



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

**MEETING AGENDA**

**June 5, 2014  
1:00 PM  
Roberts Room  
Scholes Hall**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'**  
**ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**  
Thursday June 5, 2014 – 1:00 p.m.  
Roberts Room, Scholes Hall

**AGENDA**

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting: (May 1, 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. Information Items:**
  - A. College of Education Status (ASA&R Goal #2) TAB B  
*Richard Wood, Special Advisor to the Provost*
  - B. Student Fee Review Board Policy Recommendations (ASA&R Goal # 3) TAB C  
*Greg Heileman, Associate Provost for Curriculum*  
*Andrew Cullen, Associate Vice President for Planning, Budget and Analysis*  
*Terry Babbitt, Associate Vice President for Enrollment Management*
  - C. Equity and Inclusion Action Plan (ASA&R Goal # 5) TAB D  
*Jози De Leon, Vice President for Equity and Inclusion*
- V. Public Comment**
- VI. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'  
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING  
Thursday, May 1, 2014 1:00 p.m., Moot Courtroom, School of Law

**SUMMARY OF MEETING**

*A recorded version of this meeting is available upon [request](#)*

**Committee members present:** *Regent Bradley Hosmer, Regent Heidi Overton, Regent Suzanne Quillen, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah,*

**Regents' Advisors present:** *Faculty Senate President Richard Holder, Staff Council President Gene Henley, ASUNM President Isaac Romero, GPSA President Priscila Poliana, Parent Association Vice President, Catherine Cullen, and Professor Melissa Bokovy*

**I. Call to Order**

Regent Hosmer called the meeting to order at 1:07 p.m.

**II. Approval of Agenda and Summarized Minutes from Previous Meeting:**  
*(April 3, 2014)*

**Motion for approval of the minutes was made by Regent Suzanne Quillen, seconded by Regent Heidi Overton. Motion passed unanimously.**

**III. Special Recognition of Chief Kathy Guimond**

Regent Hosmer recognizes the service of Police Chief Kathy Guimond as she will retire in June of this year.

**IV. Reports/Comments:**

- a. **Provost's Administrative Report**  
*Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs*

Report on active searches:

Dean of Libraries

Candidate is from Utah State and is scheduled to begin in July 2014.

Anderson School of Management Dean

Interim Dean will be Professor Craig White, the chair of Accounting. A new search will commence next year.

College of Education

A final decision will be made shortly and the announcement will be made on the decision. Both faculty and campus community were engaged in this process.

Graduation rates continue to be monitored and we try to do a last push for students to graduate. We are working to increase the four, five and six year graduation rates. There are interventions in place to assist with this.

A four year budget plan is in formation on the Academic Affairs side.

Tuition and Fee committee will be making some policy recommendations which will come through the system. Work is being done on reducing the cost of books, with open source and eBooks.

b. Member and Advisor Comments

Staff Council President, Gene Henley reports that the new Staff Council President will be Renee Delgado Riley and this will be his last ASA & R meeting. The committee thanks President Henley for his service.

GPSA President Priscila Poliana reports that the association has passed a resolution to declare UNM as a start believing campus to provide an environment that supports victims. Another resolution that was passed is in support of the Board of Regents Budget Summit. Work continues on the collaborative working team for the SFRB process.

ASUNM President Isaac Romero reports that ASUNM has also passed a resolution to support victims and declares UNM a Start Believing Campus. He also thanks the Government Relations team for assisting in Legislative funding to improve the east basketball and volleyball courts, adding additional recycling bins, and more safety lighting. Both ASUNM and GPSA will be seeking support for improvements to the area around the Duck Pond. A foundation account has been established for this renovation project.

**V. Approval Items:**

A. Proposed AIMS Plan for UNM West

Motion: to support the expansion of the AIMS School through the use of space where available on UNM facilities in Rio Rancho with the qualification that the legal impediments are cleared as soon as practical.

**Motion for approval was made by Regent Heidi Overton, seconded by Regent Suzanne Quillen. Motion passed unanimously.**

B. Approval of Form C – New – National Security and Strategic Analysis Certificate

**Motion for approval was made by Provost Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.**

C. Approval of Form D – Masters in Public Policy, Departments of Economics,

Political Science and Sociology, and the School of Public Administration

**Motion for approval was made by Staff Council President Gene Henley, seconded by Faculty Senate President Richard Holder. Motion passed unanimously.**

- D. Approval of Form D – Graduate Certificate, Teaching English as a Second Language  
*Holbrook Mahn, Professor, Language Literacy and Sociocultural*

**Motion for approval was made by Provost Chaouki Abdallah, seconded by Faculty Senate President Richard Holder. Motion passed unanimously.**

- E. GPSA Constitutional Amendments
- i. Combine Executive and Legislative Finance Committees
  - ii. Chief of Staff Position
  - iii. Approval of 9 credit hours of tuition and fees to Council Chair and Chief of Staff

**Motion for approval was made by Provost Chaouki Abdallah, seconded by Regent Heidi Overton. Motion passed unanimously.**

- F. Spring 2013 Degree Candidates

**Motion for approval was made by Faculty Senate President Richard Holder, seconded by Provost Chaouki Abdallah. Motion passed unanimously.**

- G. Approval of Faculty Senate Policy Revision C280 – Leave Without Pay

**Motion for approval was made by Faculty Senate President Richard Holder, seconded by Provost Chaouki Abdallah. Motion passed unanimously.**

## **VI. Information Items:**

- A. The First MOOC Experience at UNM  
We are one of the few non-AAU U.S. institutions that have partnered with Coursera.  
Agreement between UNM and Coursera finalized in May 2013.  
Agreement between UNM and UNM faculty finalized March 2014.  
Ten UNM faculty/staff attended 2014 Coursera Partners Conference.

Web Application Architectures (undergraduate offering at UNM)

- This course had been taught online a number of times in the past.
- The course materials were mature – but a lot of effort was required to MOOCify them.
- Likely to be of interest to a worldwide audience – it's hot!

Timeline:

May 2013: Production of MOOC content

July 2013: First video production at NMEL

Aug–Dec 2013: UNM online offering using MOOC videos

Jan–Feb 2014: Creation of MOOC course on Coursera platform

Mar–May 2014: MOOC offering through Coursera

Next Steps:

- Offered again starting Aug 2014, coincident with UNM offering  
Experiment: can we transition students to the UNM offering?
- Signature track – students pay and receive a credential upon completion.

An additional MOOC course will be offered by Vice President of Student Affairs, Eliseo Torres on Traditional Healing

## B. UNM's Exploration of the Joint-University Opportunity in Western China

Background

Exploring Sino-Foreign University Cooperative Joint Venture in the Lanzhou New Area Cooperative venture between UNM, a public Chinese University, and a Chinese private sector partner

Cooperative Joint Ventures require authorization by Provincial and National Governments  
*Full presentation is available upon [request](#)*

## C. Equity and Inclusion Action Plan

In the 2013 Spring Semester, the Division for Equity and Inclusion (DEI) consulted with Halualani and Associates for the deployment and analysis of a campus-wide survey to assess the impact of diversity, diversity in our learning environment and intergroup relations among our campus constituencies. The results of the survey highlighted four key ideals that coincide with the work of DEI since its inception. These goals are: 1) to ensure that communications and actions demonstrate a commitment to diversity as a strength and opportunity, 2) to create and scale-up efforts to build and reinforce a campus that is welcoming, where individuals feel that they are valued, and where there are learning opportunities to improve interactions across all types of diversity, and 3) to enhance academic programming and pedagogy that is inclusive and prepares students to work in a globally diverse society.

*Full presentation is available upon [request](#)*

## D. Redesign of New Student Orientation

Changing how Students attend orientation

Combining College Enrichment Program and LobOrientation

- welcome approximately 300 students and 150 family members and friends each week for 12 weeks

Incorporating technology and interactive sessions using UNM's newly redesigned student-centered learning facility, CTLB, and more diverse spaces across campus.

Moving from 1 ½ days to 2 full days

- last half day being set up in a conference style format
- Students and parents get to select what sessions interest them

Faculty Involvement

New Student Orientation Family Connection Luncheon

- Weekly lunches with parents and family members

Coffee Talk with Parents

- Weekly coffee with parents discussing academic expectations

College Mixer for First-Year Students

- Reception with first year students, families, and faculty during convocation Sunday

Freshman Convocation

*ExceedU*

Two days of freshman Welcome Days designed to open the doors of UNM to first year students early and help them prepare for the academic expectations of college.

- Sessions by faculty and staff from the Libraries, Career Services, English, Math, CAPS, and Honors

- Evening and weekend activities coordinated by Residence Life, Student Activities, Parents Association, and President's Office

VII. Faculty Presenter

Gabriel Sanchez, gave a presentation on the Latino Electorate Analysis

*Full presentation is available upon [request](#)*

VIII. **Public Comment**

None

IX. **Adjournment**

**Motion to adjourn meeting was made by Staff Council President, Gene Henley, seconded by Faculty Senate President Richard Holder. Motion passed unanimously.**

**Meeting adjourned at 4:52 p.m.**

# Office of the Provost

## June 2014 Update

on:

**“EL FUTURO ES NUESTRO”**

**Imagining the Future of the  
UNM College of Education**





## Reminder: Goals of the project



Advance the profile of the UNM College of Education to national stature



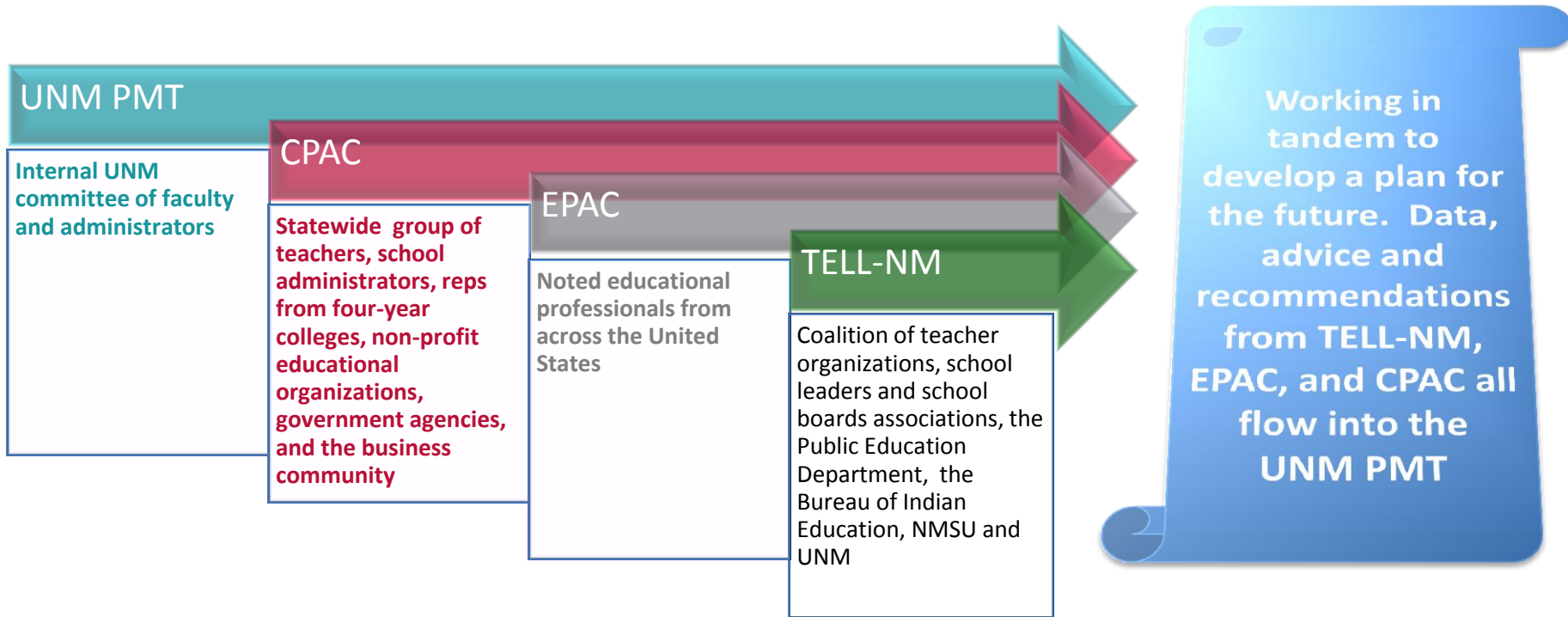
Focus on teacher and leadership preparation that meets the unique needs of New Mexicans



Renew commitment to graduate-level education that contributes to the field

# Office of the Provost

## Four simultaneous processes:



Plus: Search for new Dean of College of Education

# Office of the Provost

## Part I: TELL-NM Survey



Initial findings released May 2014; respondents included:

3,952 NM Educators

[3,529 Teachers + 104 Principals + 46 Assistant Principals + 273 other education professionals]

94 schools exceeded the 35 percent participation threshold

But: low response rate raised concerns

# Office of the Provost

Response Bias analysis of the results, to judge impact of low response:

**Table 3: TELL Respondents Compared to the State on Student Characteristics**

Level	Percent Minority		Percent Free/Reduced Lunch (poverty)	
	TELL Respondents (3934)	New Mexico	TELL Respondents (3934)	New Mexico
State	71.4	72.6	62.6	70.2
Elementary	70.6	73.3	65.1	72.8
High	70.5	70.6	55.7	62.8
Middle	75.2	73.6	66.9	71.8
Special	60.7	66.7	26.0	64.4

But: urban over-represented; rural under-represented; urban+rural ~ right

## Summary of TELL-NM Findings

New Mexico educators are most positive about teaching conditions in the area of Managing Student Conduct.

Respondents report mixed agreement across conditions related to Community Support and Involvement.

School and Teacher Leadership are generally positive, each show areas for further improvement such as low support for the legitimacy of the teacher evaluation process.

Educators responded least favorably to questions related to Time. Educators are overloaded in the amount of routine paperwork and other time issues.



## Detailed TELL-NM Findings within Each Area:

## Managing Student Conduct

### New Mexico educators are most positive about conditions related to Managing Student Conduct

- Most positively viewed construct in the survey
- Nearly nine out of 10 educators (89 percent) report that teachers support school administrators' efforts to maintain positive behavior in the school.
- A slightly smaller proportion (86 percent) agree that their faculty work in a school environment that is safe.

# Office of the Provost

Questions Related to the Construct of <u>Managing Student Conduct</u>	Percent Agree 2014
Teachers support school administrators' efforts to maintain positive behavior in the school.	88.6
The faculty work in a school environment that is safe.	85.5
Students at this school understand expectations for their conduct.	81.7
Policies and procedures about student conduct are clearly understood by the faculty.	76.4
Teachers consistently enforce rules for student conduct.	71.9
School administrators support teachers' efforts to maintain discipline in the classroom.	71.9
Students at this school follow rules of conduct.	65.3
School administrators consistently enforce rules for student conduct.	62.5



## Community Engagement and Support

TELL New Mexico educators report more favorably about the supports they are providing out to parents and the community:

- More than nine out of 10 educators (92 percent) agree that teachers provide parents/guardians with useful information about student learning.
- Four out of five participants (82 percent) report that their school does a good job of encouraging parent/guardian involvement.
- About eighty percent of educators agree that their school maintains clear, two-way communication with the community.

## Community Engagement and Support (cont'd)

On the other hand, New Mexico educators view those supports they receive from parents and the community much less favorably:

- Less than half of respondents (47 percent) agree that families help students achieve educational goals in their school.
- Little more than half of New Mexico educators indicate that parents/guardians support teachers, contributing to their success with students.
- Fewer than six out of 10 educators agree that parents/guardians are influential decision makers in their school.

## Time:

### Educators in New Mexico report low agreement with items related to Time

- Fewer than one-third of participants (31 percent) agree that efforts are made to minimize the amount of routine paperwork teachers are required to do.
- Less than four out of 10 educators (37 percent) report that teachers have sufficient instructional time to meet the needs of all students.
- Six of the seven questions related to time are below 50 percent agreement.

## Other Areas addressed in the TELL-NM Survey:

- Facilities & Resources
  - Teacher Leadership
  - School Leadership
- Professional Development
- Instructional Practices & Support

(next slides, quick overview)

# Office of the Provost

Questions Related to the Construct of <u>Time</u>	Percent Agree 2014
Teachers have time available to collaborate with colleagues.	58.2
Teachers are protected from duties that interfere with their essential role of educating students.	49.3
Teachers are allowed to focus on educating students with minimal interruptions	45.3
The non-instructional time provided for teachers in my school is sufficient.	43.8
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	41.7
Teachers have sufficient instructional time to meet the needs of all students.	36.7
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	31.0

# Office of the Provost

<b>Questions Related to the Construct of <u>Facilities and Resources</u></b>	<b>Percent Agree 2014</b>
Teachers have access to reliable communication technology, including phones, faxes and email.	83.3
Teachers have adequate space to work productively.	80.0
The physical environment of classrooms in this school supports teaching and learning.	78.3
The school environment is clean and well maintained.	75.6
Teachers and staff work in a school that is environmentally healthy.	74.5

# Office of the Provost

<b>Questions Related to the Construct of Facilities and Resources (continued)</b>	<b>Percent Agree 2014</b>
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	66.6
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	61.5
Teachers have sufficient access to a broad range of professional support personnel.	60.9
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	59.8
Teachers have sufficient access to appropriate instructional materials.	56.1

# Office of the Provost

Questions Related to the Construct of <u>Teacher Leadership</u>	Percent Agree 2014
Teachers are encouraged to participate in school leadership roles.	81.0
Teachers are effective leaders in this school.	74.5
In this school we take steps to solve problems.	71.0
Teachers are trusted to make sound professional decisions about instruction.	68.1
Teachers are recognized as educational experts.	67.2
Teachers are relied upon to make decisions about educational issues.	65.2
The faculty has an effective process for making group decisions to solve problems.	59.7
Teachers have an appropriate level of influence on decisionmaking in this school.	48.9



# Office of the Provost

Questions Related to the Construct of <u>School Leadership</u>	Percent Agree 2014
Teachers are held to high professional standards for delivering instruction.	89.2
The school leadership facilitates using data to improve student learning.	84.2
The faculty and leadership have a shared vision.	67.6
The school leadership consistently supports teachers.	65.9
The school improvement team provides effective leadership at this school.	65.6
Teacher performance is assessed objectively.	65.1
There is an atmosphere of trust and mutual respect in this school.	60.3
Teacher evaluations are fair in my school.	59.9
Teachers feel comfortable raising issues and concerns that are important to them.	58.6
The components of the teacher evaluation process accurately identify effectiveness.	36.0

# Office of the Provost

Questions Related to the Construct of <u>Professional Development</u>	Percent Agree 2014
Teachers are encouraged to reflect on their own practice.	81.0
Professional development opportunities are aligned with the school's improvement plan.	75.1
Professional development enhances teachers' abilities to improve student learning.	68.1
Professional development offerings are data driven.	64.4
Sufficient resources are available for professional development in my school.	56.1
Professional development is differentiated to meet the needs of individual teachers.	41.8

# Office of the Provost

Questions Related to the Construct of <u>Instructional Practices and Support</u>	Percent Agree 2014
Teachers require students to work hard.	90.7
The curriculum taught in this school is aligned with Common Core Standards	88.1
Teachers use assessment data to inform their instruction.	78.7
Teachers work in professional learning communities to develop and align instructional practices.	77.0
Teachers are assigned classes that maximize their likelihood of success with students.	50.7
State assessment data are available in time to impact instructional practices.	26.5

Other Analyses will be completed by NTC this summer such as ‘Stayers’ vs. ‘Movers’, New Teacher Supports, NM comparison to other states recently surveyed.

The latter may be of interest to State of New Mexico policy-makers.

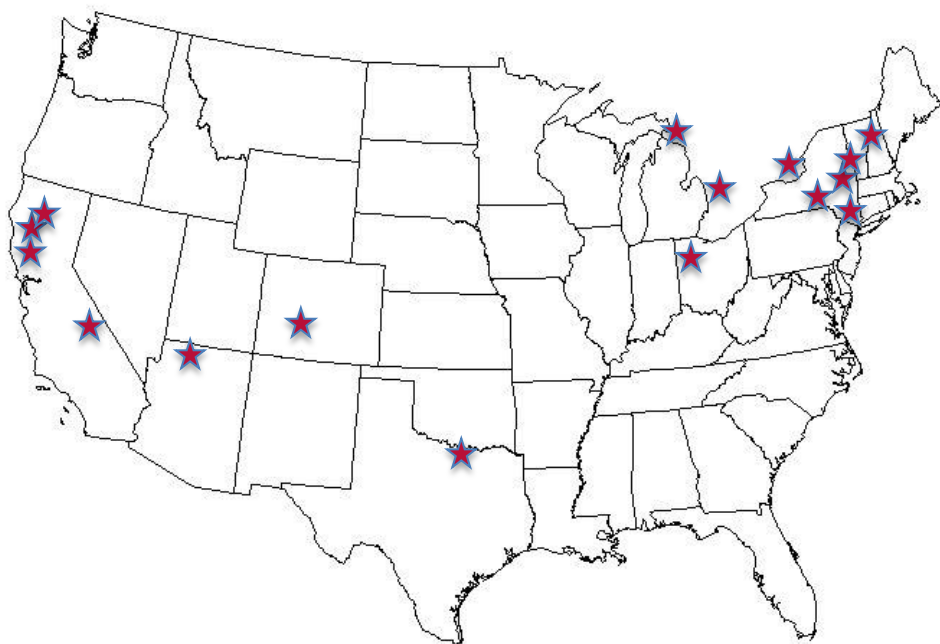
## Part II: Search for Dean of the College of Education Success! Dean Hector Ochoa to arrive UNM July 2014



"I am very pleased and excited about joining the UNM academic community. The College of Education has a special responsibility to the State of New Mexico. We will act on this responsibility."

## Part III:

### EXTERNAL PROFESSIONAL ADVISORY COMMITTEE



The EPAC is comprised of 16 outstanding educational experts from universities and research institutions across the United States.

Chaired by Dick Sisson, Provost Emeritus, The Ohio State University; coordinated by Marybeth Schubert, Schubert Consulting (Santa Fe).

# Office of the Provost

The EPAC provides research based evidence and expertise on the best practices & approaches in Colleges of Education

generally, in 3 areas:

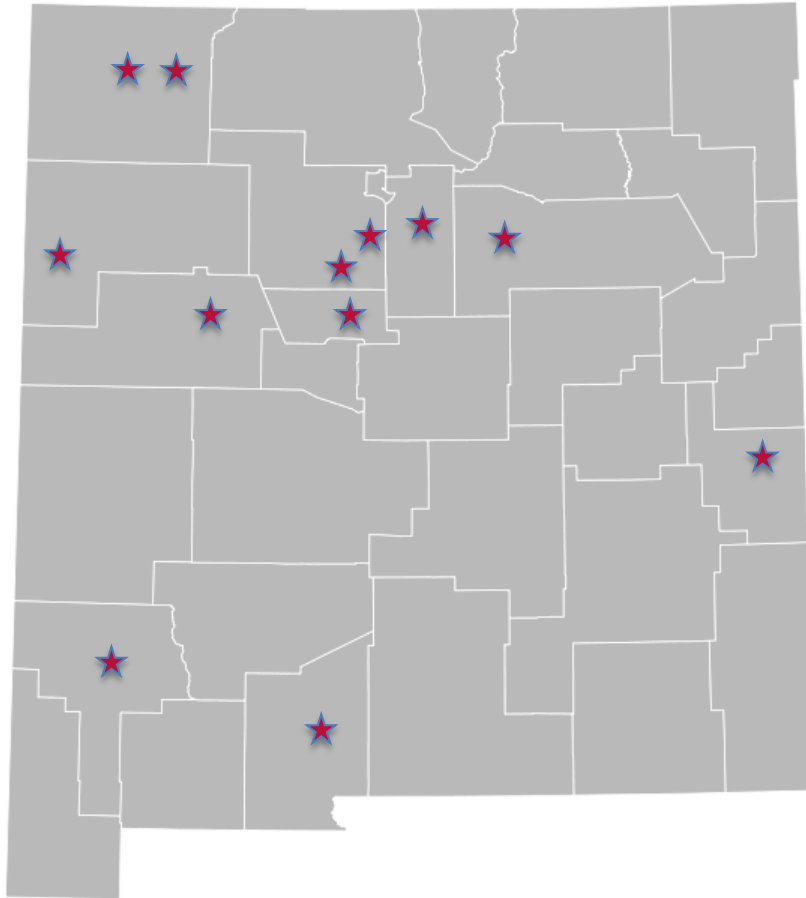
Student learning

Teacher preparation

Institutional change

EPAC white paper finished, will be submitted to Provost and the CoE Provost's Management Team ~ June 9

## Part IV: COMMUNITY PARTNERS ADVISORY COMMITTEE



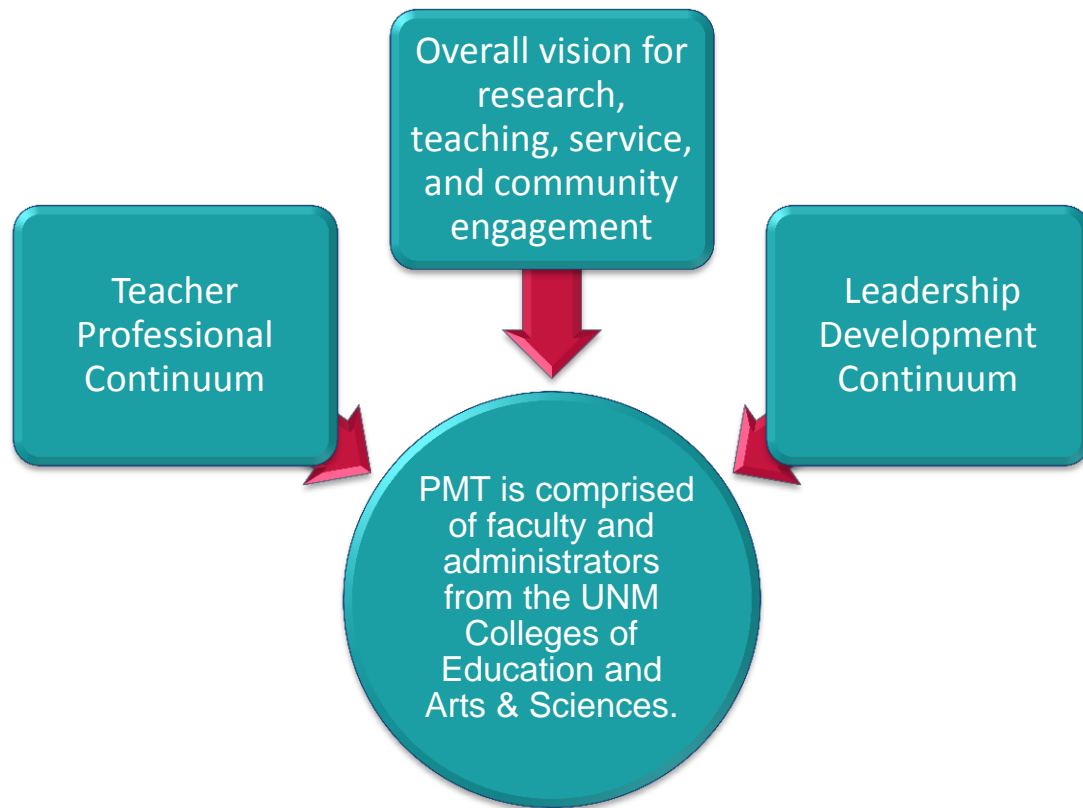
25 individuals from across the state representing classroom teachers, school administrators, four-year colleges, tribal schools, teachers' unions, non-profit educational organizations, government agencies, and small and large businesses.

CPAC white paper now finished: Offers practitioners' view of what is needed in a teacher preparation program to broadly serve the needs of New Mexico. Topics:

- Teacher Preparation in Content Areas
- Teacher Preparation in Pedagogy
- Induction
- Community Outreach
- Leadership



## Part V: UNM Provost's Management Team

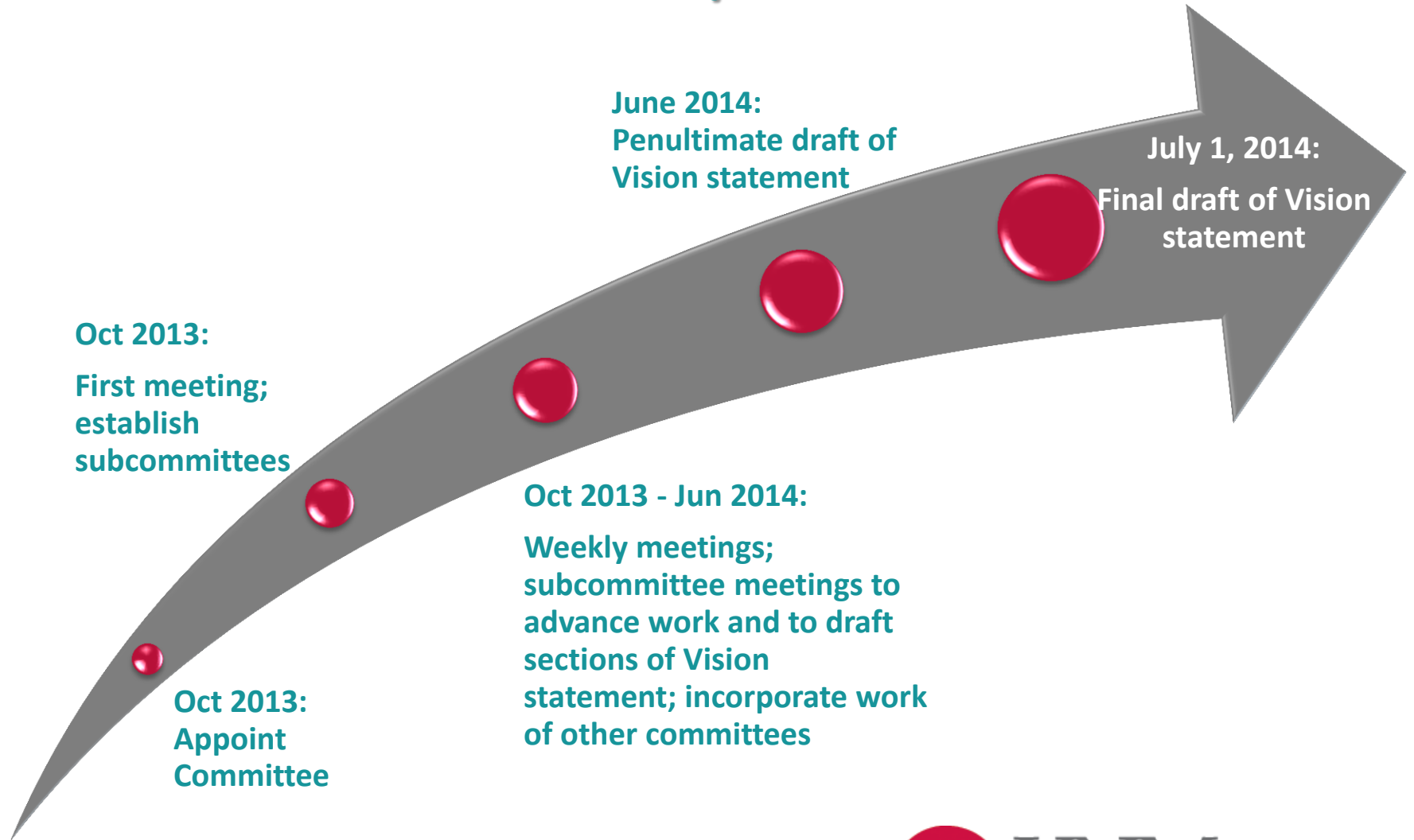


The UNM PMT will:

- Consider research on best practices
- Incorporate most valuable insights from CPAC, EPAC, other sources.
- Offer view of implications of CoE redesign for overall UNM structure & practice
- Offer own 'Vision for the Future of the UNM College of Education'
- That document submitted to Dean Ochoa and Provost Abdallah; they will chart future course for College of Education, in dialogue with faculty

# Office of the Provost

## PMT TIMELINE / MILESTONES



## Outcome - a plan to



## Bonus Part VI:

PMT and the Office of Provost wrote \$1.05 million Stage II: START proposal to William K. Kellogg Foundation

WKKF Board approved funding to start July 2014; will fund ongoing innovation and rural/tribal/small town field placements for teacher candidates

## Our commitments:

- A forward-moving re-design of the College of Education under Dean Ochoa, incorporating a broad range of expertise and views to build the future role of the UNM College of Education in New Mexico
- Focused on the best ways to prepare teachers and principals to succeed within the challenging environment of public education today



DRAFT REVISIONS TO  
REGENTS' POLICY 4.7 ("TUITION AND FEES")  
TWO VERSIONS: WITH AND WITHOUT "TRACK CHANGES"

## DRAFT OF 5-30-14

### Regents' Policy Manual - Section 4.7: Tuition and Fees

Adopted Date: 09-12-1996 \_\_\_\_\_

Amended: 11-14-1996

Amended: 03-13-2000

#### Applicability

This policy applies to the annual determination of tuition and mandatory fee rates for resident and nonresident undergraduate and graduate students, including the differential tuition charged for certain programs. ~~It does not apply to professional school tuition and fee rates, branch campuses, nor to miscellaneous course fees that may be assessed on an individual per course basis. This is intended to be a multi-year policy to be reviewed at the end of three years.~~ All changes to tuition and fee rates, including differential tuition, go into effect on the first day of the fall semester following the Regents' approval.

#### Policy

##### Assumptions

The Board of Regents has ultimate authority for approving tuition and fee rates. The Board bases its decisions on recommendations received from the University President, as well as from the Provost, Chancellor for Health Sciences (for the School of Medicine), and the Branch Campus Advisory Boards (for the branch campuses). The Board has delegated responsibility to the University President, in conjunction with the Provost, Chancellor, and Branch Campus Advisory Boards, for developing an equitable process for determining the annual tuition and fee rate recommendations. At all stages, starting early in the budget cycle, the process should emphasize the five elements of collaboration, inclusiveness, transparency, timeliness, and accountability and provide:

- regular communication with the Board
- meaningful opportunities for student involvement
- meaningful opportunities for involvement by faculty, staff, and academic leaders

~~4.~~ Factors to be considered in ~~determining~~setting annual tuition and fee rates include comments from campus constituents, access issues, levels of state appropriations ~~and tuition credit,~~ availability of need-based financial aid, charges at peer and regional institutions, national trends, economic conditions, recruitment and retention of faculty on the national market, recognition of the social benefits of higher education, strategic initiatives and priorities of the University, and other ~~and~~ parameters defined in this policy.

~~2.1.~~ Financial ~~Need-based financial~~ assistance will be available to mitigate the effects of

~~increases any increase~~ in tuition and fees ~~in order to assure~~ ~~thereby assuring~~ access to the University for qualified students who demonstrate the greatest financial need.

### ~~These guidelines are established by~~ Objectives

In setting the annual tuition and fee rates, the Regents endeavor to:

~~3. the Board of Regents in good faith and are subject to change in the event of unforeseen fluctuations in funding requirements, including major changes in the level of state general fund appropriations for higher education.~~

### Objectives

- ~~1. To~~ provide a rationale for the University's tuition and fees decisions.
  - stabilize the planning and operation of University functions
- ~~2. To~~ provide predictability and consistency with respect to tuition and fees as a guide to students and their families.
- ~~3. ensure~~ ~~To assure~~ that students and the state continue to share the cost of education at UNM in reasonable proportions.
- ~~4. To~~ ensure that tuition and fee decisions are consistent with the goals and objectives of the University.
- ~~5. To~~ be sensitive to relevant national and regional tuition and policy trends.
- ~~6. To~~ ensure that current New Mexico economic conditions of the consumer are considered in establishing tuition policy.
  - provide competitive salaries for faculty and staff
  - provide a meaningful opportunity for student input in the University's budget development process, particularly in regard to tuition and fees

## Mandatory Fees

### Mandatory Definitions

- ~~1. **Average Expenditure Per FTE Student** The average expenditure per FTE student is defined herein as Formula Instruction and General Budgeted Expenditures, plus Mandatory Student Fee Revenue outside the I and G category, per FTE student. Formula I and G Budgeted Expenditures, plus Mandatory Student Fee Revenue Outside I and G = Average Expenditure Per FTE Student Total Annual FTE Students~~
- ~~2. **Student Share** The student share is the proportion of the cost of education which is paid by the undergraduate student through tuition and fees. Resident Undergraduate Tuition and Fees = Student Share Average Expenditure Per FTE Student~~
- ~~3. **Tuition Credit** An assumed level of tuition revenue which is subtracted from Instruction and General formula funding in order to calculate the State General Fund Appropriation for an institution of higher education. The designated level of the credit rate change is~~



recommended by the Commission on Higher Education and set by the Legislature with the understanding that actual tuition rates are determined by individual institutional governing boards and may differ from the tuition credit.

~~4. Full-Time Equivalent (FTE)~~ Student credit hours for the academic year divided by 30 for undergraduates and 24 for graduates.

## ~~Annual Change in Tuition and Fees Rate Guidelines~~

~~1. Full-Time Resident Undergraduate Rates~~ For full-time resident undergraduates, the percentage change in combined tuition and fee rates typically will be equal to the average percentage change in two indices: higher education price index (HEPI) and per capita income for New Mexico. This will be the standard methodology for determining such changes. The Regents, however, will consider larger or smaller changes if any of the following occur:

- a. Student share is less than 22 percent or greater than 27 percent.
- b. The percent that the legislature increases the tuition credit exceeds the average of the two indices.
- c. Availability of need-based grant aid significantly increases or decreases.
- d. The Regents determine that unforeseen events require reconsideration of tuition and fee rates.

~~2. Full-Time Non-resident Undergraduate Rates~~ Full-time non-resident undergraduate tuition and fees consist of rate changes will be computed on the same basis as full-time, resident undergraduate rates.

~~3. Full-Time Graduate and Professional Rates~~ Full-time resident graduate tuition and fees will be equal to 110 percent of full-time resident undergraduate tuition and fees. Full-time non-resident graduate tuition and fees will be equal to 103 percent of full-time non-resident undergraduate tuition and fees. Medicine, Law and Pharm. D. tuition and fees rates will be adjusted annually taking into consideration the different costs of education for these professional programs. Resident dissertation tuition per semester will be a flat rate adjusted annually, taking into consideration the costs of graduate education. Non-resident dissertation tuition per semester for up to 6 credit hours will be the resident flat rate; dissertation tuition per semester exceeding 6 hours (7 or more hours) will be equal to the flat rate plus the non-resident graduate rate for each credit hour in excess of 6 hours.

~~4. Non-Degree Status Rates~~ Non-degree tuition and fees rates will be equal to undergraduate rates, respective to residency status, for a student activity fee, who does not have a facility/information technology debt service fee, and baccalaureate or higher degree. Non-degree tuition and fees rates will be equal to graduate rates, respective to residency status, for a student who has a baccalaureate or higher degree.

## ~~Financial Aid~~

~~The Regents will seek to increase need-based student financial aid grants from various sources to assist students and families who are not able to afford increases in the cost of education.~~

## **Implementation**

~~Taking into consideration recommendations of the President, the Board approves tuition and fee rates annually. The fee portion consists of the following designated fees paid by all students: student activity fee; facility fee; student government fee. (separate amounts for ASUNM and GPSA).~~

~~The In setting the tuition and fee rates, the Board approves the total tuition and fee rates paid by various categories of students, as well as the individual rates for tuition and for each of the three components of the fee.~~

~~Upon consultation with the Student Fee Review Board recommends student activity fee amounts and unit allocations of student activity fee revenue to the Budget Leadership Team. The Budget Leadership Team recommends fee amounts and allocations to the University, the President, who approves shall approve the allocations allocation of the student activity fee revenue and recommends among various activities. The President shall adopt administrative policies and procedures to implement the Student Fee Review Board and the process for recommending and approving the allocation of the student activity fee rate to the Regents. ;~~

~~A debt service fee with two components, a facility fee and an enterprise resource planning project fee, is assessed to fund the repayment of outstanding principal and interest on bonds sold by the University.~~

~~The Associated Students of the University of New Mexico and Graduate and Professional Student Association student government fees are established in their respective constitutions, and approved by the Regents.~~

## **References**

~~UAP 8210 (“Tuition and Fees”)~~

~~UAP 1310 (“Student Fee Review Board”)The ASUNM student government fee is set out in the ASUNM Constitution.~~

## **DRAFT OF 5-30-14**

### **Regents' Policy Manual - Section 4.7: Tuition and Fees**

**Adopted Date: 09-12-1996**

**Amended: 11-14-1996**

**Amended: 03-13-2000**

#### **Applicability**

This policy applies to the annual determination of tuition and mandatory fee rates for resident and nonresident undergraduate and graduate students, including the differential tuition charged for certain programs. All changes to tuition and fee rates, including differential tuition, go into effect on the first day of the fall semester following the Regents' approval.

#### **Policy**

##### **Assumptions**

The Board of Regents has ultimate authority for approving tuition and fee rates. The Board bases its decisions on recommendations received from the University President, as well as from the Provost, Chancellor for Health Sciences (for the School of Medicine), and the Branch Campus Advisory Boards (for the branch campuses). The Board has delegated responsibility to the University President, in conjunction with the Provost, Chancellor, and Branch Campus Advisory Boards, for developing an equitable process for determining the annual tuition and fee rate recommendations. At all stages, starting early in the budget cycle, the process should emphasize the five elements of collaboration, inclusiveness, transparency, timeliness, and accountability and provide:

- regular communication with the Board
- meaningful opportunities for student involvement
- meaningful opportunities for involvement by faculty, staff, and academic leaders

Factors to be considered in determining tuition and fee rates include comments from campus constituents, access issues, levels of state appropriations, availability of need-based financial aid, charges at peer and regional institutions, national trends, economic conditions, recruitment and retention of faculty on the national market, recognition of the social benefits of higher education, strategic initiatives and priorities of the University, and other parameters defined in this policy.

Financial assistance will be available to mitigate the effects of increases in tuition and fees in order to assure access to the University for qualified students who demonstrate the greatest financial need.

## Objectives

In setting the annual tuition and fee rates, the Regents endeavor to:

- provide a rationale for the University's tuition and fees decisions
- stabilize the planning and operation of University functions
- provide predictability and consistency with respect to tuition and fees as a guide to students and their families
- ensure that students and the state continue to share the cost of education at UNM in reasonable proportions
- ensure that tuition and fee decisions are consistent with the goals and objectives of the University
- be sensitive to relevant national and regional tuition and policy trends
- ensure that current New Mexico economic conditions of the consumer are considered in establishing tuition policy
- provide competitive salaries for faculty and staff
- provide a meaningful opportunity for student input in the University's budget development process, particularly in regard to tuition and fees

## Mandatory Fees

Mandatory fees consist of a student activity fee, a facility/information technology debt service fee, and a student government fee.

The Student Fee Review Board recommends student activity fee amounts and unit allocations of student activity fee revenue to the Budget Leadership Team. The Budget Leadership Team recommends fee amounts and allocations to the University President, who approves the allocations of student activity fee revenue and recommends a student activity fee rate to the Regents.

The debt service fee with two components, a facility fee and an enterprise resource planning project fee, is assessed to fund the repayment of outstanding principal and interest on bonds sold by the University.

The Associated Students of the University of New Mexico and Graduate and Professional Student Association student government fees are established in their respective constitutions, and approved by the Regents.

## References

UAP 8210 ("Tuition and Fees")

UAP 1310 ("Student Fee Review Board")

DRAFT REVISIONS TO  
UNIVERSITY ADMINISTRATIVE POLICY 8210  
("TUITION AND FEES")

TWO VERSIONS: WITH AND WITHOUT "TRACK CHANGES"

## DRAFT OF 5-30-14

# **Administrative Policies and Procedures Manual -- Policy 8210: Tuition and Related Fees**

Authorized by Regents' Policy 3.1 "Responsibilities of the President" and Regents' Policy 4.7 "Tuition and Fees"

Process Owners: University President, Provost, and Chancellor

### **1. GENERAL**

**Date Originally Issued: 01-01-1993 Revised: 05-08-1998, 05-22-2006, 06-19-2009, 02-01-2013 Subject to Change Without Notice**

Authorized by Regents Policy 3.1 "Responsibilities of the President"

### **1. General**

The University President has responsibility for developing a process for the establishment of New Mexico Board of Regents sets tuition and fee rates, and for making recommendations to the Board of Regents, which has ultimate authority for approving annually. The "tuition" portion is committed to the revenue pool that supports the Instructional and General Budget. The "fee rates, including differential tuition. All changes to tuition and fee rates, including differential tuition, go into effect on the first day of the fall semester following the Regents' approval. In" portion is assessed to all stages of the process, which the students and is committed to various student services.

The University President develops charges tuition and fees on a per-credit-hour basis for students taking up to twelve (12) credit hours in conjunction the fall and spring semesters and six (6) credit hours in the summer session. A flat rate is charged to students in the School of Medicine and full-time students taking twelve (12) through eighteen (18) credit hours in the fall and spring semesters and six (6) through nine (9) credit hours in the summer session. Full-time students are charged additional tuition at the per-credit-hour rate for all hours in excess of the full-time range. A flat rate is also charged for dissertation hours.

A "course fee" is a separate fee associated with a specific course. A course fee covers the cost of additional or unusual materials or services required for a course. Refer to Section 3, herein for additional information on course fees. Course fees are not set by the Board of Regents; they are approved by the Provost, Executive Vice President for Academic Affairs or the Chancellor for Health Sciences, and the Branch Campus Advisory Boards, the University must incorporate:-

- the five elements of collaboration, inclusiveness, transparency, timeliness, and accountability
- regular communication with the Board of Regents
- meaningful opportunities for student involvement

Each semester, the University publishes tuition and fee rates on the Bursar's Office website. Various tuition discounts are available, and a complete list is available on the Bursar's Office website including WICHE and senior citizen discounts. The payment and processing of tuition and fees is the responsibility of the Bursar's Office, and is detailed in UAP 8215 ("Bursar's Office Operation and Services") and on the Bursar's Office website "Schedule of Classes". ~~If the Board of Regents has not determined the new rates in time for publication, the rates for the previous academic year are published. However, any new rates determined by the Board of Regents will be applicable to all courses for the designated semesters.~~

## 2. TUITION

### ~~2. Calculation of Tuition and Fees~~

Tuition ~~and fee~~ charges are based on many factors, including the following elements:

- current tuition and fee rates
- student's residency status
- campus of attendance
- number of credit hours taken
- student's enrollment level ~~college affiliation~~ (undergraduate, graduate, ~~professional~~)
- ~~student's status within their curriculum (medical and dissertation students)~~
- participation in exchange programs
- student's age (senior citizens' discounts)
- date when the student adds or drops courses and the reason
- ~~enrollment in courses with course fees (including Instructional Television fees)~~

If the University ~~raises policy allows for different methods to calculate~~ tuition, it is strongly recommended that an amount equal to twenty percent (20%) of the incremental tuition revenue generated should be designated for need-based financial aid.

Tuition revenue is pooled with the University's annual state appropriation funding and other miscellaneous revenue as the Instruction and General (I & G) allocation. The I & G allocation is distributed ~~fees, the calculation most beneficial~~ to academic and administrative units ~~the student is used~~.

#### **2.1. Residency Status**

The University charges different tuition and fee rates for New Mexico residents and non-residents, as mandated by New Mexico law. The New Mexico Higher Education Department defines qualifications: ~~Students qualifying~~ for resident rates, including ~~are~~ students :

who:

- ~~are classified as~~ New Mexico residents, or
- are graduates of New Mexico high schools after attending at least one year, or
- have ~~whose~~ military-resident status ~~has been~~ approved by the University Registrar's Office, or

- ~~who~~ are enrolled in a summer session, or
- ~~who~~ are classified as residents for tuition purposes by the State of New Mexico or the Registrar's Office, including, for example, Amigo Scholars (Competitive Scholarship recipients); ~~qualified Colorado residents participating in a reciprocal agreement; and qualified Native American students who are members of a tribe or pueblo located wholly or partially in New Mexico; and qualified Navajo residents.~~

## ~~2.2. Full-Time Rate~~

~~The "full-time" rate is charged to students enrolled in the following credit-hour ranges:~~

~~Fall and Spring Semesters: twelve (12) through eighteen (18) hours Summer Session: six (6) through nine (9) hours~~

## ~~2.3. Medical Students~~

~~Medical students are charged a flat rate for tuition each fall and spring semester, regardless of the number of courses taken. Tuition is not prorated by number of credit hours taken. In addition to tuition, all medical students are required to pay a curriculum fee. This fee supports many of the students' curricular needs in the MD program.~~

## ~~2.4. Dissertation Hours~~

~~Graduate students enrolled in dissertation are charged a flat tuition rate for the dissertation hours. This charge is independent of tuition charged for regular credit hours. However, the total tuition charge for dissertation hours and other hours cannot exceed the full-time rate. There is no refund for withdrawing from or dropping dissertation hours, however, disenrollment results in a full refund for all hours taken.~~

## ~~2.5. Exchange Students~~

~~The National and International Exchange Programs give students an opportunity to study at other universities while receiving tuition assistance, thus encouraging cultural diversity. Students participating in these programs are charged tuition at their "home" university. UNM students attending another university through an exchange program are charged tuition and fees at UNM, despite no enrollment. Incoming exchange students are not charged tuition at UNM, although they are registered for classes. Each year, there is an even exchange between incoming and outgoing students in both programs.~~

## ~~2.6. WICHE (Western Interstate Commission for Higher Education)~~

~~WICHE is a cooperative compact between member states which provides an opportunity for students to study a curriculum not available in their home states. If a member state does not have~~



a specific graduate, professional, or undergraduate program, or has limited availability of a program, a student from that state may enroll in that program in another member state and be eligible for tuition assistance. A subgroup of the WICHE program, the WICHE Undergraduate Education (WUE) program, was established to provide a similar opportunity to undergraduates in specified disciplines. Participation is limited and selective.

Graduate and professional students in the WICHE program pay tuition at a discounted rate at the university where the student is enrolled. The remaining portion of tuition is billed to the sending state. Undergraduate students in the WUE program pay tuition at a discounted rate of the university where they are enrolled. The remaining portion of tuition is charged to a budgeted expense account.

Each year, the New Mexico legislature appropriates support for the reduced tuition rates for a specified number of outgoing New Mexico students, billed to New Mexico by other member states. In addition, an allocation for administrative expenses is appropriated each year.

## **2.7. Senior Citizens**

There is a reduced tuition and fee rate, currently \$5 per credit hour, for senior citizens who meet all the following criteria:

- a New Mexico resident;
- age sixty-five (65) or greater as of the 21st day of the semester;
- registered for no more than six (6) credit hours, and
- registered after the disenrollment deadline.

## **2.8. Enrollment at Multiple Campuses**

If a student takes courses both at the Albuquerque campus and a branch campus, the student will be charged the applicable rate for courses taken at each campus. This may result in a total tuition charge that exceeds the rate that would be charged if all courses were taken at one campus.

## **2.9. Refunds**

When a student drops all or part of his or her course load, tuition and fees, including course fees, are refunded based on the policies listed below. The GSA fee is refunded only if a student withdraws or is disenrolled. To receive a refund of paid tuition and fees, students must follow LoboWeb drop procedures for their courses, and then contact the University Cashier Department in person or by phone at (505) 277-5363. A refund check will be mailed to the student. Students should confirm their mailing address using LoboWeb. Refunds of payments made by check cannot be processed until twenty-one (21) days from the date of the payment. Refunds of payments made by credit card are usually credited back to the credit card. Students withdrawing

from all classes will automatically receive a refund by mail within twenty-one (21) days.

### **2.9.1. Withdrawal or Drop in Hours**

Withdrawal results when a student drops all of his or her course load on or after the first day of the semester. Students may also be disenrolled at the end of the third week of classes for non-payment. Refunds are based on the date of the official drop or withdrawal. Students are eligible for a refund if the course is dropped before 20% of the course has been completed. Tuition and fees, including course fees, will be refunded according to the schedule published in the "Schedule of Classes". Graduate students must withdraw to be eligible for a refund of the GSA fee. If a student's course load decreases, but the total course load remains within the full-time range, there is no refund of the tuition and fees or GSA fee. Although, there may be a refund of a course fee.

### **2.9.2. Disenrollment**

If a student is disenrolled, tuition and fees, GSA fee, and course fees are refunded in full. Disenrollment results when a student drops all of his or her course load before the start of the semester. Administrative disenrollments after the third week of classes will be processed only if tuition and fees, course fees, GSA fees, and other fines and penalties have been paid in full or satisfactory financial arrangements have been made.

#### **2.9.2.1. Reinstatement**

Students will be charged a fee of \$30 if they are re-enrolled in their 2.2. Differential Tuition

Differential tuition may be approved for certain programs of instruction. Ultimately, the Board of Regents approves differential tuition, including the continuation of differential tuition. The Board bases its decisions on recommendations from the Provost or Chancellor, which are made to the Regents through the budget development process. Differential tuition is assessed on all credit hours for students who are admitted into a program for which differential tuition has been justified and approved. In no case, shall a student pay more than one differential tuition for the same course.

Differential tuition is typically authorized for professional programs of departments, schools, and colleges, at both graduate and undergraduate levels; however, other programs may sometimes qualify for differential tuition. To qualify for differential tuition, programs are expected to have a significant number of the following characteristics:

- Program competes in more expensive regional or national markets which requires more resources to remain competitive, including the ability to attract faculty who demand higher salaries;
- Program accreditation standards mandate various other measures and outcomes that require significant financial investment to achieve;
- Curricula contain clinical education and/or laboratory science components requiring significant investment in costly equipment and related technology;
- Curricula provide numerous experiential learning opportunities requiring low student-faculty ratios;

- Program requirements are geared toward meeting licensure requirements;
- Curricula are weighted toward required, as opposed to elective, courses;
- Program justifies higher tuition due to factors above and the high salaries offered to graduates in the national job market; or
- Program necessitates expenditures above those required for typical undergraduate and graduate programs of instruction, and beyond the level of additional support available from class and curricular fees alone.

### **2.2.1. Approval of Differential Tuition at the Department, School, or College Level**

Deans and directors contemplating differential tuition should provide meaningful student and faculty involvement in the decision to seek differential tuition during the fall or early spring semester. Proposals for differential tuition must be posted on the unit's website no later than February 1 to allow for at least 30 days of constituent comment prior to submission of the Differential Tuition Request Form to the Provost or Chancellor. Requests for differential tuition must be submitted to the Provost or Chancellor by March 1, and include certification that students and faculty were involved in the request process.

### **2.2.2. Differential Tuition Revenue and Financial Aid Set Asides**

The revenue collected from the differential tuition shall be allocated directly to the individual program generating the revenue.

Programs that establish a differential tuition rate are strongly encouraged to set aside a portion of the revenue generated by the differential for need-based financial aid for the students charged the higher tuition. A plan for providing need-based financial aid should be included in the Differential Tuition Request Form.

~~2. same classes after the third week of classes. Payment or satisfactory financial arrangements must be made with the University Bursar's Office for all charges for which the student was disenrolled.~~

### **~~2.9.3. Canceled Classes~~**

~~Canceled classes result in a full refund for tuition and fees, including course fees~~ **2.3. Differential Tuition Request Process**

Programs must submit their justifications for tuition differentials to the Provost or Chancellor on the Differential Tuition Request Form. The Provost or Chancellor will review the request and determine whether the tuition differential is justified. If the Provost or Chancellor determines the request is justified, the request will be forwarded to the Board of Regents for approval.

When differential tuition rates are approved for a particular program, it is strongly recommended that those rates remain in effect for three years following approval to the next review period, unless the approved request includes phased-in incremental increases.

~~2., unless the student had full-time status both before and after the cancellation. If a canceled class is the student's only class for the semester, the GSA fee is fully refundable.~~

### **~~2.9.4. Decrease in Credit Hours Assigned~~**

~~If the University decreases the number of credit hours assigned to a course, the student will receive a full refund unless the student had full-time status both before and after the decrease.~~

## **2.10. Exceptions**

### **2.4. Publication of Approved Differential Tuition Information**

The Bursar's Office will publish the approved differential tuition rates on its website. The Differential Tuition Request Forms for all approved differential tuition, including continuation requests, will be posted on a core office's website and on the website of the unit receiving the differential tuition.

### **2.2.5. Review of Differential Tuition**

A new Differential Tuition Request Form must be submitted every three (3) years to the Provost or Chancellor to justify continuing the tuition differential rate. The Provost or Chancellor will review the Differential Tuition Request Form to determine if the differential tuition rates are still justified, based on the same factors as discussed in Section 2.2.

### **2.2.6. Accountability to Students**

Departments, schools, and colleges should maintain records and communicate in a manner that provides maximum transparency to students concerning the process by which differential tuition rates are justified and the uses of those revenues.

### **2.2.7. Responsibility and Authority**

- The Provost or Chancellor is responsible for:
  - Reviewing the justifications for differential tuition
  - Reviewing the justifications for continuing differential tuition every three (3) years
- The Board of Regents is responsible for:
  - Approving differential tuition and its continuation
- A core office and the unit receiving the approved differential tuition will post the Differential Tuition Request Forms, including for continuation requests, on their websites within thirty (30) days of the approval date.
- The Bursar's Office will post the approved differential tuition rates on its website.

~~2. The University Dean of Students Office may authorize a refund rate that does not coincide with the withdrawal date or drop date.~~

### **3-2.8. Existing Differential Tuition**

In order to align all assessments of differential tuition under the requirements of this policy and to provide accountability to students, within ninety (90) days of the effective date of this policy revision, any department, school, or college that previously has been approved for a differential tuition must submit a Differential Tuition Request Form to the Provost or Chancellor for review and the determination of the appropriateness of continuation.

### 3. FEES

#### 3.1. Mandatory Fees

Mandatory student fees are recurring fees assessed to all students registered on Main Campus and certain students at the Health Sciences Center. These fees include a student activity fee, student government fee, and facility/information technology debt service fee.

Student activity fees are centrally collected and allocated, in accordance with UAP 1310 (“Student Fee Review Board”), up to the approved budgeted amount for each of the units receiving the fees.

Student government fees are assessed for undergraduates by the Associated Students of the University of New Mexico and for graduate students by the Graduate and Professional Student Association.

A debt service fee with two components, a facility fee and an enterprise resource planning project fee, is assessed to fund the repayment of outstanding principal and interest on bonds sold by the University.

#### 3.2 Course Fees

Course fees are ~~fees that are~~ charged at the time of~~upon~~ registration to students enrolling ~~in for~~ specific courses. They are not included in the “mandatory fees” portion of “tuition and fees,” which are paid by all students. Course fees are not approved by the Board of Regents; they are approved by the Provost or the Chancellor. Course fees are intended to help defray costs specifically associated with certain courses, and are not intended to replace general operating costs, which are paid from tuition. All students who pay course fees must benefit from the fees charged. Course fees are listed in the “Schedule of Classes” posted on the Registrar’s Office website. At the time of registration, a student should have full information on the amount and types of course fees that will be charged for that semester.~~collected. Course fees include class fees and curricular fees.~~

There are two (2) types of course fees: class fees and curricular fees.

##### 3.2.1. Class Fees

A class fee is charged to support the instructional needs of a specific course. The fee is used to pay for required, uniquely identifiable materials or services provided to students that exceed the costs of supplies normally required~~provided~~. Class fees may be approved and implemented if they cover any of the following expenses:

- Cost of activities related to a course (e.g., field trip, tickets to off-campus lecture or event)
- Private instruction and models (e.g., guest speakers, models, tutors)
- An object or product of value retained by the student (e.g., artwork, safety gear)
- Class costs (e.g., specialized equipment or materials, safety protections~~risk management~~, laboratory supplies, products)
- Class fees may not be used to fund any of the following costs:
  - The cost of any instructor of record or assistants~~grader~~
  - Regular classroom materials and supplies (e.g., paper, photo copies, markers, chalk)
  - Faculty and staff computers, equipment, and general non-program-specific software

### 3.2.2. Curricular Fees

A curricular fee is charged to support curricular needs in the department, college, or school. This fee funds short-term and long-term needs for the purpose of instructing students, including technology, broadly shared materials and equipment, and other expenses relevant to multiple courses in a program. A curricular fee can be assessed as a per-credit-hour fee or predetermined flat fee. Curricular fees may be approved and implemented if they meet any of the following conditions:

- Expendable curricular costs (e.g., computer hardware and software, networking components, cameras, projectors and recorders, maintenance fees, sound equipment, musical instruments, laboratory equipment, [gross anatomy program support](#))
- Personnel costs associated with curriculum support (e.g., technical staff support and training course development)

#### ~~•~~ [Gross anatomy program support](#)

- Student progress assessments, clinical or practical skills assessments, and standardized patient costs
- Supplemental instruction programs
- Support of program research requirements and student travel to present research
- Medical education computer support including provision of tutorial and standardized patient computer interfaces (HSC only)
- Develop, install, and maintain technology capabilities in lecture halls and classrooms

#### ~~•~~ Curricular ~~fees~~[Fees](#) ~~may not~~ be used to fund any of the following costs:

- Administrative equipment and supplies
- Faculty and staff computers, equipment, and general non-program-specific software
- Equipment not used by or accessible to students
- [Facility](#)~~Facilities~~ remodeling other than for classrooms and instructional labs
- Regular classroom materials and supplies
- Scholarships (except for the Music Department)
- Travel costs for faculty and staff (except when related to program-specific field trips or HSC clinical experiences)

### 3.2.3. Payment of Course Fees

Approved fees are collected by the University Cashier Department. Academic departments are not authorized to collect course fees directly from students. Course fees are refunded according to Section [5 of UAP 8215](#) (“Bursar’s Office Operations and Services”). ~~2.9. herein.~~ Departmental requests to waive all or part of a course fee must be sent to the Bursar’s Office ~~and.~~ ~~The request must~~ include a [detailed justification.](#) ~~for the waiver.~~

### 3.2.4. Authorization to Assess Course Fees

Assessment of course fees requires the approval of the Provost or the Chancellor ~~for Health Sciences for HSC courses.~~ Requests for all course fees must be reviewed and approved by the appropriate dean or branch director prior to submission to the Provost or Chancellor, as applicable, for approval. ~~Subsequent approvals are~~ ~~Repeated approval is~~ not required each semester unless a change in the fee, course title, or [receiving](#) index number ~~occurs~~ ~~is needed.~~

### 3.2.5. Publication of Course Fees

All course fees, along with a brief rationale, must be published ~~on~~<sup>in</sup> the [Bursar's Office website](#). "[Schedule of Classes](#)."

### 3.2.6. Review of Course Fees

Colleges, schools, and departments must review course fees at least every two (2) years to ensure that expenses are allowable, ~~allocable~~, reasonable, and timely. The Provost's Office or Chancellor ~~for Health Sciences~~ will submit summary findings of these reviews annually to the Board of Regents.

### 3.2.7. Accountability to Students

Students may submit a written request to the ~~department, school, School~~ or ~~college College~~ the fee resides under requesting accountability of course fees assessed. The request should state the specific fee and, in the case of class fees, the specific course number and semester. The ~~department, school, School~~ or ~~college College~~ will respond to the student [with the information](#) as soon as possible, but no later than sixty (60) days after receipt of the request.

### 3.2.8. Responsibility and Authority

~~Tuition and fees are paid at the Cashier Department. The Bursar's Office is responsible for the following functions:~~

- ~~• Collecting tuition and fees and course fees~~
- ~~• Charging tuition and fees~~
- ~~• Processing staff and assistantship tuition waivers~~
- ~~• Billing outside organizations and agencies~~
- ~~• Approving deferred payment agreements~~
- ~~• Distributing tuition, fee, and course fee revenue~~
- ~~• Billing students~~
- ~~• Collecting any unpaid balances (including referral of accounts to a collection agency)~~

~~The Provost's Office or Chancellor for Health Sciences is responsible for the following functions:~~

- Approving course fees
- [Insuring publication of](#) ~~Publishing~~ course fees ~~on~~<sup>in</sup> the [Bursar's Office website](#) "[Schedule of Classes](#)"

Reviewing course fees and reporting on course fees to the Board of Regents every two (2) years.

## **DRAFT OF 5-30-14**

# **Administrative Policies and Procedures Manual – Policy 8210: Tuition and Fees**

Authorized by Regents' Policy 3.1 "Responsibilities of the President" and Regents' Policy 4.7 "Tuition and Fees"

Process Owners: University President, Provost, and Chancellor

### **1. GENERAL**

The University President has responsibility for developing a process for the establishment of tuition and fee rates, and for making recommendations to the Board of Regents, which has ultimate authority for approving tuition and fee rates, including differential tuition. All changes to tuition and fee rates, including differential tuition, go into effect on the first day of the fall semester following the Regents' approval. In all stages of the process, which the University President develops in conjunction with the Provost, Chancellor for Health Sciences, and the Branch Campus Advisory Boards, the University must incorporate:

- the five elements of collaboration, inclusiveness, transparency, timeliness, and accountability
- regular communication with the Board of Regents
- meaningful opportunities for student involvement

Each semester, the University publishes tuition and fee rates on the Bursar's Office website. Various tuition discounts are available, and a complete list is available on the Bursar's Office website including WICHE and senior citizen discounts. The payment and processing of tuition and fees is the responsibility of the Bursar's Office, and is detailed in UAP 8215 ("Bursar's Office Operation and Services") and on the Bursar's Office website.

### **2. TUITION**

Tuition charges are based on many factors, including the following elements:

- current tuition and fee rates
- student's residency status
- campus of attendance
- number of credit hours taken
- student's enrollment level (undergraduate, graduate)
- participation in exchange programs
- student's age (senior citizens' discounts)
- date when the student adds or drops courses and the reason

If the University raises tuition, it is strongly recommended that an amount equal to twenty percent (20%) of the incremental tuition revenue generated should be designated for need-based financial aid.

Tuition revenue is pooled with the University's annual state appropriation funding and other miscellaneous revenue as the Instruction and General (I & G) allocation. The I & G allocation is distributed to academic and administrative units.



## 2.1. Residency Status

The University charges different tuition and fee rates for New Mexico residents and non-residents, as mandated by New Mexico law. The New Mexico Higher Education Department defines qualifications for resident rates, including students who:

- are New Mexico residents, or
- are graduates of New Mexico high schools after attending at least one year, or
- have military-resident status approved by the University Registrar's Office, or
- are enrolled in a summer session, or
- are classified as residents for tuition purposes by the State of New Mexico or the Registrar's Office, including, for example, Amigo Scholars (Competitive Scholarship recipients); qualified Colorado residents participating in a reciprocal agreement; and qualified Native American students who are members of a tribe or pueblo located wholly or partially in New Mexico.

## 2.2. Differential Tuition

Differential tuition may be approved for certain programs of instruction. Ultimately, the Board of Regents approves differential tuition, including the continuation of differential tuition. The Board bases its decisions on recommendations from the Provost or Chancellor, which are made to the Regents through the budget development process. Differential tuition is assessed on all credit hours for students who are admitted into a program for which differential tuition has been justified and approved. In no case, shall a student pay more than one differential tuition for the same course.

Differential tuition is typically authorized for professional programs of departments, schools, and colleges, at both graduate and undergraduate levels; however, other programs may sometimes qualify for differential tuition. To qualify for differential tuition, programs are expected to have a significant number of the following characteristics:

- Program competes in more expensive regional or national markets which requires more resources to remain competitive, including the ability to attract faculty who demand higher salaries;
- Program accreditation standards mandate various other measures and outcomes that require significant financial investment to achieve;
- Curricula contain clinical education and/or laboratory science components requiring significant investment in costly equipment and related technology;
- Curricula provide numerous experiential learning opportunities requiring low student-faculty ratios;
- Program requirements are geared toward meeting licensure requirements;
- Curricula are weighted toward required, as opposed to elective, courses;
- Program justifies higher tuition due to factors above and the high salaries offered to graduates in the national job market; or
- Program necessitates expenditures above those required for typical undergraduate and graduate programs of instruction, and beyond the level of additional support available from class and curricular fees alone.

### 2.2.1. Approval of Differential Tuition at the Department, School, or College Level

Deans and directors contemplating differential tuition should provide meaningful student and faculty involvement in the decision to seek differential tuition during the fall or early spring semester. Proposals for differential tuition must be posted on the unit's website no later than February 1 to allow for at least

30 days of constituent comment prior to submission of the Differential Tuition Request Form to the Provost or Chancellor. Requests for differential tuition must be submitted to the Provost or Chancellor by March 1, and include certification that students and faculty were involved in the request process.

### **2.2.2. Differential Tuition Revenue and Financial Aid Set Asides**

The revenue collected from the differential tuition shall be allocated directly to the individual program generating the revenue.

Programs that establish a differential tuition rate are strongly encouraged to set aside a portion of the revenue generated by the differential for need-based financial aid for the students charged the higher tuition. A plan for providing need-based financial aid should be included in the Differential Tuition Request Form.

### **2.2.3. Differential Tuition Request Process**

Programs must submit their justifications for tuition differentials to the Provost or Chancellor on the Differential Tuition Request Form. The Provost or Chancellor will review the request and determine whether the tuition differential is justified. If the Provost or Chancellor determines the request is justified, the request will be forwarded to the Board of Regents for approval.

When differential tuition rates are approved for a particular program, it is strongly recommended that those rates remain in effect for three years following approval to the next review period, unless the approved request includes phased-in incremental increases.

### **2.2.4. Publication of Approved Differential Tuition Information**

The Bursar's Office will publish the approved differential tuition rates on its website. The Differential Tuition Request Forms for all approved differential tuition, including continuation requests, will be posted on a core office's website and on the website of the unit receiving the differential tuition.

### **2.2.5. Review of Differential Tuition**

A new Differential Tuition Request Form must be submitted every three (3) years to the Provost or Chancellor to justify continuing the tuition differential rate. The Provost or Chancellor will review the Differential Tuition Request Form to determine if the differential tuition rates are still justified, based on the same factors as discussed in Section 2.2.

### **2.2.6. Accountability to Students**

Departments, schools, and colleges should maintain records and communicate in a manner that provides maximum transparency to students concerning the process by which differential tuition rates are justified and the uses of those revenues.

### **2.2.7. Responsibility and Authority**

- The Provost or Chancellor is responsible for:
  - Reviewing the justifications for differential tuition
  - Reviewing the justifications for continuing differential tuition every three (3) years
- The Board of Regents is responsible for:
  - Approving differential tuition and its continuation

- A core office and the unit receiving the approved differential tuition will post the Differential Tuition Request Forms, including for continuation requests, on their websites within thirty (30) days of the approval date.
- The Bursar's Office will post the approved differential tuition rates on its website.

### **2.2.8. Existing Differential Tuition**

In order to align all assessments of differential tuition under the requirements of this policy and to provide accountability to students, within ninety (90) days of the effective date of this policy revision, any department, school, or college that previously has been approved for a differential tuition must submit a Differential Tuition Request Form to the Provost or Chancellor for review and the determination of the appropriateness of continuation.

## **3. FEES**

### **3.1. Mandatory Fees**

Mandatory student fees are recurring fees assessed to all students registered on Main Campus and certain students at the Health Sciences Center. These fees include a student activity fee, student government fee, and facility/information technology debt service fee.

Student activity fees are centrally collected and allocated, in accordance with UAP 1310 ("Student Fee Review Board"), up to the approved budgeted amount for each of the units receiving the fees.

Student government fees are assessed for undergraduates by the Associated Students of the University of New Mexico and for graduate students by the Graduate and Professional Student Association.

A debt service fee with two components, a facility fee and an enterprise resource planning project fee, is assessed to fund the repayment of outstanding principal and interest on bonds sold by the University.

### **3.2 Course Fees**

Course fees are charged at the time of registration to students enrolling in specific courses. They are not included in the "mandatory fees" portion of "tuition and fees," which are paid by all students. Course fees are not approved by the Board of Regents; they are approved by the Provost or the Chancellor. Course fees are intended to help defray costs specifically associated with certain courses, and are not intended to replace general operating costs, which are paid from tuition. All students who pay course fees must benefit from the fees charged. Course fees are listed in the "Schedule of Classes" posted on the Registrar's Office website. At the time of registration, a student should have full information on the amount and types of course fees that will be charged for that semester.

There are two (2) types of course fees: class fees and curricular fees.

#### **3.2.1. Class Fees**

A class fee is charged to support the instructional needs of a specific course. The fee is used to pay for required, uniquely identifiable materials or services provided to students that exceed the costs of supplies normally required. Class fees may be approved and implemented if they cover any of the following expenses:

- Cost of activities related to a course (e.g., field trip, tickets to off-campus lecture or event)
- Private instruction and models (e.g., guest speakers, models, tutors)
- An object or product of value retained by the student (e.g., artwork, safety gear)
- Class costs (e.g., specialized equipment or materials, safety protections, laboratory supplies, products)

Class fees may not be used to fund any of the following costs:

- The cost of any instructor of record or assistants
- Regular classroom materials and supplies (e.g., paper, photo copies, markers, chalk)
- Faculty and staff computers, equipment, and general non-program-specific software

### **3.2.2. Curricular Fees**

A curricular fee is charged to support curricular needs in the department, college, or school. This fee funds short-term and long-term needs for the purpose of instructing students, including technology, broadly shared materials and equipment, and other expenses relevant to multiple courses in a program. A curricular fee can be assessed as a per-credit-hour fee or predetermined flat fee. Curricular fees may be approved and implemented if they meet any of the following conditions:

- Expendable curricular costs (e.g., computer hardware and software, networking components, cameras, projectors and recorders, maintenance fees, sound equipment, musical instruments, laboratory equipment, gross anatomy program support)
- Personnel costs associated with curriculum support (e.g., technical staff support and training course development)
- Student progress assessments, clinical or practical skills assessments, and standardized patient costs
- Supplemental instruction programs
- Support of program research requirements and student travel to present research
- Medical education computer support including provision of tutorial and standardized patient computer interfaces (HSC only)
- Develop, install, and maintain technology capabilities in lecture halls and classrooms

Curricular fees may not be used to fund any of the following costs:

- Administrative equipment and supplies
- Faculty and staff computers, equipment, and general non-program-specific software
- Equipment not used by or accessible to students
- Facility remodeling other than for classrooms and instructional labs
- Regular classroom materials and supplies
- Scholarships (except for the Music Department)
- Travel costs for faculty and staff (except when related to program-specific field trips or HSC clinical experiences)

### **3.2.3. Payment of Course Fees**

Approved fees are collected by the University Cashier Department. Academic departments are not authorized to collect course fees directly from students. Course fees are refunded according to Section 5 of UAP 8215 (“Bursar’s Office Operations and Services”). Departmental requests to waive all or part of a course fee must be sent to the Bursar's Office and include a detailed justification.

### **3.2.4. Authorization to Assess Course Fees**

Assessment of course fees requires the approval of the Provost or the Chancellor. Requests for all course fees must be reviewed and approved by the appropriate dean or branch director prior to submission to the Provost or Chancellor, as applicable, for approval. Subsequent approvals are not required each semester unless a change in the fee, course title, or receiving index number occurs.

### **3.2.5. Publication of Course Fees**

All course fees, along with a brief rationale, must be published on the Bursar's Office website.

### **3.2.6. Review of Course Fees**

Colleges, schools, and departments must review course fees at least every two (2) years to ensure that expenses are allowable, reasonable, and timely. The Provost's Office or Chancellor will submit summary findings of these reviews annually to the Board of Regents.

### **3.2.7. Accountability to Students**

Students may submit a written request to the department, school, or college the fee resides under requesting accountability of course fees assessed. The request should state the specific fee and, in the case of class fees, the specific course number and semester. The department, school, or college will respond to the student with the information as soon as possible, but no later than sixty (60) days after receipt of the request.

### **3.2.8. Responsibility and Authority**

The Provost's Office or Chancellor is responsible for the following functions:

- Approving course fees
- Insuring publication of course fees on the Bursar's Office website

Reviewing course fees and reporting on course fees to the Board of Regents every two (2) years.

## REGENTS' AND ADMINISTRATIVE POLICIES ON TUITION AND FEES

DATE OF LAST UPDATE	TYPE OF POLICY	POLICY NO.	CURRENT TITLE	PROPOSED NEW TITLE	STATUS OF PROPOSED REVISIONS	APPROVAL OF REVISIONS
3-13-2000	Regents' Policy Manual	4.7	Tuition and Fees	Same	Proposed revisions delete an outdated formula and promote early, inclusive, and transparent process for determining tuition and fee rates	Board of Regents
1-17-2013	Administrative Policy Manual	1310	Student Fee Review Board	Same	Proposed revisions emphasize SFRB's advisory role and include two-year agreement that President Frank reached with student leaders and require SFRB to make its recommendations to Budget Leadership Team by December 1	SFRB and University President
2-1-2013	Administrative Policy Manual	8210	Tuition and Related Fees	Tuition and Fees	Proposed revisions incorporate a new section on differential tuition, which include criteria for approval, approval process, opportunities for student input, and publication of differential tuition justifications.	University President
12-6-1993	Administrative Policy Manual	8215	Tuition and Fee Payments	Bursar's Office Operations and Services	Proposed revisions compile information on Bursar's Office from other policies and include additional information provided by Bursar's Office	University President
12-6-1993	Administrative Policy Manual	8240	Distribution of Tuition and Fee Revenue	Policy to be rescinded; no longer necessary	Information that should be retained from this policy was incorporated in drafts of UAP 8210 and UAP 8215	University President

# E & I Survey Results Action Plan

**Division for Equity & Inclusion (DEI)**

**Dr. Jozi De Leon**  
**VP Equity & Inclusion**



*Division for Equity & Inclusion*

# Why?

According to the UC Regents' Study Group on University Diversity, "diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity."

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# E & I Campus Climate Survey

- Assessed perceptions, attitudes, behaviors, interactions of faculty, staff & students
-

# DLE Component

- Numerous studies have concluded that how students experience their campus environment influences both learning and developmental outcomes, and that discriminatory environments have a negative effect on student learning. Research supports the value of a diverse student body and faculty on enhancing learning outcomes.
  - Quite simply, students thrive in healthy environments, free of the negativity of discrimination, where inclusion and respect for diversity is the daily norm
-

# Survey

- Halualani & Associates, consultant
  - Participation
    - Faculty - 25%
    - Staff - 29%
    - Students - 14%
-

# Evolution of Goals

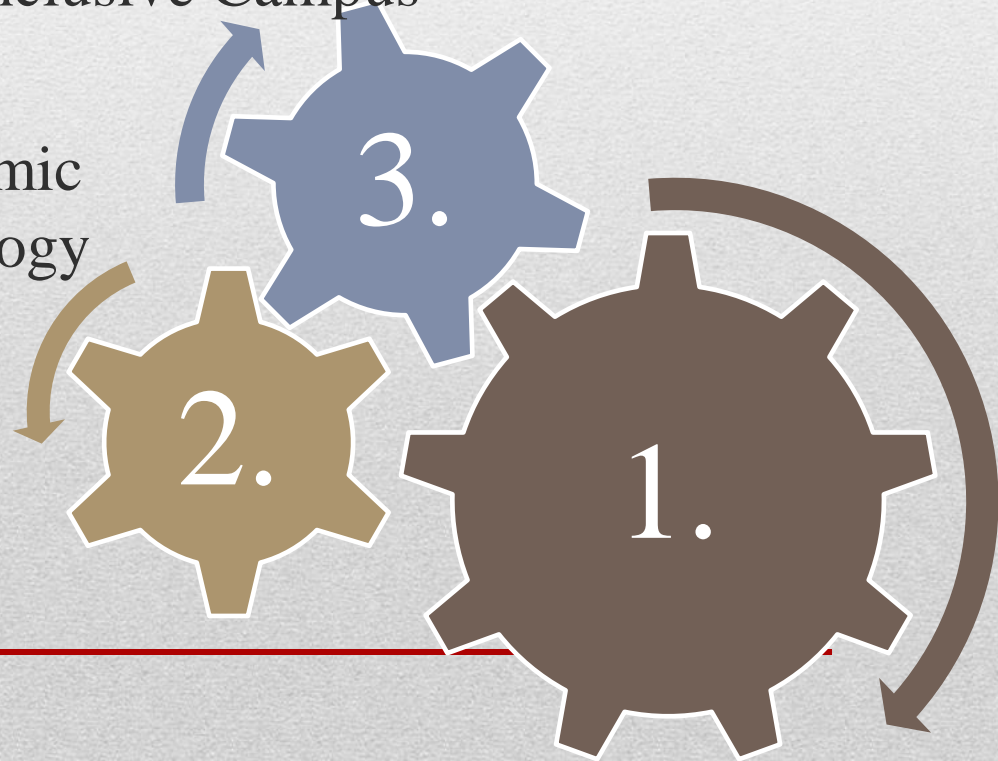
Issues  
Quantitative  
&  
Qualitative  
Responses

Goals  
Categorized  
Emergent  
Themes



# Goals

1. Demonstrate Commitment to Diversity
2. Create Welcoming and Inclusive Campus
3. Provide Inclusive Academic Programming and Pedagogy



# Development of Plan



# Goal: Commitment to Diversity

## Objective 1.1 Inventory Programs



# Create Welcoming and Inclusive Campus

## Objective 2.2 Learning Opportunities





# Create Academic Programming & Pedagogy

## Objective 3.2 Cross-cultural collaboration & professional development



# Campus Climate at UNM

- Campus climate will need constant and distributed attention in order to achieve noticeable change
  - Inclusive Excellence Report will monitor annual progress
  - Campus Climate Survey in 5 years to assess change
-