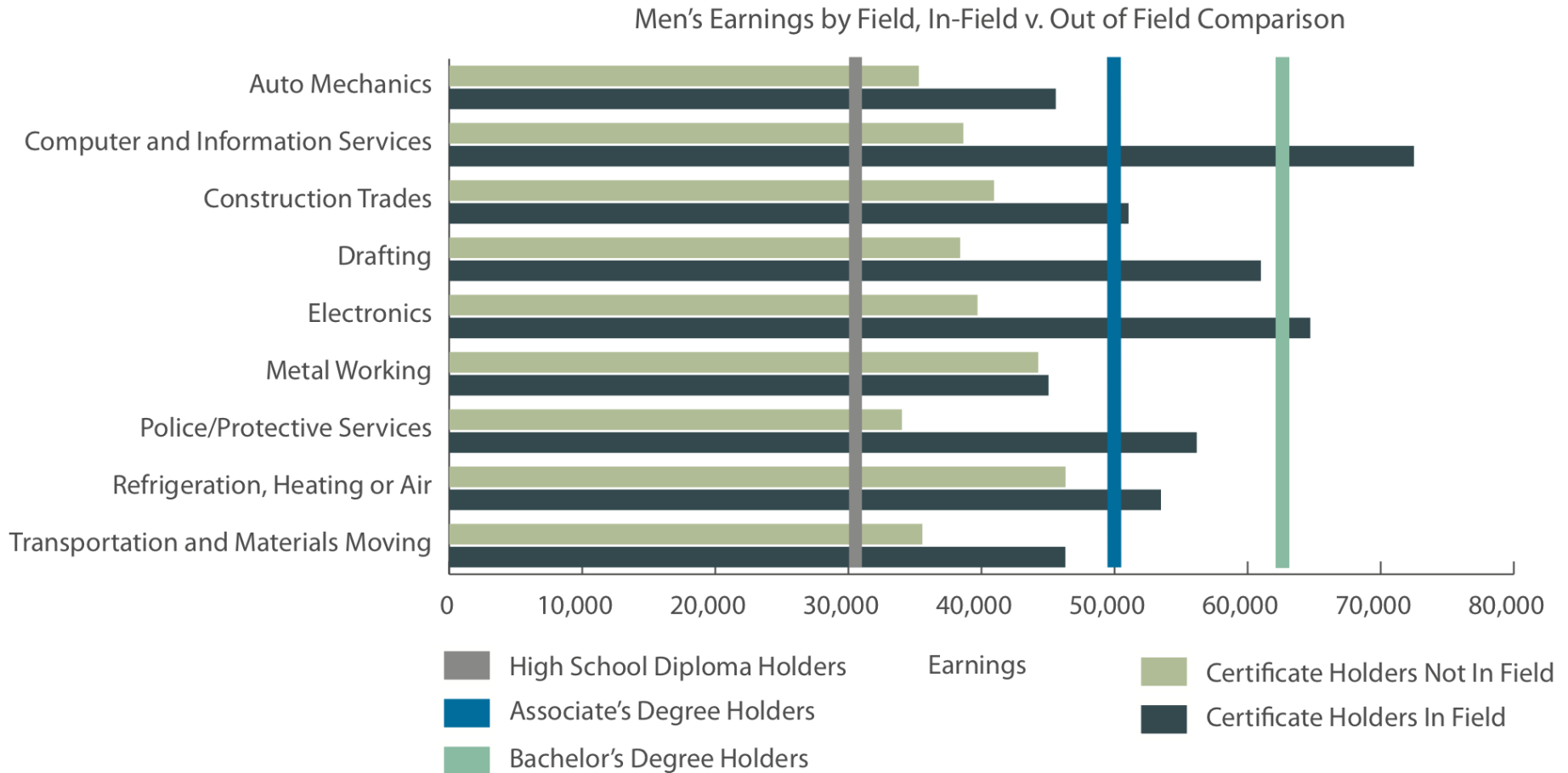
- Certificates are the quickest education and job training awards offered by American higher education.
- A stepping stone to a college degree:  
These awards “provide the on-ramp to college education and middle-class jobs for low-income, minority and immigrant Americans who are often the first in their families to attend college.”

# Value of Certificates



Source: Survey of Income and Program Participation (SIPP)

# Value of Certificates

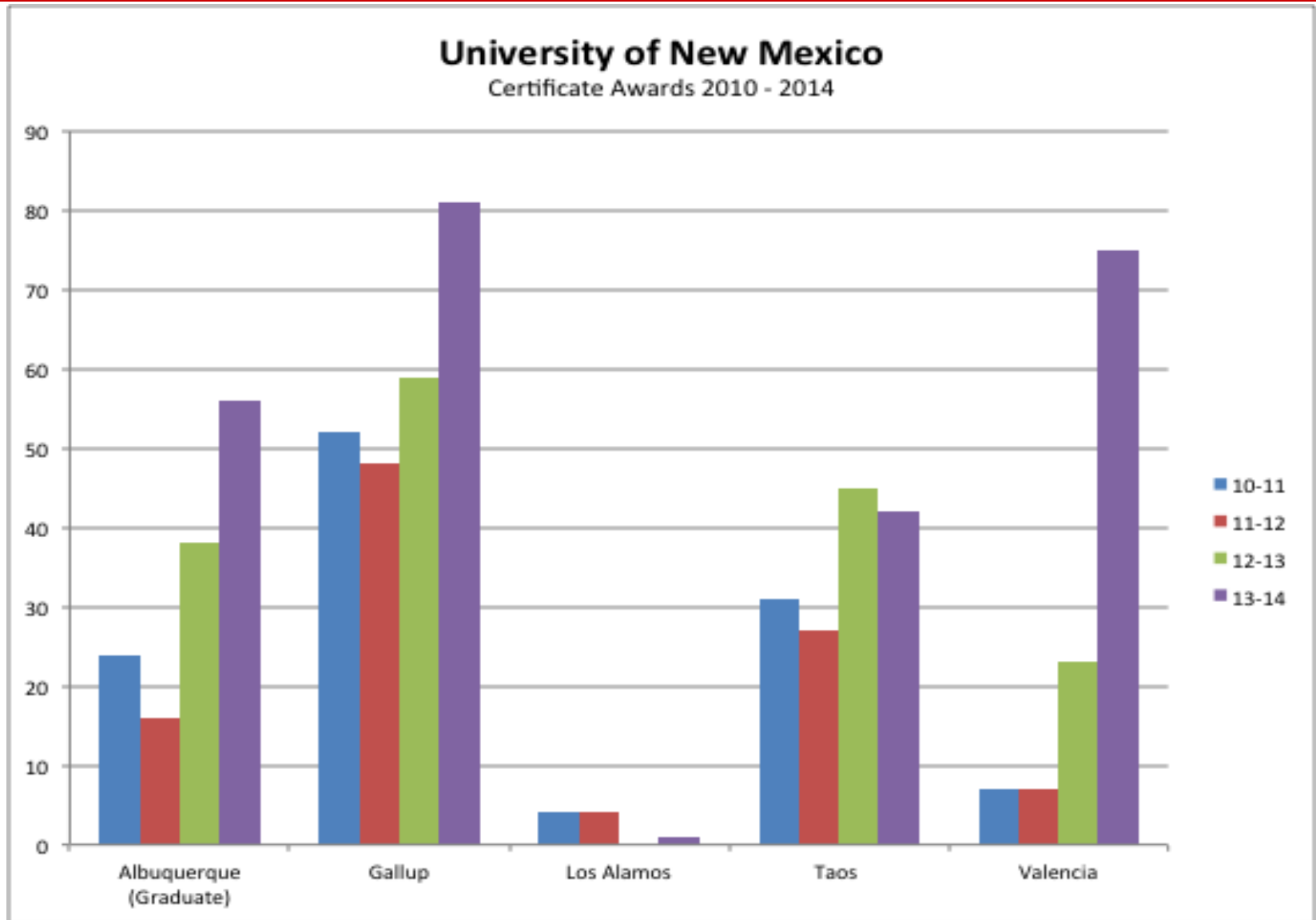


Source: Survey of Income and Program Participation (SIPP)

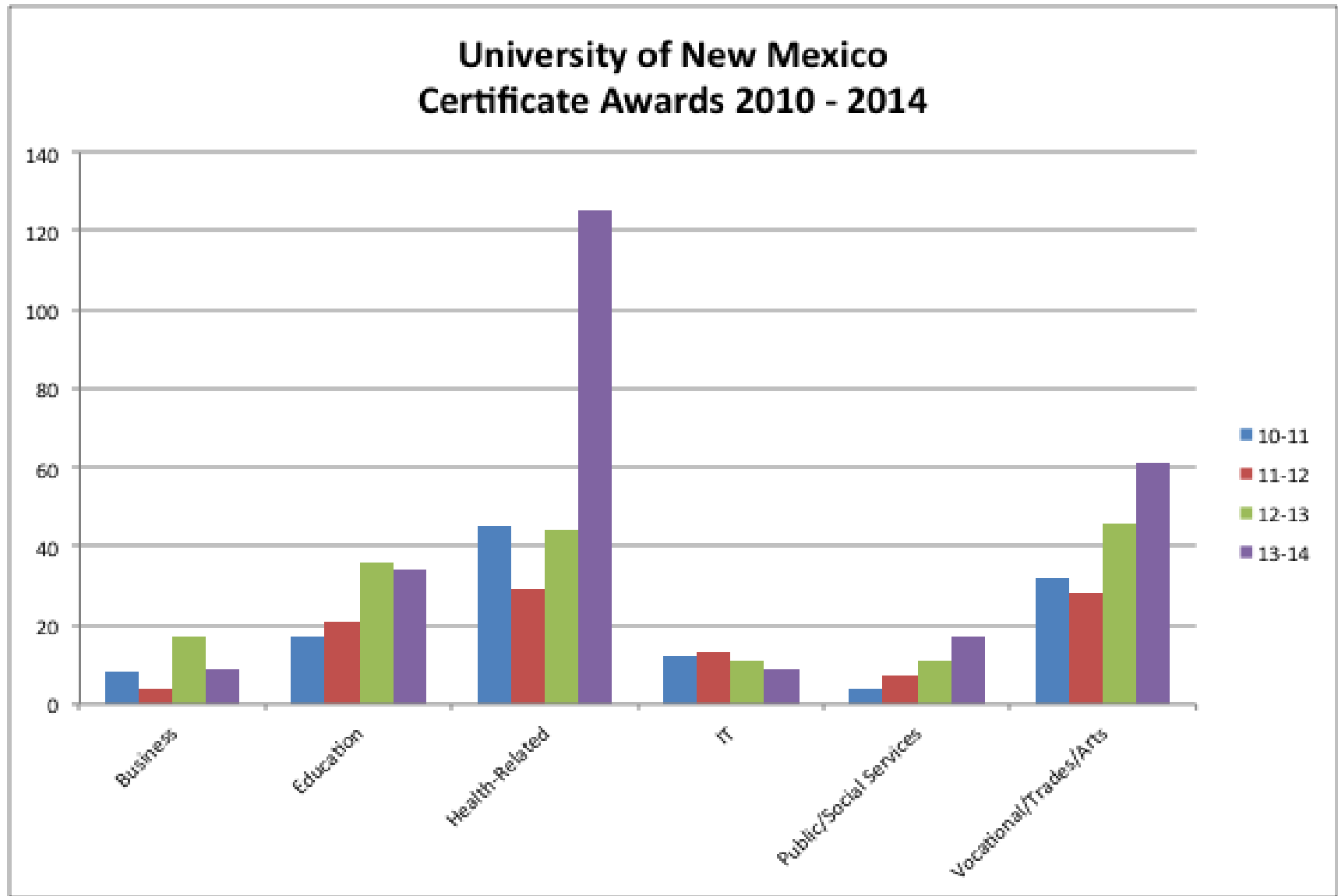
# Certificate Production at UNM

A list of all certificates offered across the UNM main and branch campuses is attached

# Certificates – By Campus



# Certificates – By Workforce Need





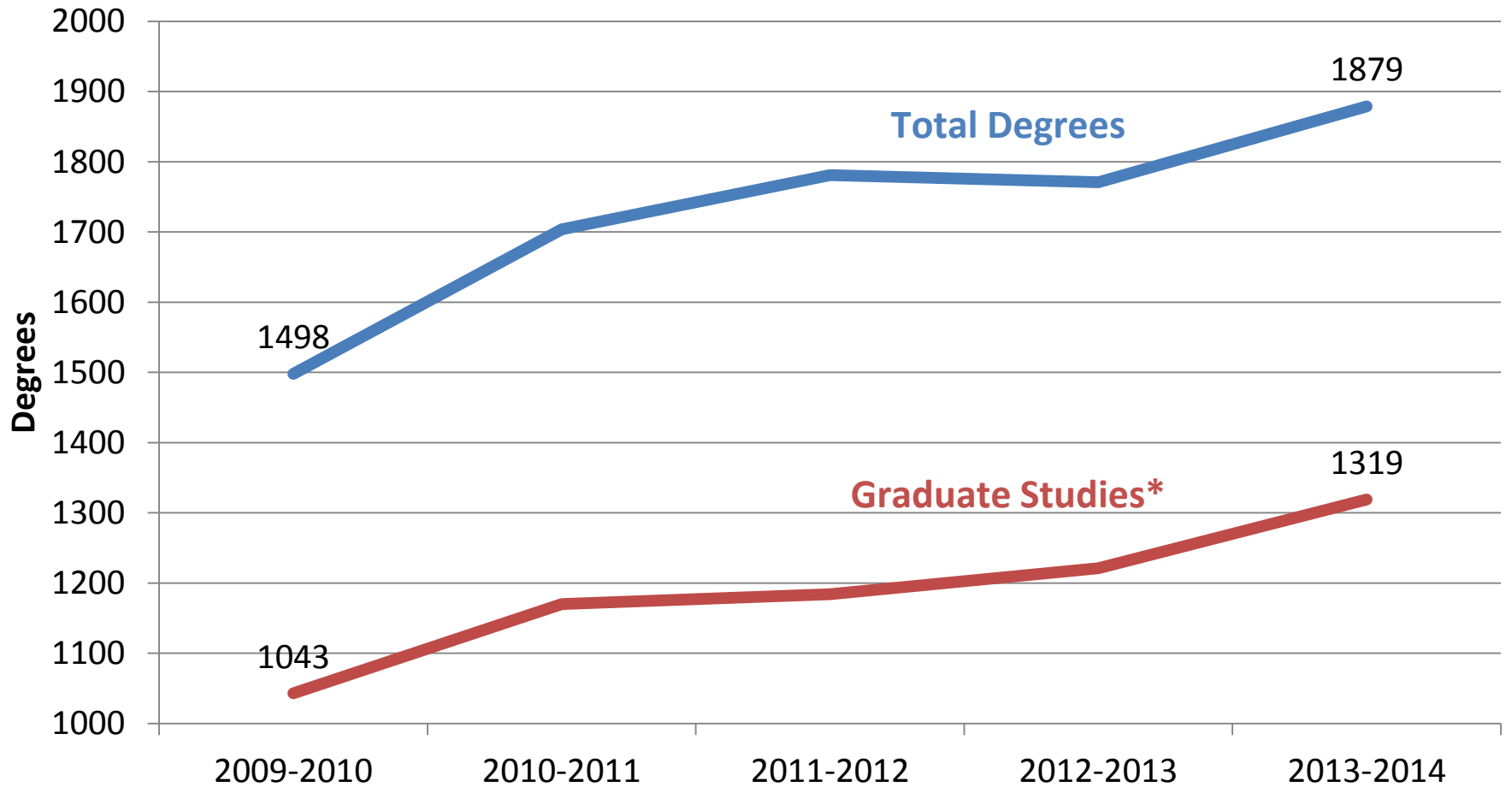
# Questions?



**Board of Regents'  
Academic/Student Affairs & Research  
Committee Meeting, 2/26/2015**

Julie Coonrod, PhD, PE  
Dean of Graduate Studies  
Professor of Civil Engineering

# Graduate Degrees: Historical

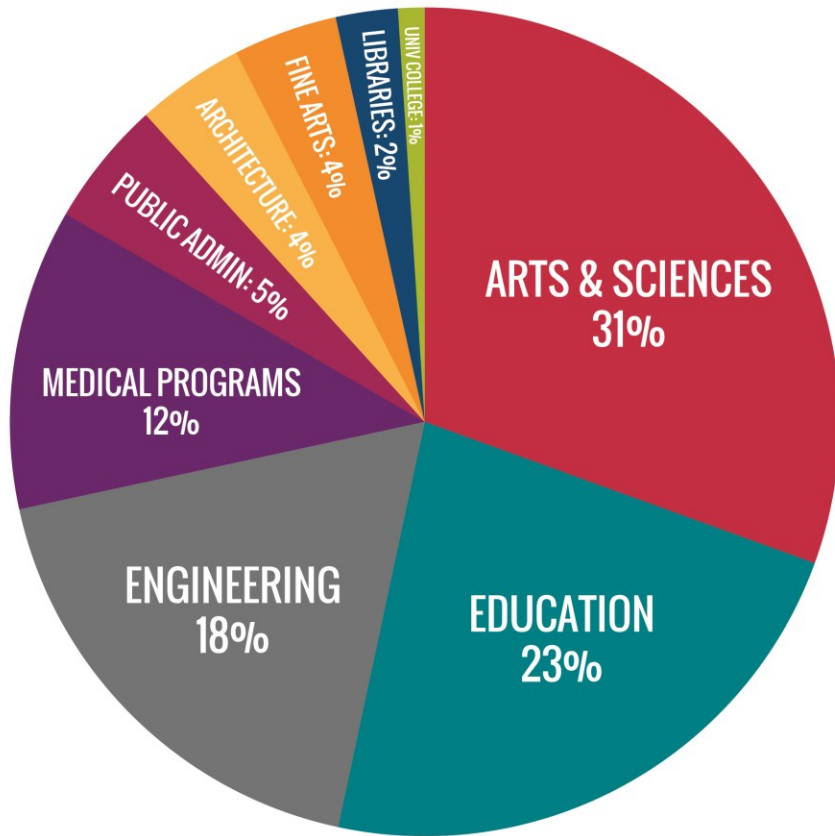


\*Excluding Anderson and Law,  
Medicine and Pharmacy

Source: Office of Institutional Analytics

# ENROLLMENT

FALL 2014



# 13 COLLEGES



UNIVERSITY LIBRARIES & LEARNING SCIENCES


PUBLIC ADMINISTRATION

ARCHITECTURE & PLANNING

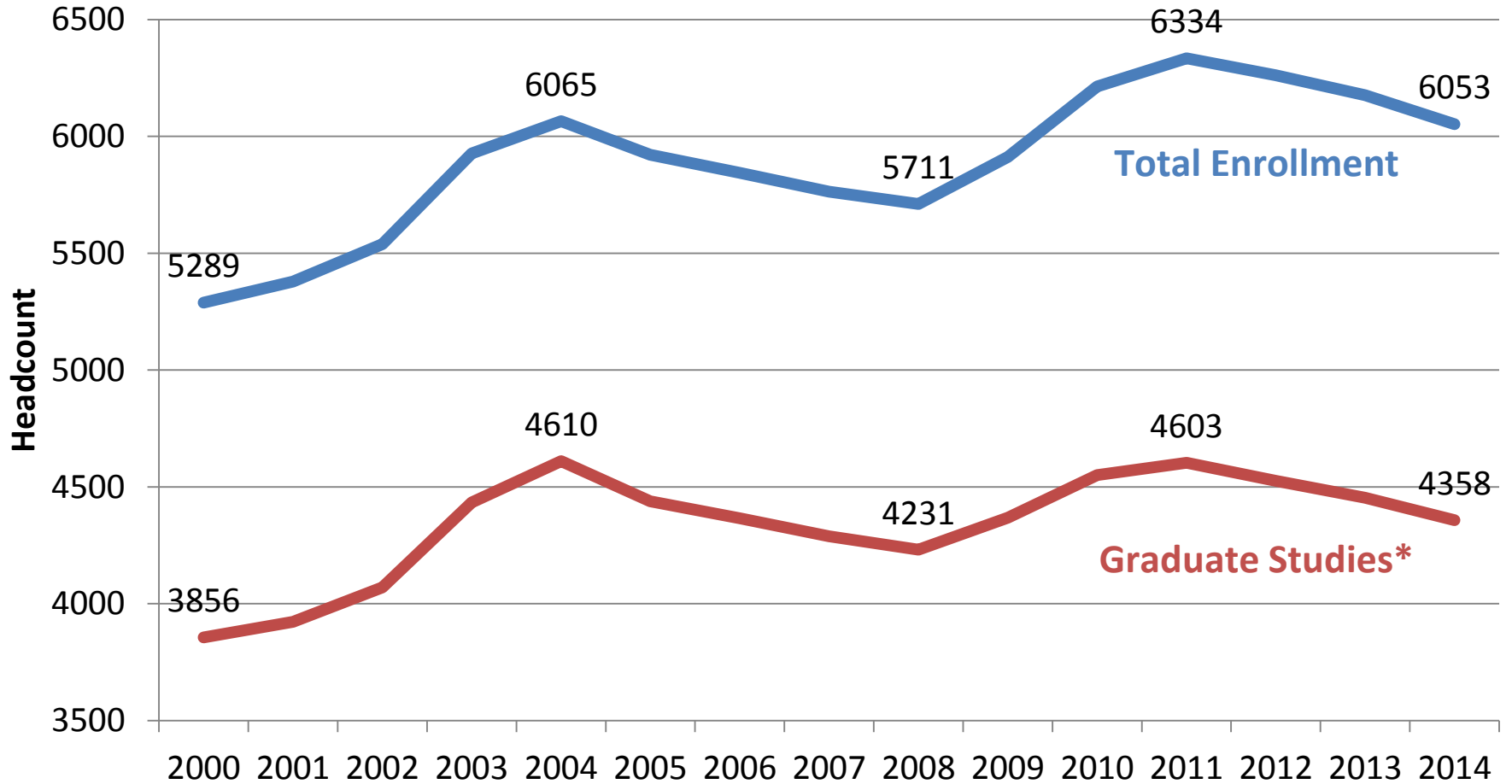
**144**  
**DEGREE**  
**PROGRAMS**



ENGINEERING  
UNIVERSITY COLLEGE  
ARTS & SCIENCES

 = **4,350**

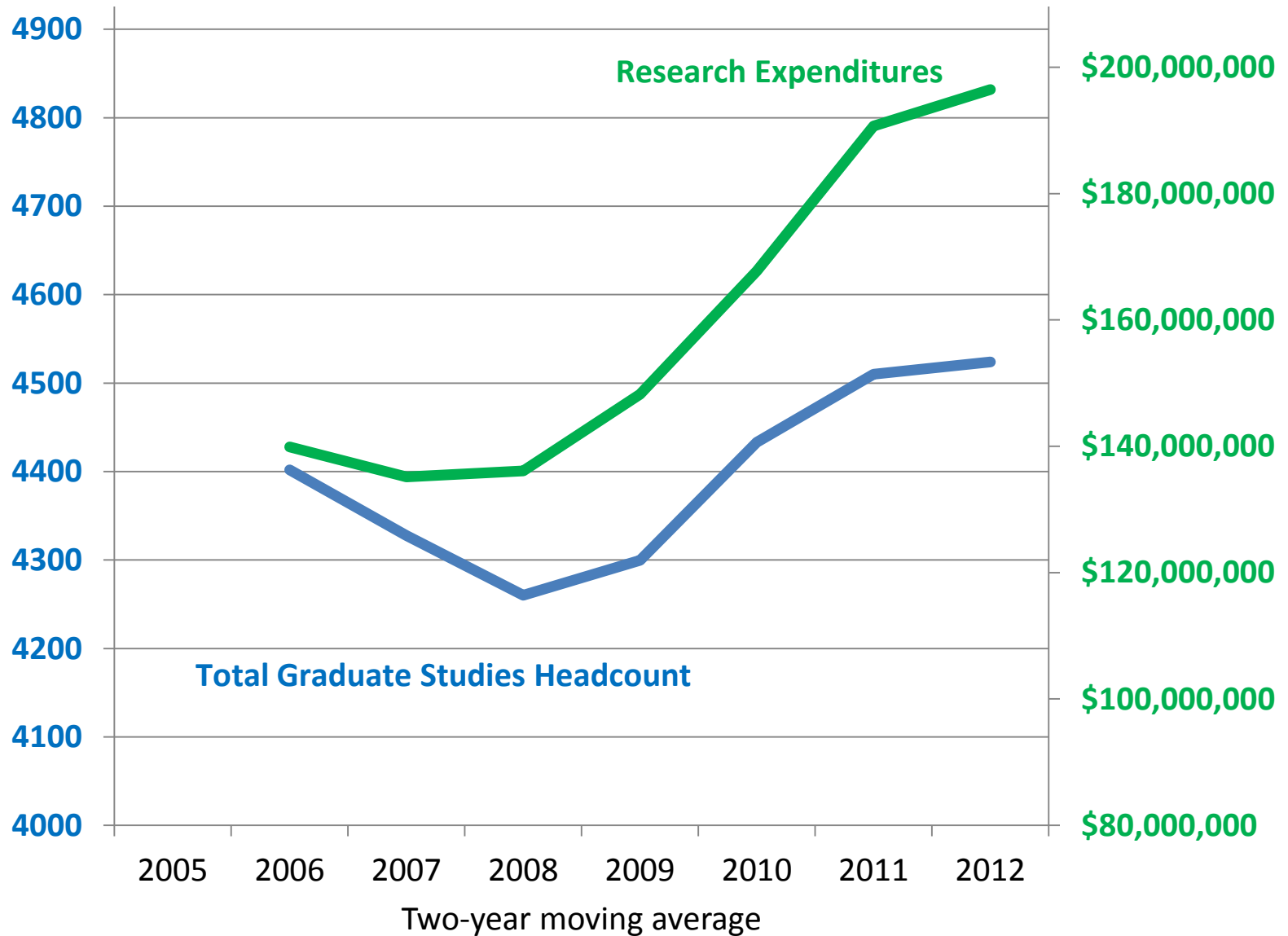
# Graduate Enrollment: Historical



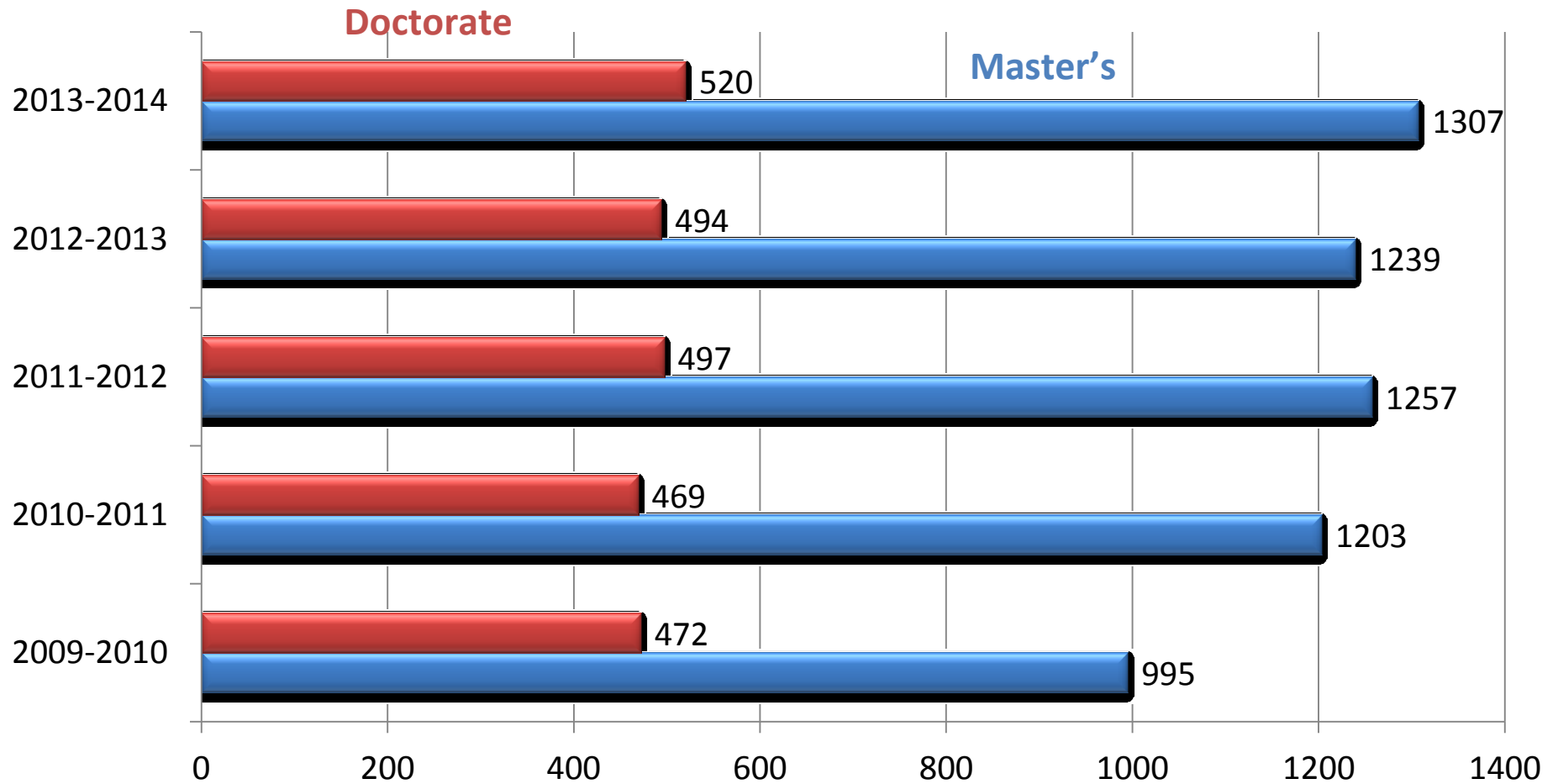
\*Excluding Anderson and Law,  
Medicine and Pharmacy

Source: Office of Institutional Analytics;  
Office of Enrollment Management – Fall Enrollments

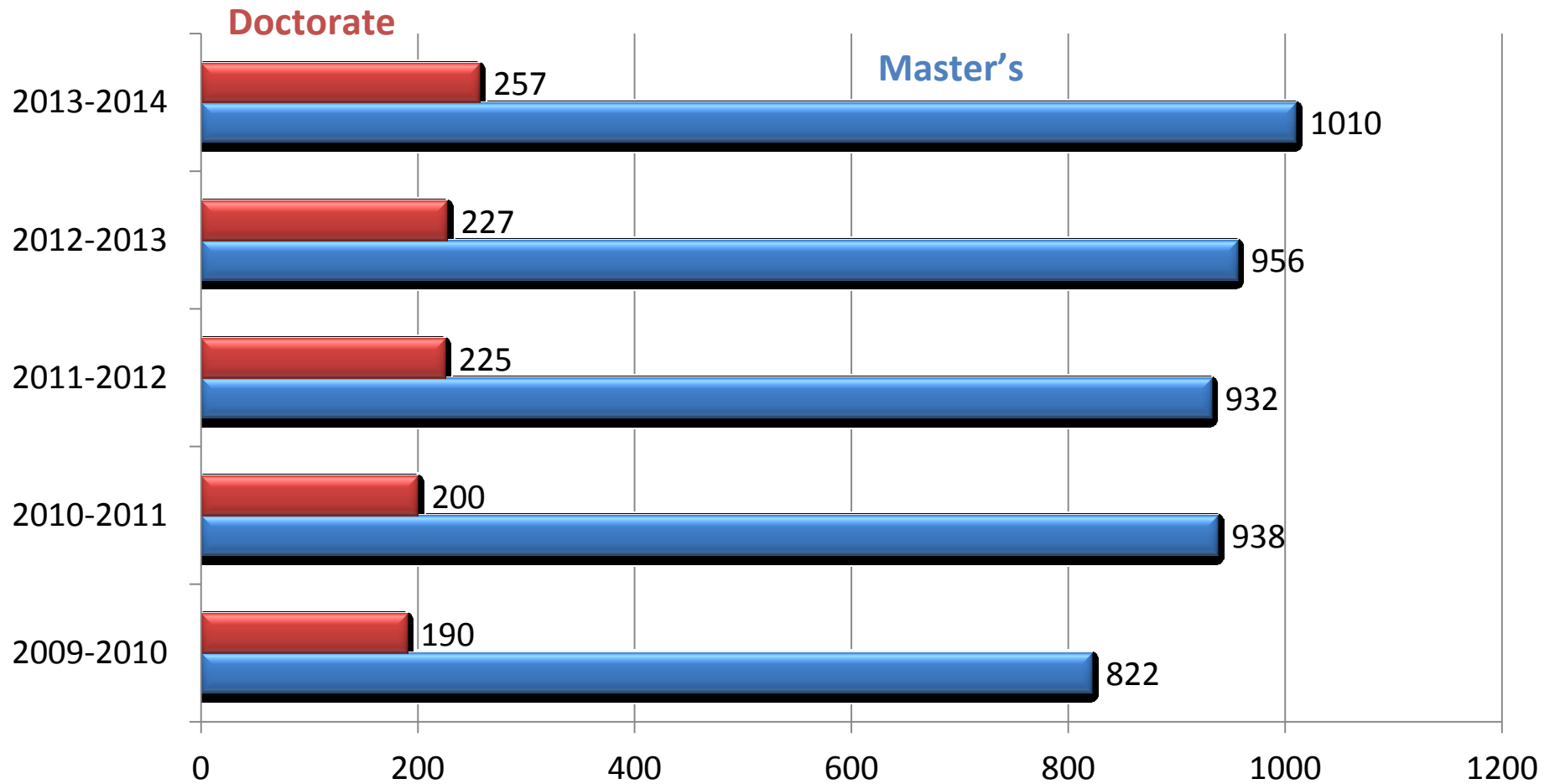
# Graduate Student Headcount & Research



# Master's vs. Doctorate Degrees: Total



# Master's vs. Doctorate Degrees: Graduate Studies\*

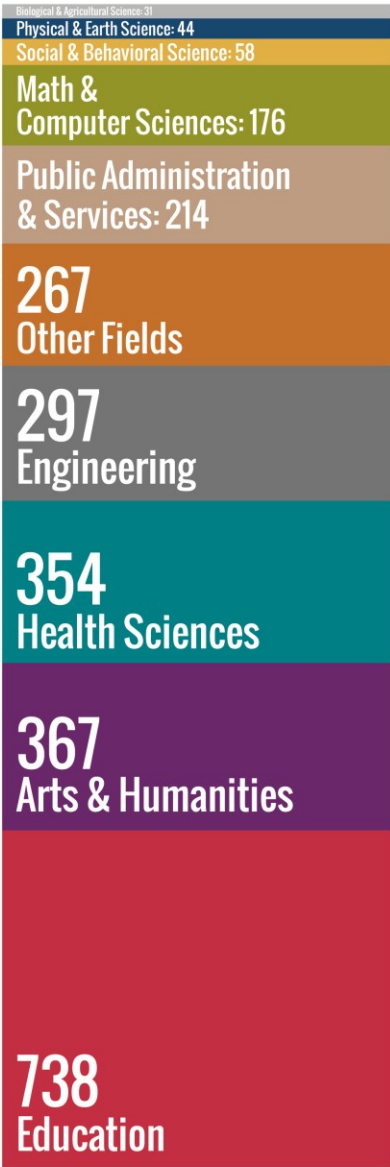


\*Excluding Anderson and Law,  
Medicine and Pharmacy

Source: Office of Institutional Analytics



# 2,546



**MASTER'S/OTHER**

# ENROLLMENT

## *By Broad Field*

# 1,812



**DOCTORAL**

# FUNDING AWARDED ANNUALLY

AND PROCESSED THROUGH UNM'S GRADUATE STUDIES OFFICE



**ASSISTANTSHIPS**



**TUITION**



**HEALTH INSURANCE**

# UNM RESEARCH SIGNIFICANTLY IMPACTS NEW MEXICO'S ECONOMY BY



Obtaining  
Federal  
Research  
Funding



Creating  
Intellectual  
Property



Creating  
Spin-Off  
Companies

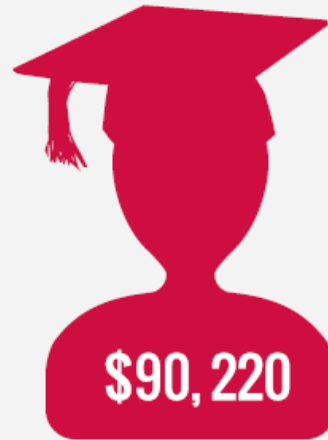


Building  
a Highly  
Skilled  
Workforce

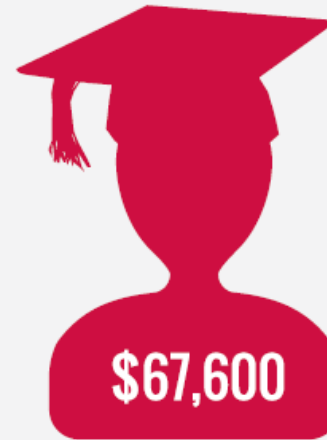
# AVERAGE SALARY BY DEGREE



**DOCTORAL  
DEGREE**



**PROFESSIONAL  
DEGREE**



**MASTER'S  
DEGREE**



**BACHELOR'S  
DEGREE**



**ASSOCIATE'S  
DEGREE**



**HIGH SCHOOL  
DIPLOMA**

FALL 2014

# GRADUATE ENROLLMENT BY ETHNICITY

BY ETHNICITY



WHITE 48% • HISPANIC 23% • INTERNATIONAL 16% • OTHER 5% • NATIVE AMERICAN 4% • ASIAN 2% • BLACK 2%

# Magnetic Targeting of Inhalable Nano-in-Microparticles as a Drug Delivery Vehicle and the Development of an Orthotopic Tumor Animal Imaging Model

Amber A. McBride<sup>1,2,5</sup>, Dominique N. Price<sup>1,2</sup>, Jeffrey P. Norenberg<sup>4,5</sup>, Debra A. MacKenzie<sup>1</sup>, Todd A. Thompson<sup>1,2,5</sup>, Pavan Nuttli<sup>1,2,3,5</sup>

<sup>1</sup>Health Sciences Center, <sup>2</sup>Department of Pharmaceutical Sciences, College of Pharmacy, <sup>3</sup>Neuroscience and Neurosystem Engineering Graduate Program, <sup>4</sup>Biomedical Sciences Graduate Program, <sup>5</sup>Radiopharmaceutical Sciences, College of Pharmacy, The University of New Mexico Cancer Center, Albuquerque, NM 87131

## Background

There is great interest in the field of therapeutic drug delivery. We have gained preclinical and clinical trial attention.

It is to selectively deliver drugs to the site of disease effects observed in healthy.



Responsive nano-in-dependent targeting will be used. High drug concentrations in the tumor. The sodium iodide (NaI) scintillation counter for SPECT imaging of tumor burden.



Controlled and paramagnetic.

Controlled and paramagnetic.

Controlled and paramagnetic.

Controlled and paramagnetic.

Controlled and paramagnetic.

Controlled and paramagnetic.

Controlled and paramagnetic.

## Toxicity and Magnetic-Field Dependent Targeting In Vivo

The goal of this study was to use the LDH assay to analyze NIMs toxicity when exposed to A549 tumor cells. LDH released from damaged cells is proportional to the number of cells damaged or lysed. We hypothesized that the doxorubicin-containing NIMs would be as toxic as free doxorubicin alone.

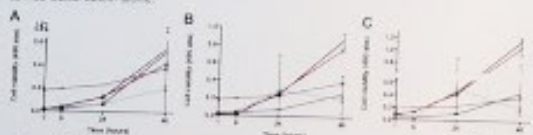


Figure 3: LDH cytotoxicity assay of A549 cells exposed to doxorubicin-loaded NIMs delivery vehicle

**Results:** When A549 lung cancer cells were exposed to a high dose of free doxorubicin solution (3.0 µg/dose), compared to cells exposed to NIMs containing doxorubicin (1.0 µg/dose), cells exposed to NIMs were as toxic as A549 cells treated with free dox after 48 hours of exposure, despite containing 46.7% less doxorubicin.

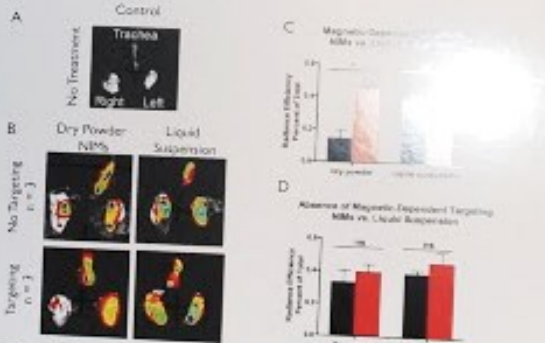


Figure 3: Field-dependent NIMs targeting quantified by fluorescence

An NdFeB permanent magnet was placed at a distance of 1 cm from the left lung tissue. NIMs dry powders were administered intratracheally. An IVIS Lumina II imager following intratracheal delivery imaged dry powder and liquid suspension deposition.

**Results:** Control lungs (no treatment; no targeting) showed no fluorescence intensity as expected (Fig. 3A). Conversely in the absence of magnetic targeting (2 mg NIMs treatment) NIM dry powders were uniformly distributed in the respiratory tract of the mouse (Fig. 3B) indicated by fluorescence in the right lobe, left lobe and trachea. A four-fold increase in magnetic-field-dependent accumulation of NIMs was seen in the magnetized lung (left) over the unmagnetized lung (right) (Fig. 3C). We conclude that NIMs were successfully targeted and retained in a region of interest by the mechanism of magnetic-field-dependent targeting.

## Development of a Preclinical Animal Imaging Model

The study hypothesis is that genetically modified A549 human lung adenocarcinoma cells expressing the sodium iodide (NaI) symporter (NIS) can be implanted into the lung as an orthotopic xenograft tumor model to selectively uptake <sup>99m</sup>TcO<sub>4</sub><sup>-</sup>, enable development of a radioimaging animal imaging model to evaluate the efficacy of the therapeutic delivery systems.

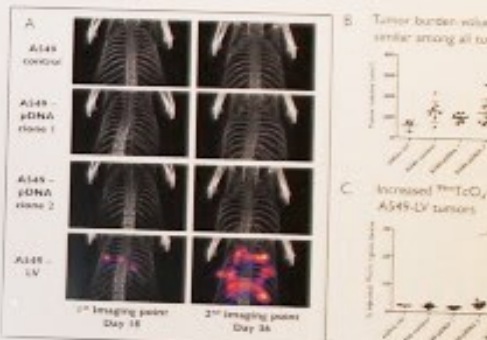


Figure 4: Tumor burden analysis quantified by SPECT/CT imaging

Fig. 4(A) SPECT/CT images of <sup>99m</sup>TcO<sub>4</sub><sup>-</sup> uptake in orthotopic tumors containing non-modified A549-NIS cells. Tumors were implanted between the 5<sup>th</sup> and 6<sup>th</sup> intercostal rib spaces (n = 2006). Fig. 4(B) Tumor burden quantified by algorithmic analysis of SPECT images. Fig. 4(C) The A549-LV tumor group exhibited the highest percent of <sup>99m</sup>Tc injected per gram of tissue compared to control tissue. One-way ANOVA \*\*\*indicates p < 0.0001.

**Results:** These data indicate that the modified NIS-A549 cell lines were stably derived and expressed the NaI symporter in a xenograft tumor of 200 mm<sup>3</sup> and had the ability to uptake <sup>99m</sup>Tc when imaged by SPECT/CT. This model was used to longitudinally image tumors at two different time points over a 42-day time span.

**Conclusion:** A549 tumors expressing NaI symporter (A549-LV) exhibited a significant increase in <sup>99m</sup>TcO<sub>4</sub><sup>-</sup> uptake over the A549 control tumor.

## Acknowledgements and References

This research has been supported in part by the Integrative Cancer Neuroscience and Pharmacology (ICNP) Center, the NCI-NCI Imaging Neurooncology and Cell Biology and Neuroscience, and the UNM HSC RAC program. 1. Chen, G. et al. (2015) Phase II study of intratumoral doxorubicin combined with platinum-based therapy for recurrent cell lung cancer. *Onco Targets Ther* 8: 244-51. 2. Chen, G. et al. (2017) Targeted delivery of magnetic anemoxifen to the lung. *Nature Nanotechnology* 12(6): 611-616. 3. McBride, et al. (2017) Preparation and characterization of novel inhalable nanoin-microparticles for targeted pulmonary drug delivery. *ACS Molecular Pharmaceutics*.

For further information, contact Amber McBride at [amcbride@salud.unm.edu](mailto:amcbride@salud.unm.edu) or Pavan Nuttli at [pnuttli@salud.unm.edu](mailto:pnuttli@salud.unm.edu)



UNM GRADUATE PROGRAMS ARE

DIVERSE

3 COLLEGES

EXCELLENCE IN ACTION

6200 POST-BACHELOR STUDENTS ENROLLED

144 DEGREE PROGRAMS

ONE OF THE

UNIVERSITY (EMBAES & LEARNING SCIENCES)  
PUBLIC ADMINISTRATION  
ARCHITECTURE & PLANNING

ENGINEERING  
ARTS

UNIVERSITY OF NEW MEXICO

UNIVERSITY OF NEW MEXICO

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UNIVERSITY OF NEW MEXICO

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UNIVERSITY OF NEW MEXICO

UNIVERSITY OF NEW MEXICO



DO NOT MOVE PANELS

DO NOT MOVE PANELS





...studies measured include vessel height, base height, height of maximum diameter, aperture diameter, neck diameter and maximum diameter.

- Descriptive formula (Magnusson and Ohlsson 1990) employed in most studies to measure the "complexity" of the vessel base (Figure 3a).
- Principal component analysis (PCA) of height, height at maximum diameter, aperture diameter, maximum diameter, and eccentricity of the base.



**Function of Ceramic Vessels**

- All each of the four categorical codes, coding based on a qualitative scale of 1-4.
- Experimentation based on experimental studies conducted by Soren (2001) (Figure 4B). When vessels are elevated with a tripod, they exhibit heavy sooting at the base.
- The area in direct contact with the fire will exhibit an oxidation some where high temperatures burn off accumulating soot (Davis 1992 and Soren 2001).

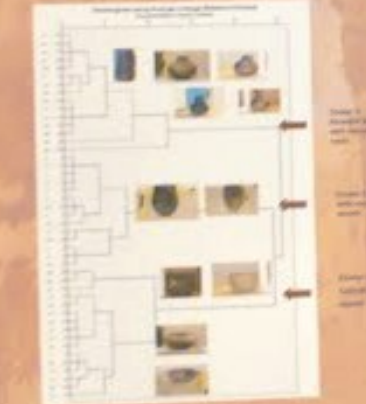


**Ceramic Vessels**

aperture diameter and neck diameter of maximum diameter and...

### Results: Function and Sooting

- Prior data suggest that both conical base pots and bowl-like mouthed vessels are used at the same location. Cluster 1 and 2 vessels were fairly similar in the ways where high temperatures do not allow for soot accumulation at the base.
- Based on the higher than expected sooting for vessels in Cluster 3, it appears that most of these vessels were positioned differently over the fire where soot could accumulate. (See Figure 8, 9 and Table 1).



Cluster	Vessel Type	Base Type	Height	Aperture Diameter	Maximum Diameter	Eccentricity
Cluster 1	Bowl-like	Conical	10-15	10-15	10-15	0.5-1.0
Cluster 2	Bowl-like	Conical	10-15	10-15	10-15	0.5-1.0
Cluster 3	Bowl-like	Conical	10-15	10-15	10-15	0.5-1.0



### Ornaments and Emulation



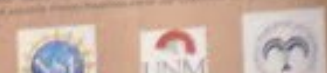
- Shell ornaments from the Pacific and the Gulf are found in high frequencies at Chaco. The relative frequency of this material in the Galapagos, however, was much lower.
- All Galapagos Egg-cosmetica shells were produced on a form of local material (Figure 12). Galapagos residents expended a great deal of energy to move these shells to the small hamlets along the larger coast.

### Conclusion and Future Work

Results from ceramic analysis suggest that the Galapagos are using both conical base and bowl-like mouthed vessels, similar to high elevation, middle living, excavation and preservation suggest that the type of excavation behavior was complex among the Galapagos people. It would suggest the borrowing of technologies of Chacoan status. Under standing how and where were necessary given that we have knowledge of shell production is of particular importance to the field of anthropology. The Galapagos provide an ideal case study to evaluate patterns of social interaction in other semi-islandary systems through the study of ceramics, lithics and architecture.

### Acknowledgments

Funding for this project was provided by the University of Utah through the Department of Anthropology and the Center for Archaeological Research. We thank the following individuals for their assistance in the field: ...





UNNM

University of New Mexico

# ***Academic/Students Affairs & Research Committee***

***February 26, 2015***

## ***Lobo RESPECT***

**Respond Educate Support Prevent Empower Consent Train**





## ***Sexual Assault & Awareness Coordination Charge***

- ***Numerous UNM Departments, committees and task forces take a role in addressing sexual violence.***
- ***The Board of Regents and President tasked the Provost to create an integrated plan that coordinates the multiple UNM efforts.***



# Lobo**RESPECT**

**R**espond **E**ducate **S**upport **P**revent **E**mpower **C**onsent **T**rain



# ***Compliance***

***Policies, procedures, guidelines,  
laws, bylaws, etc.***

***Creation, interpretation and  
implementation.***

***Examples: Student Code of Conduct,  
University Policies and Procedures,  
Clery, Title IX, NCAA, etc.***

***Lobo RESPECT***

***Respond Educate Support Prevent Empower Consent Train***



# **Advocacy**

***Information on victimization, prevention, legal rights & protections, different processes, emotional support, safety planning, resources, etc.***

***Examples: passive and active campaigns, flyers, brochures, posters, social media, digital media, partnerships, events, programs, etc.***

**Lobo** **RESPECT**

**Respond Educate Support Prevent Empower Consent Train**



# UNNM

## ***Response***

***Information on intervention (by-stander), response, campus-culture, reporting, investigation, etc.***

***Examples: University policies and procedures, first-responder training, by-stander intervention training, etc.***

***Lobo* **RESPECT****

**Respond Educate Support Prevent Empower Consent Train**



UNNM

## ***Education***

***General education for the entire campus community (in-person, online, etc.), ongoing and point-in-time.***

***Examples: Peer Educator Program, New Student Orientation, Greek Summit, Annual Staff and Faculty Training, etc.***

***Lobo*** ***RESPECT***

***Respond Educate Support Prevent Empower Consent Train***



University of New Mexico

UNNM

## ***Dean of Students***

***Facilitator, resource,  
communications officer,  
logistical and administrative  
support.***

***Lobo RESPECT***

***Respond Educate Support Prevent Empower Consent Train***



**Women's Resource Center**  
**Student Intervention, Support and Advocacy**  
**Accessibility Resource Center**  
**Student Health and Counselling**  
**HSC LGBT Initiatives**  
**Rape Crisis Center**  
**Athletic Department**  
**Office of Equal Opportunity**  
**Navy ROTC**  
**Division of Equity and Inclusion**  
**African American Student Services**  
**Student Health and Counselling**  
**ACC Housing/Residence Life**  
**American Indian Student Services**  
**NM Coalition of Sexual Assault Programs**  
**NM Coalition Against Domestic Violence**  
**Office of the President**  
**University Policy and Administrative Planning**  
**New Student Orientation**  
**Student Rights and Responsibilities**  
**Division of Equity and Inclusion**  
**COSAP**  
**Enlace Comunitario**  
**APD Fast**

**UNM Police Department**  
**GPSA**  
**Staff Council**  
**HSC Diversity**  
**Prevention Research Center**  
**Greek Life**  
**UNM Housing/Residence Life**  
**Army ROTC**  
**Air Force ROTC**  
**Branch Campuses**  
**Faculty Senate**  
**El Centro de la Raza**  
**ASUNM**  
**UCAM**  
**Community Justice Project**  
**Chief Compliance Officer**  
**Legal Counsel**  
**Greek Life**  
**Office of Equal Opportunity**  
**LGBTQ Center**  
**Graduate School**  
**Law School**  
**DVRC**  
**CARS**

**Lobo RESPECT**

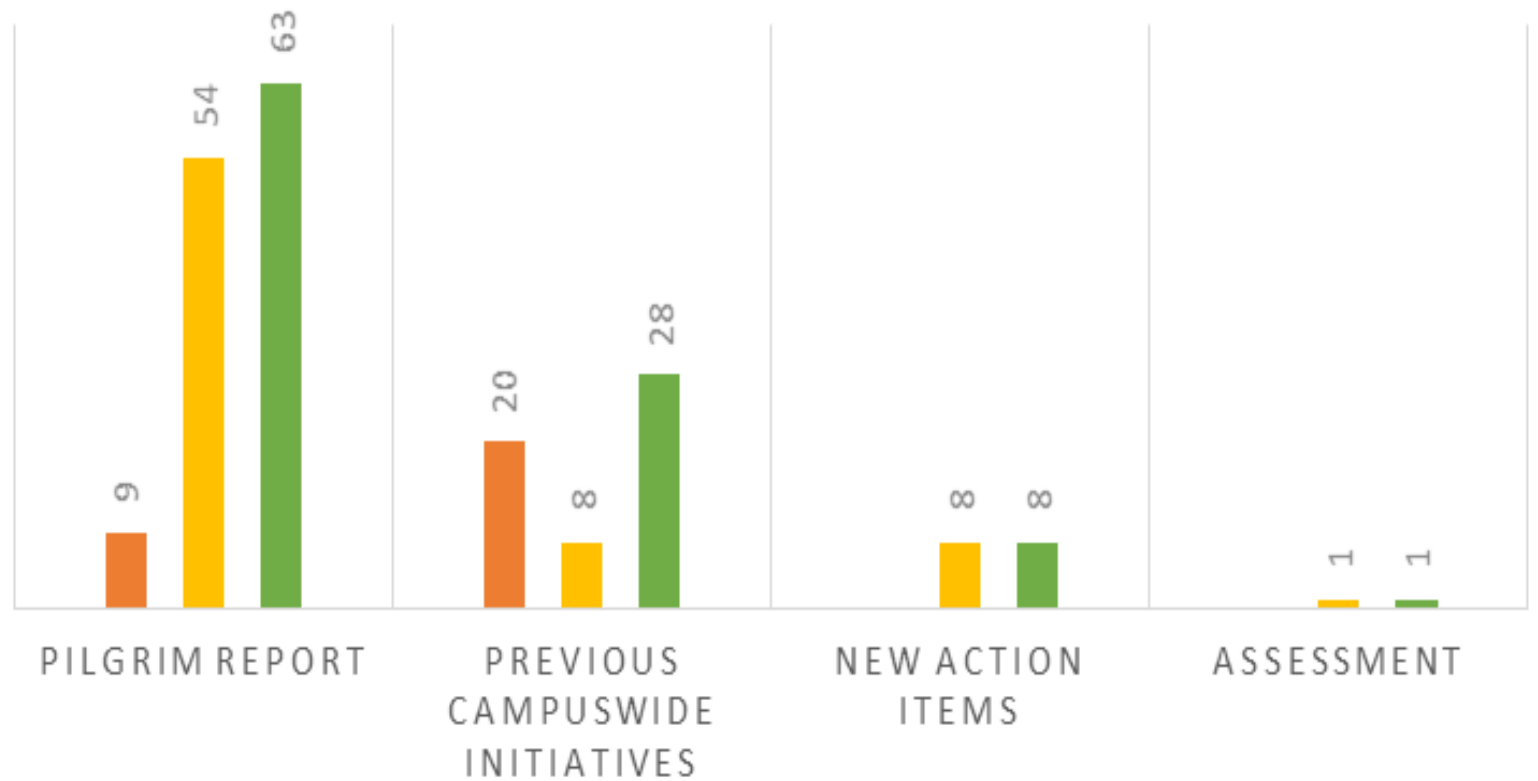
**Respond Educate Support Prevent Empower Consent Train**





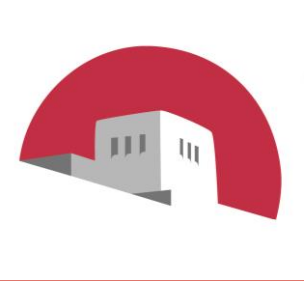
# ACTION ITEMS

Complete In Progress Total



# **Lobo** ***RESPECT***

**Respond Educate Support Prevent Empower Consent Train**



University of New Mexico

UNNM

**Q&A**



**Lobo** ***RESPECT***

**Respond Educate Support Prevent Empower Consent Train**