



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

MEETING AGENDA

**November 6, 2014
1:00 PM
Roberts Room
Scholes Hall**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**
Thursday, November 6, 2014 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** *(October 2, 2014)* TAB A
- III. Reports/Comments:**
 - A. Provost’s Administrative Report (Academic Budget Update)
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- IV. Action Items:**
 - A. Proposed Revisions to Regents’ Policies TAB B
 - i. Regents’ Policy 4.7 (“Tuition and Fees”)
 - ii. Regents’ Policy 5.18 (“Endowed Faculty Chairs”)
Pamina Deutsch, University Policy and Administrative Planning Director
- V. Information Items:**
 - A. Introductory Studies Update TAB C
Greg Heileman, Associate Provost for Curriculum
 - B. Differential Tuition TAB D
Nicole Dopson, Academic Affairs Financial Officer
 - C. Student Debt TAB E
Terry Babbitt, Associate Vice President for Enrollment Management
Greg Heileman, Associate Provost for Curriculum
 - D. Update on Sexual Assault & Awareness Efforts TAB F
Helen Gonzales, Chief Compliance Officer
 - E. Fossil Fuel Divestment TAB G
Tom Soloman, 350.org
- VI. Public Comment**
- VII. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, October 2, 2014 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

- I. Call to Order**
Regent Hosmer called the meeting to order at 1:02 p.m.
- II. Approval of Summarized Minutes from Previous Meeting:** (*September 4, 2014*) TAB A
Motion to Approve: Faculty Senate President Pamela Pyle
Second: Regent Heidi Overton
Passed unanimously
- III. Reports/Comments:**
- A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
- Search committee is up and running for the Vice President of Research (VPR)
 - The plan is to have a new VPR by next school year. Mike Dougher is currently serving in the role
- Grants:
- State of NM Public Education Department and Woodrow Wilson Foundation grants
 - This multiyear grant funds the training of leaders for schools
Co-project between Anderson School of Management and the College of Education
- Latin American Iberian Institute
- Received a Title VI multiyear grant
- B. Member Comments
N/A
- C. Advisor Comments
ASUNM President Rachel Williams:
- Students are stressed but enjoying campus life through successful events such as Homecoming
 - The SFRB process has started
 - There were seven undergraduate nominations for Student Regent
- GPSA President Texanna Martin:
- Six graduate student nominations for Student Regent
 - Regent Overton was to help with a student forum pertaining to the Student Regent position
 - There will formal job description created for the Student Regent position
 - There will be a fundraiser at the end of October on campus involving food trucks
 - GPSA will ask the state to help fund a capital outlay project
 - GPSA has been and will keep holding career development workshops to help with building resumes and CVs
 - Fall grant cycle closes on 10/3 and so far there are over 90 applicants
- Faculty Senate President Pamela:
- Raised some concern over communication of the quality metrics
 - Thanked Regent Hosmer for speaking at the last faculty senate meeting
- IV. Action Items:**
- A. Posthumous Degree, Derek Crook TAB B
Stephanie Hands, Director, Academic Advisement: Arts and Sciences
Derek Crook completed 80% or 106 hours
Motion to approve: Regent Overton
Second: Provost Abdallah

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

Thursday, October 2, 2014 – 1:00 p.m.

Roberts Room, Scholes Hall

Motion carried unanimously

B. Adoption of ASUNM/GPSA “Start by Believing” Resolution

TAB C

Amber Duke, GPSA Equity and Inclusion Chair

Jenna Hagengruber, ASUNM Vice President

Earl Shank, ASUNM Chief of Staff

Presentation Summary:

Goal: To change campus culture around sexual violence, increase reporting and reduce sexual violence overall.

Amber Dukes (GPSA), along with Jenna Hagengruber (ASUNM), and Earl Shank (ASUNM) presented on UNM adopting a resolution to become a “Start by Believing” (SBB) school. SBB is an awareness campaign intended to educate people on how sexual assaults are and should be handled when first reported or told to anyone. The campaign aims to make it easier for victims of sexual assault to feel more comfortable with reporting transgressions perpetrated against them.

The presentation included a list of services, support, educational deliverables and policies related to sexual assault that are all currently in place on campus. This list included things that are specific to UNM, resources from the city of Albuquerque, the state of New Mexico as well as federal mandates including Title IX and the Clery act. SBB was tied in with Clery and a brief explanation of some of the penalties for not being Clery compliant were brought up.

Statistical information was incorporated into the presentation detailing the assumed amount of sexual assaults on a college campus; direct connections from those statistics were drawn to UNM. It was requested that UNM become an SBB university. Future goals, training, and awareness efforts were laid out as potential next steps.

Discussion points during the presentation:

Sexual Assault Definition:

During the presentation Regent Hosmer asked for a clear definition of what sexual assault is. Summer Little from the Women’s Resource Center (WRC) defined sexual assault by NM state law. This created more discussion as NM law; Title IX and Clery all define sexual assault differently. The NM law did not account for unwanted touching or other avenues of sexual misconduct outside of unlawful penetration. Regent Hosmer would like a more clear definition of sexual assault added to the presentation that was more inclusive.

Statistical Data:

A discussion around the validity of the statistics used in the presentation regarding sexual assaults at UNM was brought up. The presenters could not fully articulate the conclusions they drew from the statistics they used. Summer Little (WRC) tried to clarify the statistics but the generalizations and conclusions drawn were still not concrete. Amber Dukes stated that she will be doing a survey for UNM regarding sexual assault in order to create more viable numbers for UNM. Amy Wohlert brought up sample bias and how anonymous surveys can lead to a lot of error because the survey data cannot always be confirmed and we should be careful of how we articulate those statistics.

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Thursday, October 2, 2014 – 1:00 p.m.

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Regent Comments:

Regent Overton:

Regent Overton had several comments, questions, and points of concern. The first was what the oversight was going to be. She had concerns that with the recent controversy regarding “Sex Week” at UNM. SBB will need oversight as well as a clear tie to other university units to ensure both validity and the appropriate branding, in order to and not cause the same stir that “Sex Week” has. Regent Overton, with the help of Diane Anderson, emphasized the fact that with all of UNM’s efforts the university needs to portray itself in the best light and be careful when dealing with controversial topics. Regent Overton wanted to make sure there would be clear oversight with SBB. Another concern was the future of SBB, since there was mention of future training as well as asking for potential legislation, Regent Overton wanted more information and clarification on how that would impact the university and what resources would be needed. Regent Overton finished by suggesting that the committee pass SBB through to the full Board of Regents but without a recommendation. She did applaud the presenters for tackling such a tough topic.

Regent Homser verbatim closing comments:

“Let me suggest a formulation, I think we’d all agree on. This should move forward in some positive way, I would like to think that we all agree that there are more parts to the entire picture and the preventive and constructive actions than the full menu presented. It’s a bigger issue including the feedback mentioned. This is a notion I’d like to try out. What if we, rather than as Regent Overton suggested, pass it along without endorsement, that we approve in principle the students proposal but ask that the administration bring forward an integrated plan, action plan, not just a plan plan but an action plan within a month. All of the moving parts and how they fit together of which your proposal and Start by Believing would be a discrete piece. Does this make sense? <Crowd “Yes”> I would ask the Provost to act as a responsible party to piece it together and I think Ms. Gonzales as the compliance person will probably have a piece of it as well but we will look to the Provost to be the lightning rod to attract all of the parts. Anyone improve on that?”

Motion to approve: Provost Chaouki Abdallah

Second: Pamela Pyle, Faculty Senate President

Motion passed unanimously

V. Information Items:

- | | |
|---|-------|
| A. Academic Affairs Results Oriented Management Process for FY15
<i>Kevin Stevenson, Director of Strategic Projects, Office of the President</i> | TAB D |
| <ul style="list-style-type: none">• See presentation materials | |
| B. Quality Metrics
<i>Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs</i> | TAB E |
| <ul style="list-style-type: none">• Presentation was only a sample• Not every aspect would apply to every college• The goal to put values to why the university is good• Help alleviate and support costs from new mandates and acts• Academic units would have their own metrics• Service units would have metrics similar to the ROM model | |
| C. Math Learning Lab (MaLL) Update | TAB F |

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS’
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Greg Heileman, Associate Provost for Curriculum

- It is a STEM indicator when students do well in college algebra
- Math 120 was the most important class on campus as it was core course as well as a prerequisite for STEM course
- Math 120 was split into Math 101, 102 and 103
- Math 120 had a high failure and re-take rate
- Math 103 now makes up the curriculum students struggled with in Math 120
- Student are having much higher success rates with both Math 101 and 102
- Studies need to be done to examine first attempts and obtaining a “C” or better
- Chemistry could be the next program to follow this model
- Most subjects could be taught this way
- This teaching concept could be an extremely effective strategic investment

D. UNM West Update

TAB G

Wynn Goering, CEO, UNM West, UNM-Los Alamos

Special Assistant to the President for Branch Affairs

- Both actual and projected enrollments are increasing
- Psychology is the next potential program to be added
- Space is extremely limited at UNM West
- Renovating existing space will be costly and would not add the needed space
- At some point more buildings will have to be added
- There is a misconception that UNM West is not considered part of main campus
- Wynn Goering was congratulated on his efforts

E. Massive Open Online Course (MOOC): Curanderismo: Traditional Medicine

TAB H

Eliseo “Cheo” Torres, Vice President for Student Affairs

- Students were from all the over the world (174 different countries)
- 17% of students were from countries with emerging economies
- 33,712 total enrollees
- 66% female vs 34% male

VI. Public Comment

N/A

VII. Adjournment – 4:06pm

Motion to adjourn: Pamela Pyle

Second: Regent Overton



Policy Office

MEMORANDUM

TO: Academic, Student Affairs, and Research Committee

FROM: Pamina M. Deutsch, University Policy and Administrative Planning Director *pmD*

DATE: October 24, 2014

RE: Proposed Revisions to Regents' Policies 4.7 ("Tuition and Fees") and 5.18 ("Endowed Faculty Chairs")

Proposed revisions to two Regents' policies, as discussed below, are being presented for your consideration.

- **Regents' Policy 4.7 ("Tuition and Fees")**

The proposed revisions to this policy were developed by a subcommittee of the Tuition Policy Review Committee, with input from students and other stakeholders, and in collaboration with the Budget Leadership Team.

- **Regents' Policy 5.18 ("Endowed Faculty Chairs")**

This policy was issued in 2005 with some unusual implementation language at the end, including a question. The proposed revisions eliminate the implementation language and include a few other minor revisions.



DRAFT OF 10-24-14

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 ~~setting annual~~ determining 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. 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 $\frac{\text{Formula Instruction and General Budgeted Expenditures, plus Mandatory Student Fee Revenue outside the I and G category, per FTE student. Formula I and G Budgeted Expenditures, plus Mandatory Student Fee Revenue Outside I and G}}{\text{Average Expenditure Per FTE Student Total Annual FTE Students}}$~~
- ~~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. $\frac{\text{Resident Undergraduate Tuition and Fees}}{\text{Student Share Average Expenditure Per FTE Student}}$~~
- ~~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 a 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 help the University repay the outstanding principal and interest on bonds sold by the University. The fee is calculated based upon the amount needed by the University to make required debt service payments. The fee is set at the time bonds are issued, and approved annually by the Regents.~~

~~Subject to authorization by the Regents, a student government fee is levied on each student, as specified in the Associated Students of the University of New Mexico Constitution and the Graduate and Professional Student Association Constitution.~~

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 10-24-14

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.

A debt service fee with two components, a facility fee and an enterprise resource planning project fee, is assessed to help the University repay the outstanding principal and interest on bonds sold by the University. The fee is calculated based upon the amount needed by the University to make required debt service payments. The fee is set at the time bonds are issued, and approved annually by the Regents.

Subject to authorization by the Regents, a student government fee is levied on each student, as specified in the Associated Students of the University of New Mexico Constitution and the Graduate and Professional Student Association Constitution.

References

UAP 8210 (“Tuition and Fees”)

UAP 1310 (“Student Fee Review Board”)



DRAFT OF 10-17-14

Regents' Policy Manual - Section 5.18: Endowed Faculty Chairs

Adopted Date: 06-14-2005

Applicability

This policy applies to the faculty of the University of New Mexico.

Policy

The quality of the faculty is one of the enduring hallmarks of a great institution. The University of New Mexico will have made great strides toward being a world-class institution when a large number of eminent scholars across many different areas of study are members of our faculty.

An endowed chair is an honor that can be bestowed on a scholar of distinction. This honor will allow an individual to conduct meaningful inquiry that will expand the frontiers of knowledge and instruct generations; as a result, the reputation of the University will be enhanced. An endowed chair is a singular opportunity to recognize and sustain innovative intellectual work. The income derived from such an endowment can be used to provide salary support or to fund specific laboratory or other scholarly expenses.

The Role of the University of New Mexico Foundation

An endowed chair may be established by a gift or conferred pledge of \$1.5 million. When the University of New Mexico Foundation (UNM Foundation) becomes aware of a donor's wish to establish an endowed chair, the UNM Foundation will communicate the intent of the donor to the President of the University, the Provost and Executive Vice President for Academic Affairs, and the Chancellor for Health Sciences. Upon approval by the President, the UNM Foundation will oversee the details of the gift pledge and will ensure that a fundamental agreement is drafted. A resolution proposal by the UNM Foundation will be forwarded to the Board of Regents Academic and Student Affairs Committee. Appropriate University offices will receive copies of fundamental agreements and resolutions. The Board of Regents' Academic, ~~and~~ Student Affairs, [and Research](#) Committee will, if approved, forward the resolution to the Board of Regents for action.

The Role of the Regents of the University of New Mexico

The Board of Regents, as the governing body of the University, will act to approve both the establishment of a chair and its holder. In both cases their action will be preceded by review and approval by the Board of Regents' Academic, ~~and~~ Student Affairs, [and Research](#) Committee. ~~(These actions can occur simultaneously or at different times.)~~

Once the candidate to hold the chair has been approved by the Board of Regents, the University will take steps to invest in that individual and the chair. This ceremonial occasion would bring together the donors responsible for creating the chair, other donors and friends of the University, ~~with~~ friends and family of the chair holder, friends and board members of the University, and, if appropriate, invited guests who share scholarly interests with the chair holder to celebrate with members of the academic community. Venues for such an event may vary; possible examples include the Alumni Memorial Chapel, the Student Union Building, or on some occasions the outdoors. The UNM Foundation will be responsible for planning and executing the event.

Role of the Provost and Executive Vice President for Academic Affairs [and Chancellor for Health Sciences](#)

The Provost and Executive Vice President for Academic Affairs [and the Chancellor for Health Sciences](#) should ensure that chair holders provide a report of their activity during the course of an academic year. This ensures the academic integrity of the chair and also provides the donor with information on

the positive outcomes of his or her gift.

Implementation

~~The University should seek to initiate this program for the academic year 2005-2006.~~

- ~~1. The UNM Foundation should not be in the position to dictate how funds are spent. There should, however, be some guidelines in place for how funds derived from an endowed chair are used.~~
- ~~2. At present, there are seventeen endowed chairs that conformed to guidelines approved and in place at the time of their creation. There is one chair that has been created at the \$1 million level. However, it should be noted that going forward all chairs should be at the \$1.5 million level.~~
- ~~3. Thought and consideration must be given as to when to "start this process." (Would it be appropriate to honor all those currently in place at one event than to carry on one at a time from here on out?)~~

References

Naming University Facilities, Spaces, Endowments, and Programs, [RPM 2.11](#);
Receipt and Investment of Gifts to the University, [RPM 7.13](#).

Introductory Studies Update

Regent's Academic/Student Affairs & Research Committee

November 6, 2014

NM Administrative Code

TITLE 5: POST-SECONDARY EDUCATION

CHAPTER 3: POST-SECONDARY EDUCATIONAL INSTITUTION FINANCES

PART 12: INSTRUCTIONAL FUNDING

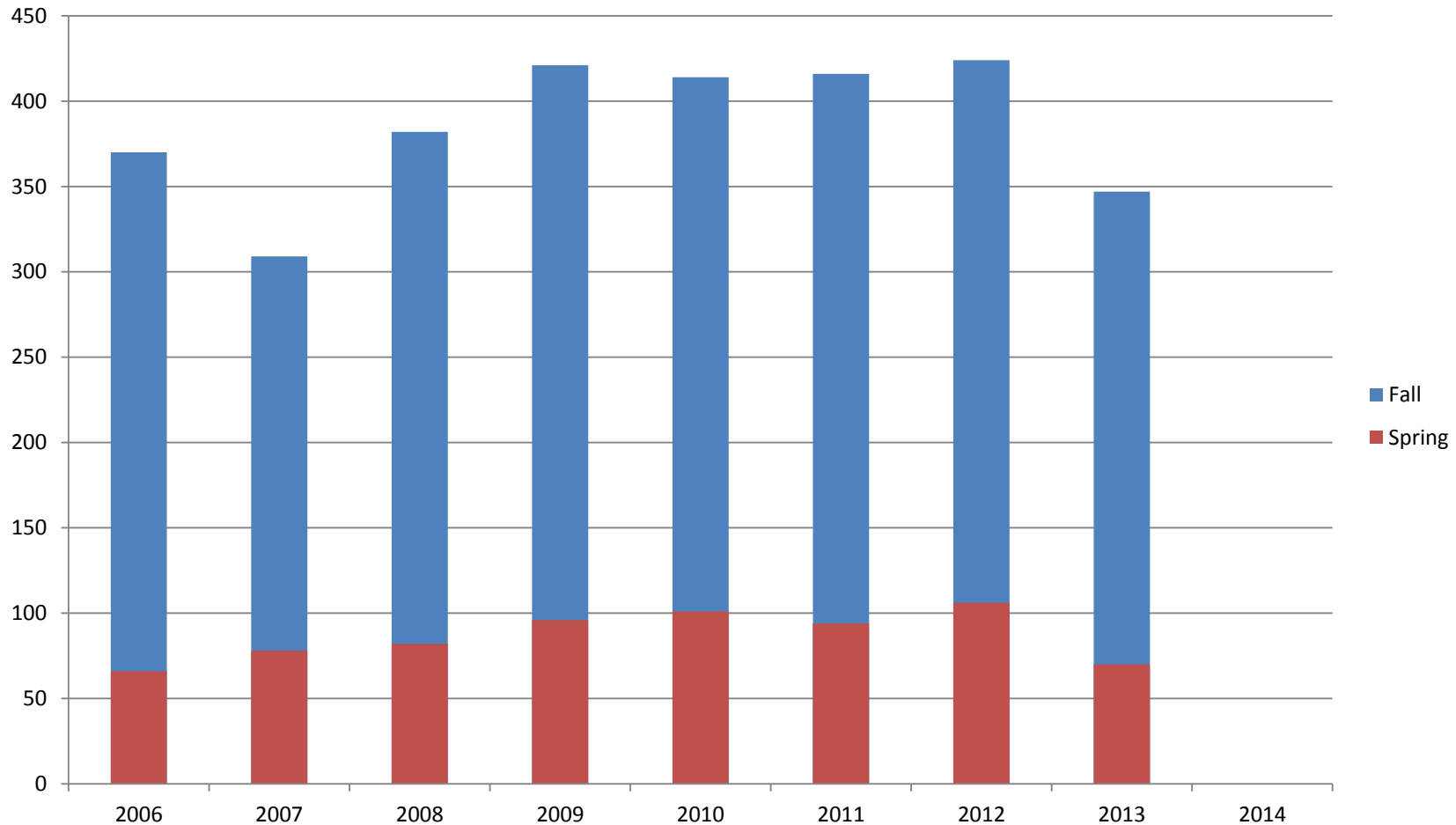
Section 5.3.12.9

Developmental credit: Developmental course credits are not eligible for funding credit at the doctoral institutions, nor for degree or certificate credit at any institution.

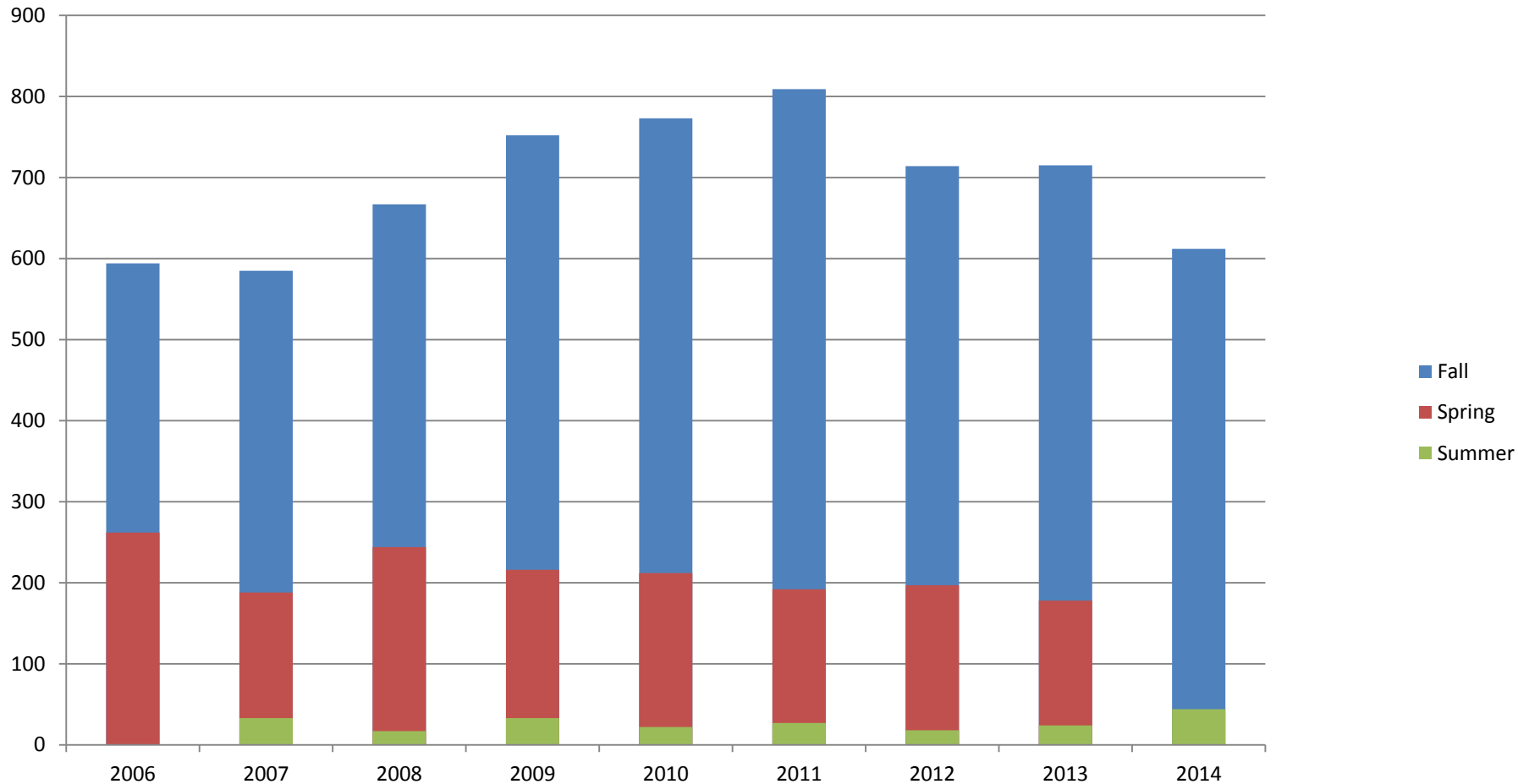
UNM/CNM Agreement

- CNM has taught introductory studies courses for UNM students on the UNM campus:
 - **ISE 100 – Essay Writing** (Prerequisite for ENGL 101)
 - **ISM 100 – Algebraic Problem Solving** (Prerequisite for Math 101)
 - **ISR 100 – Reading and Critical Thinking**
- Offered on a CR/NC basis only.
- UNM receives the General funding formula (Tuition and Fees).
- CNM receives the Instructional and Instructional

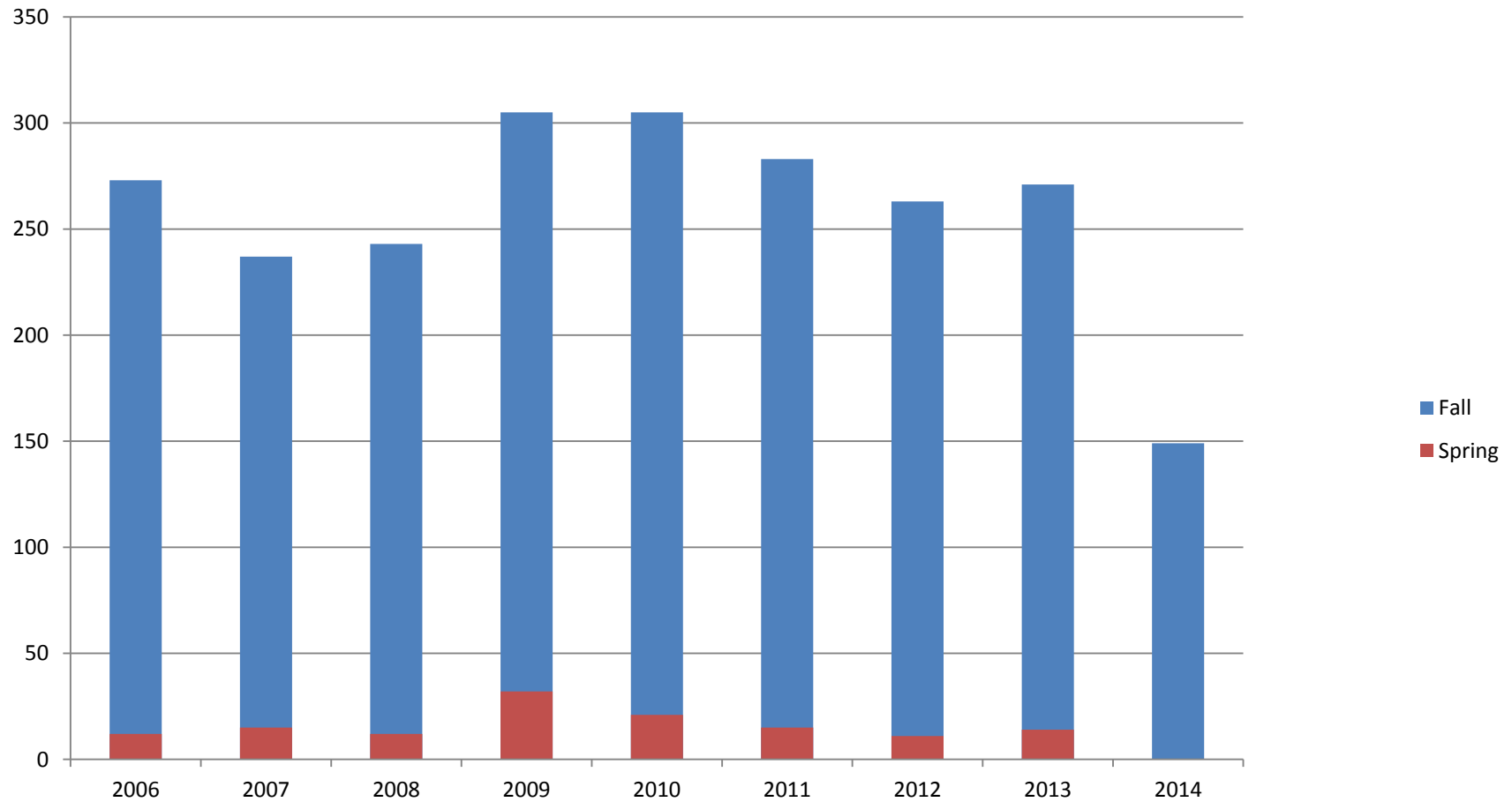
ISE 100 Enrollments



ISM 100 Enrollments



ISR 100 Enrollments



High Performing Schools

What do high performing schools have in common?

1. Their leaders make sure student success is a campus-wide priority.
2. They collect data on student success, and they act upon it.
3. They create clear student pathways to success.
- 4. They take on introductory and developmental classes.**
5. They don't hesitate to demand and require.

Kati Haycock, President, The Education Trust

Developmental Needs

Remediation: Higher Education's Bridge to Nowhere, Complete College America, 2012.

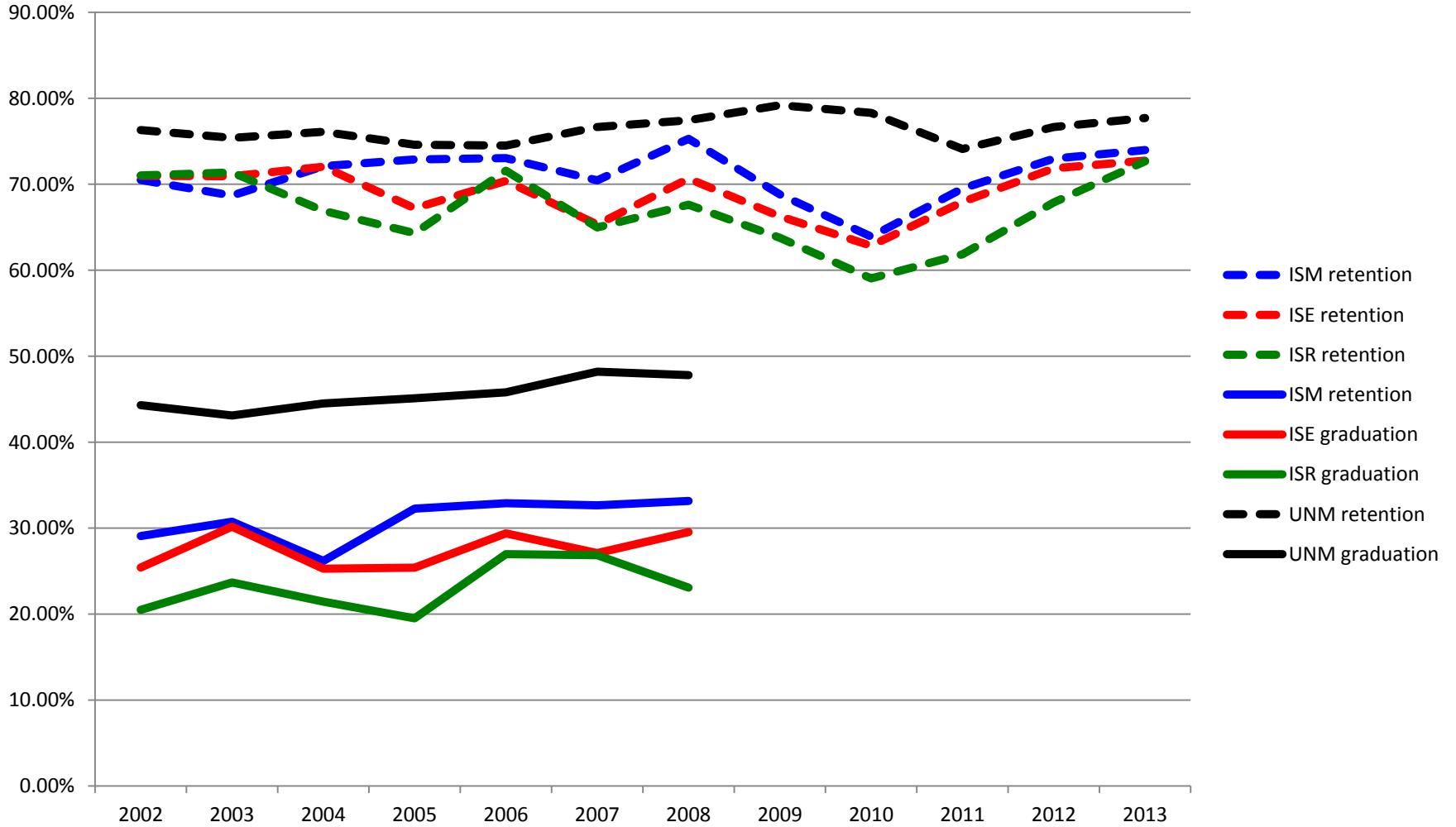
(<http://completecollege.org/docs/CCA-Remediation-final.pdf>)

Findings:

- Remediation is a broken system.
- End traditional remediation:
 - Use co-requisite models instead.
 - Start many more students in college courses with just-in-time support.

IS Success Rates

Retention and 6-year Graduation Rates



IS Changes

IS courses will no longer be offered at UNM:

- ISE 100 → ENGL 111-112 Series (Stretch English)
ENGL 113 (Studio English)

This has already happened

- ISR 100 → UNIV 102 – Critical Text Analysis
Integration into ENGL 110/111

Under development

- ISM 100 → UNIV 102 – Quantitative Reasoning
(Use of ALEKS, better math placement)

Under development

Progress to Date/Timeline

ENGL 111-112, 113*

- Half way through the experiment.
- Piloted last year, fully implemented this year.
- Good data will be available this summer.

UNIV 102 – Critical Text Analysis*

- First offering, Fall '15.

UNIV 102 – Quantitative Reasoning*

- Use of ALEKS, better math placement, happening now (reported last meeting).
- First offering of UNIV 102, Fall '15.

* All are credit bearing

Differential Tuition Update

**Academic, Student Affairs and
Research Committee**

November 6, 2014

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

Current Policy and Approval Process

The University Administrative and Procedures Manual, Policy 8210: Tuition and Fees does not currently have a section regarding differential tuition and a process for approval.

- **The current policy and process for approval:**
 - Does not clearly define qualifying characteristics to justify a differential tuition
 - Lacks guidelines on how differential tuition should be assessed to students
 - Has a compressed processing timeline for reviewing and approving requests, so involvement is minimal for students and other constituents

Tuition and Fee Policy Committee

In Fall 2013, the Tuition and Fee Policy Committee was tasked by the Provost to work on an addition to Policy 8210: Tuition and Fees, to include a section for differential tuition.

- **The committee included student representatives, deans, faculty and administrators**
- **Per the Provost, the policy was to include the following:**
 - Define differential tuition
 - How differential tuition is assessed to students
 - What qualifies differential tuition to be charged
 - Approval process and timeline
 - How differential tuition is collected and distributed
 - Accountability to students
 - Review process

Proposed Differential Tuition Policy

The Tuition and Fee Policy Committee proposed the following revisions to the policy:

- **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 experimental learning opportunities
 - Programs with licensure requirements
 - Programs with expenses above typical costs of undergraduate and graduate instruction

Proposed Differential Tuition Policy cont.

- **Review and Approval Process:**
 - Differential Request Form and Guidelines were created to assist units with their requests and simplify the review process
 - An extended timeline for requesting differential tuition was established:
 - » Requires units to post the proposed request to their website for constituent comments for at least 30 days prior to submitting the final request to the Provost or Chancellor
 - Units with existing differential tuition will be required to justify their differential tuition within 90 days from the effective date of the pending policy revision

Proposed Differential Tuition Policy cont.

- **Accountability to Students:**
 - Proposed and approved requests will be accessible online to provide transparency to students
 - There will be a required review every 3 years to ensure continued justification of the differential tuition
- **Financial Aid Set Aside:**
 - Strongly encourages units to set aside a portion of the differential tuition collected for need-based aid
 - A plan for providing need-based financial aid must be submitted with the Differential Tuition Request Form

Proposed Policy Next Steps

- **30-day campus review and comment period for the proposed policy revisions ended 11/4/14**
- **Minor changes will be made to the draft policy due to comments received during the review and comment period**
- **After the Executive Vice Presidents endorse the final draft, and President Frank approves it, the revised policy will be issued by the Policy Office**
- **Approval process this year:**
 - Although the policy is still pending approval, Academic Affairs will move forward with the extended timeline and process for approval to ensure transparency on any requests submitted for academic year 2015-2016
 - Initial requests for academic year 2015-2016 were due to the Provost on 11/3/14

Units with Existing Differential Tuition Academic Year 2014-15 Rates

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

FY14 Differential Tuition Revenue

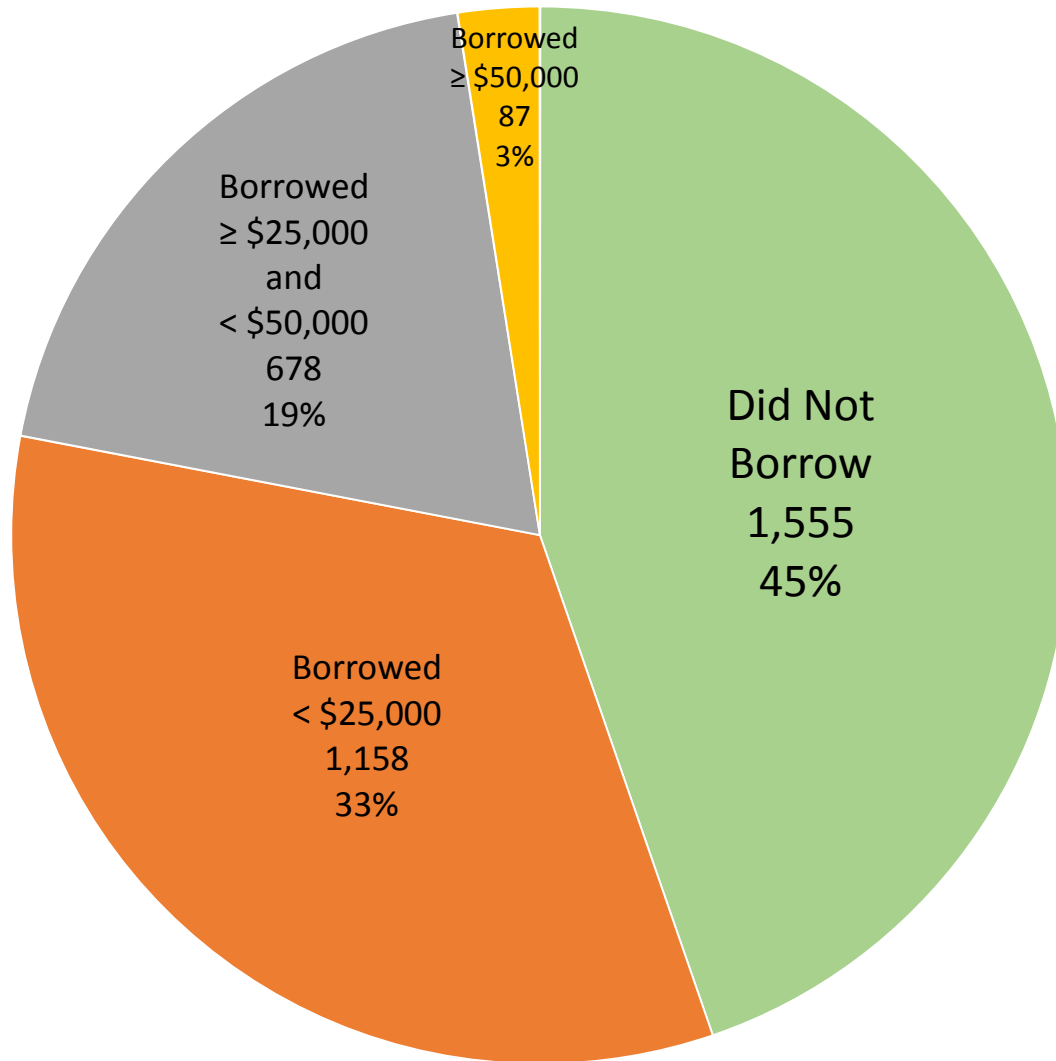
School/College or Program	FY14 Differential Tuition Revenue
Anderson School of Management	\$ 1,790,803
School of Law	\$ 3,033,530
School of Public Administration	\$ 156,863
School of Architecture and Planning	\$ 216,382
Speech and Hearing Sciences (1)	\$ -
College of Nursing	\$ 2,156,111
College of Pharmacy	\$ 3,070,535
Occupational Therapy	\$ 112,700
Physical Therapy	\$ 566,532

(1) New differential tuition beginning Fall 2014.

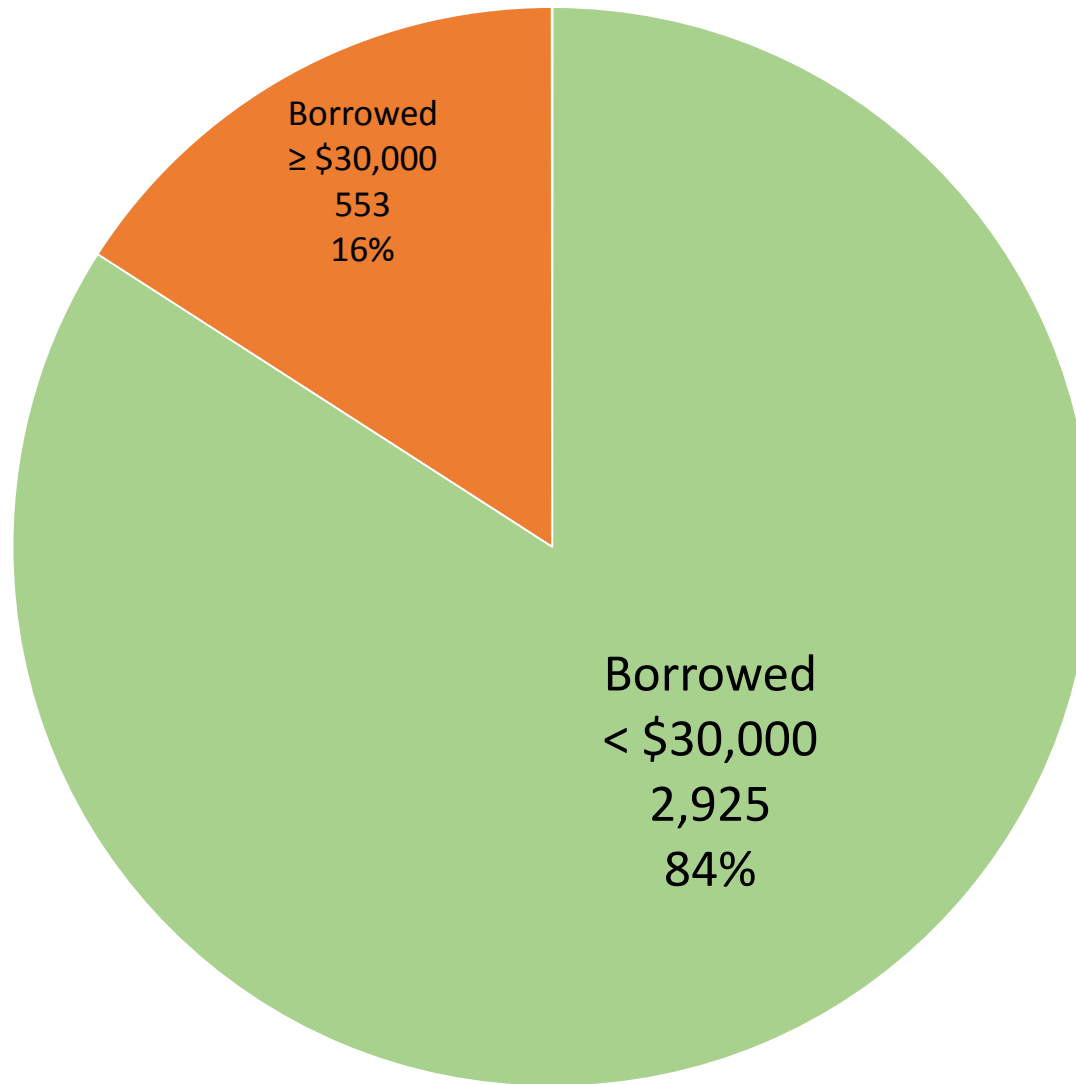
UNM Student Debt Key Questions

- How many borrow?
- How much do they borrow?
- Do they pay it back?
- What are contributing factors?

1. How many borrow?

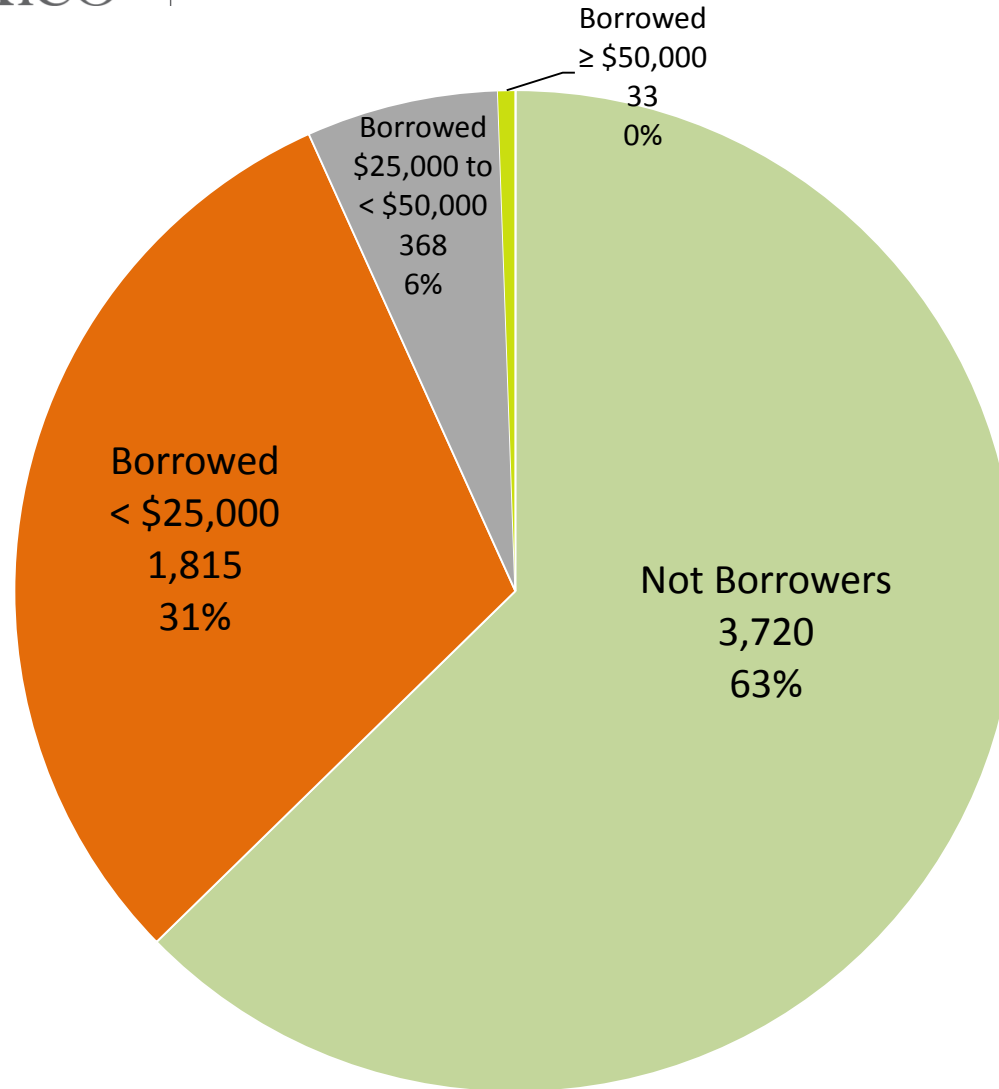


Student loan debt of the 3,478 students graduating with bachelor degrees in ay 2013



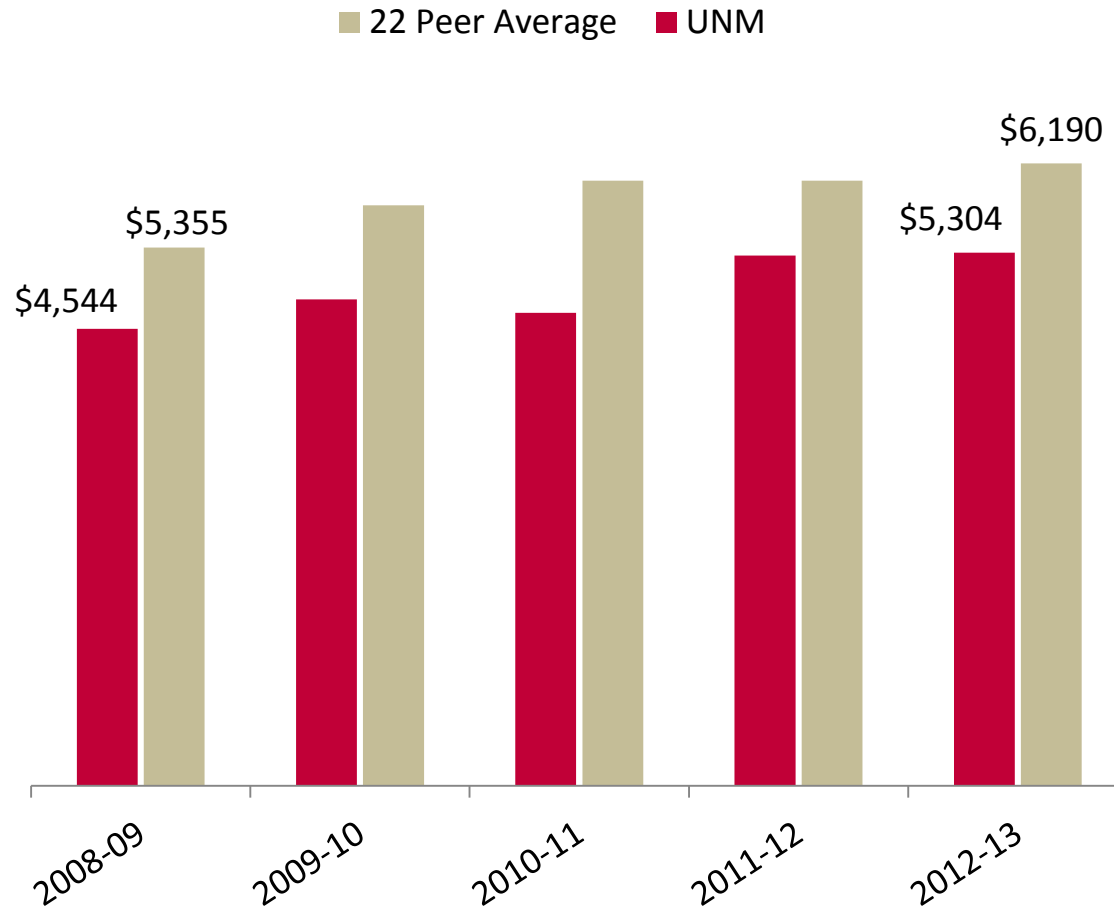
Average among ay 2013 grad borrowers = \$23,071

Average among all ay 2013 grads = \$12,867



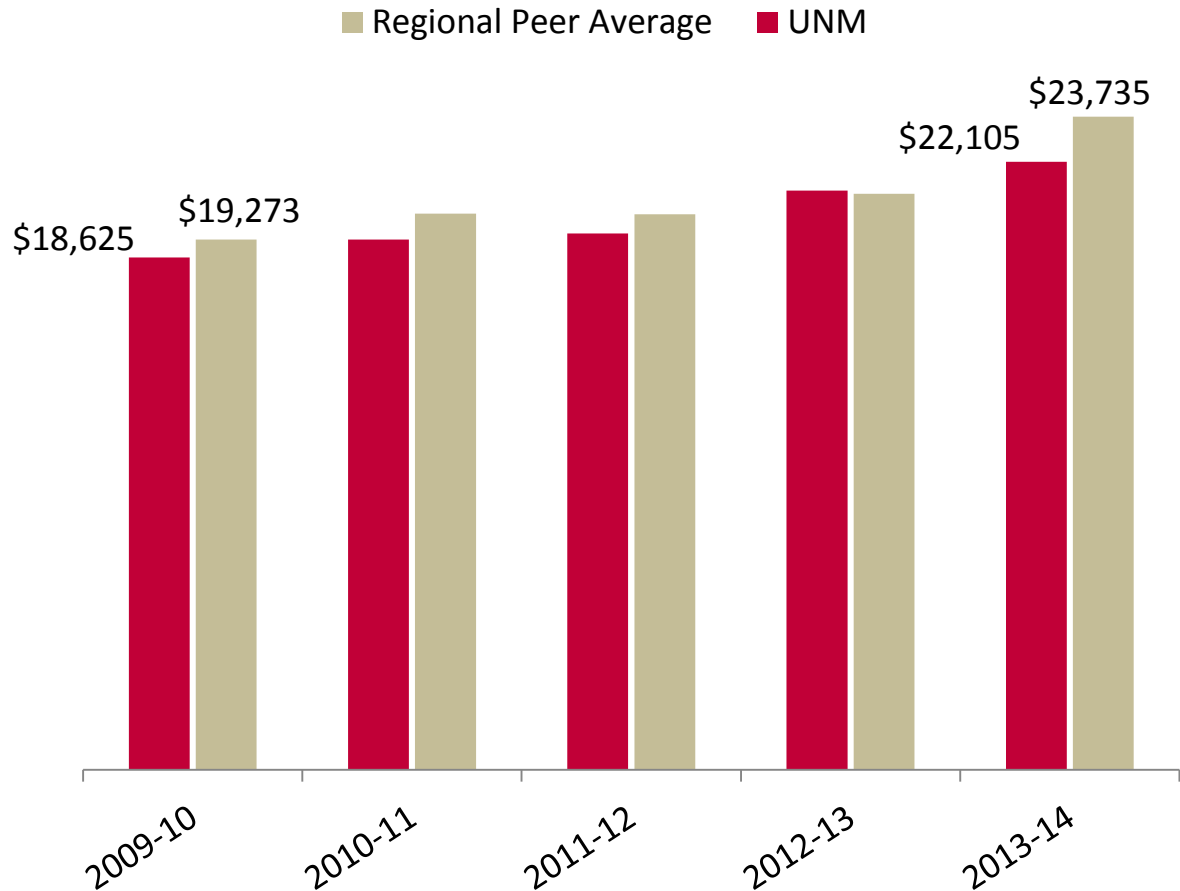
Borrowing data for 5,936 beginning freshmen of 2006 and 2007 through Summer 2014
50% of these students have graduated

UNM First-time Student Borrowing Compared to 22 Peers



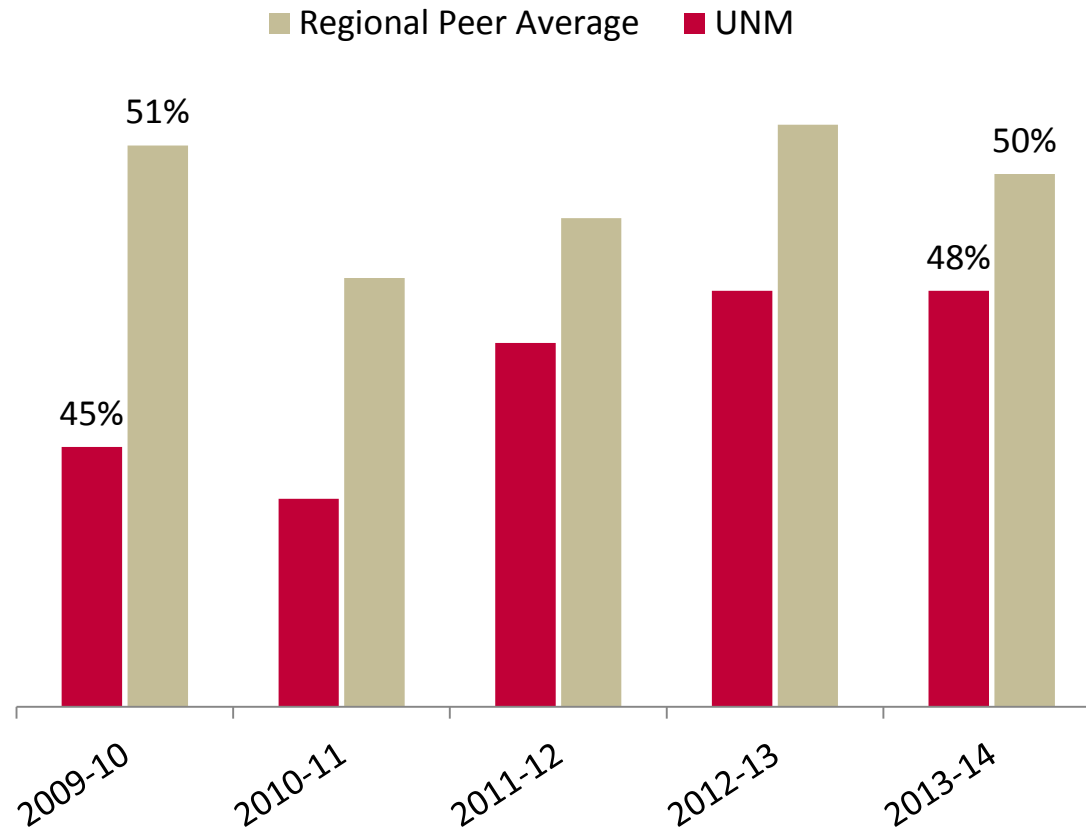
First-time UNM students also borrow substantially less than those at peer institutions. This average includes only those borrowing and amount in first year.

Student Debt of Graduates Compared to Regional Peers



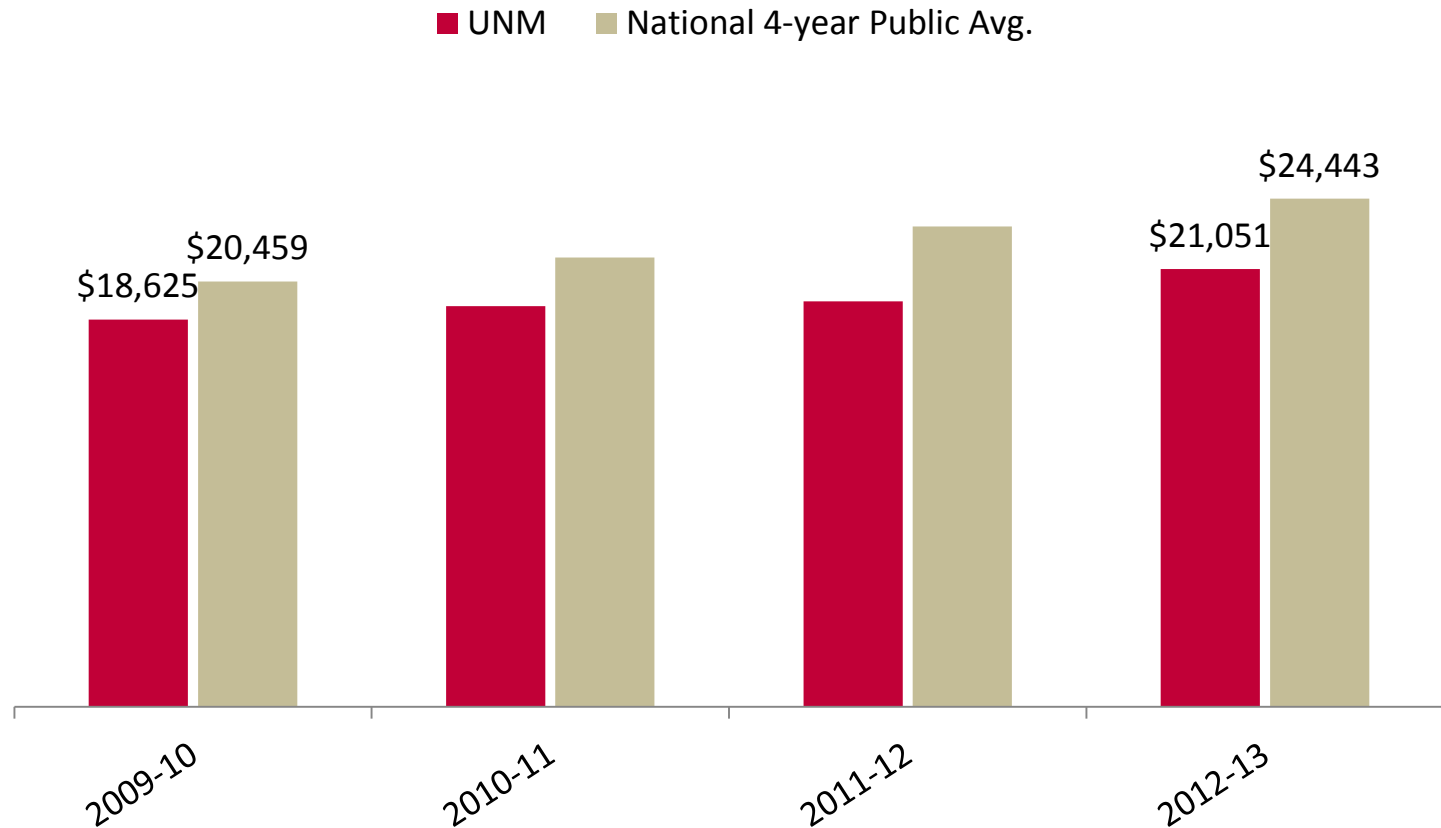
UNM's student debt per graduate who borrowed is lower than regional peers and much less than the national public 4-year average.

% of Graduates Who Borrowed Compared to Regional Peers



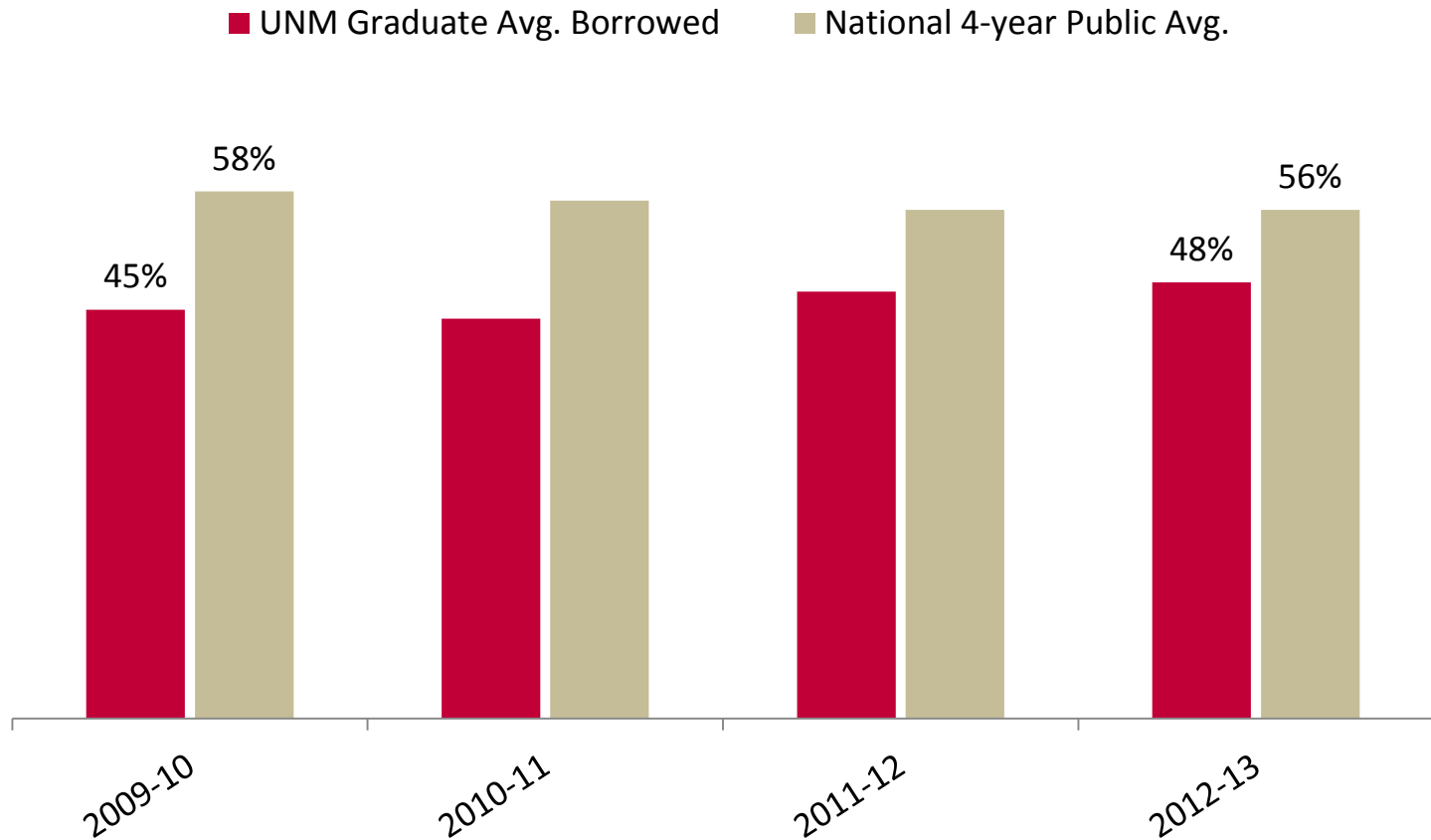
In relation to the previous slide, less than $\frac{1}{2}$ of UNM first time cohort students borrowed prior to graduation.

Avg. Debt of UNM Grads Compared to Nat'l 4-year Public



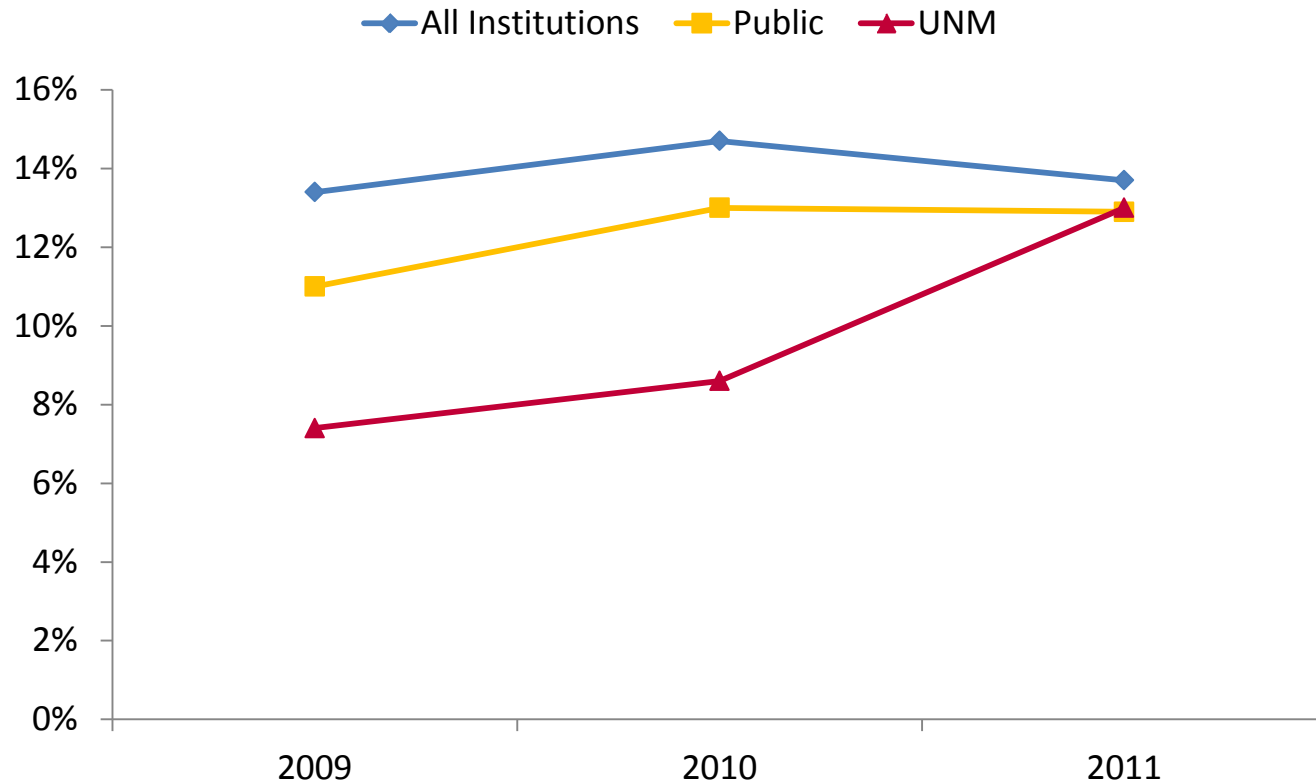
UNM graduates have less debt than the national average for public 4-year and above institutions. This average includes only those borrowing.

% of Graduates with Student Debt



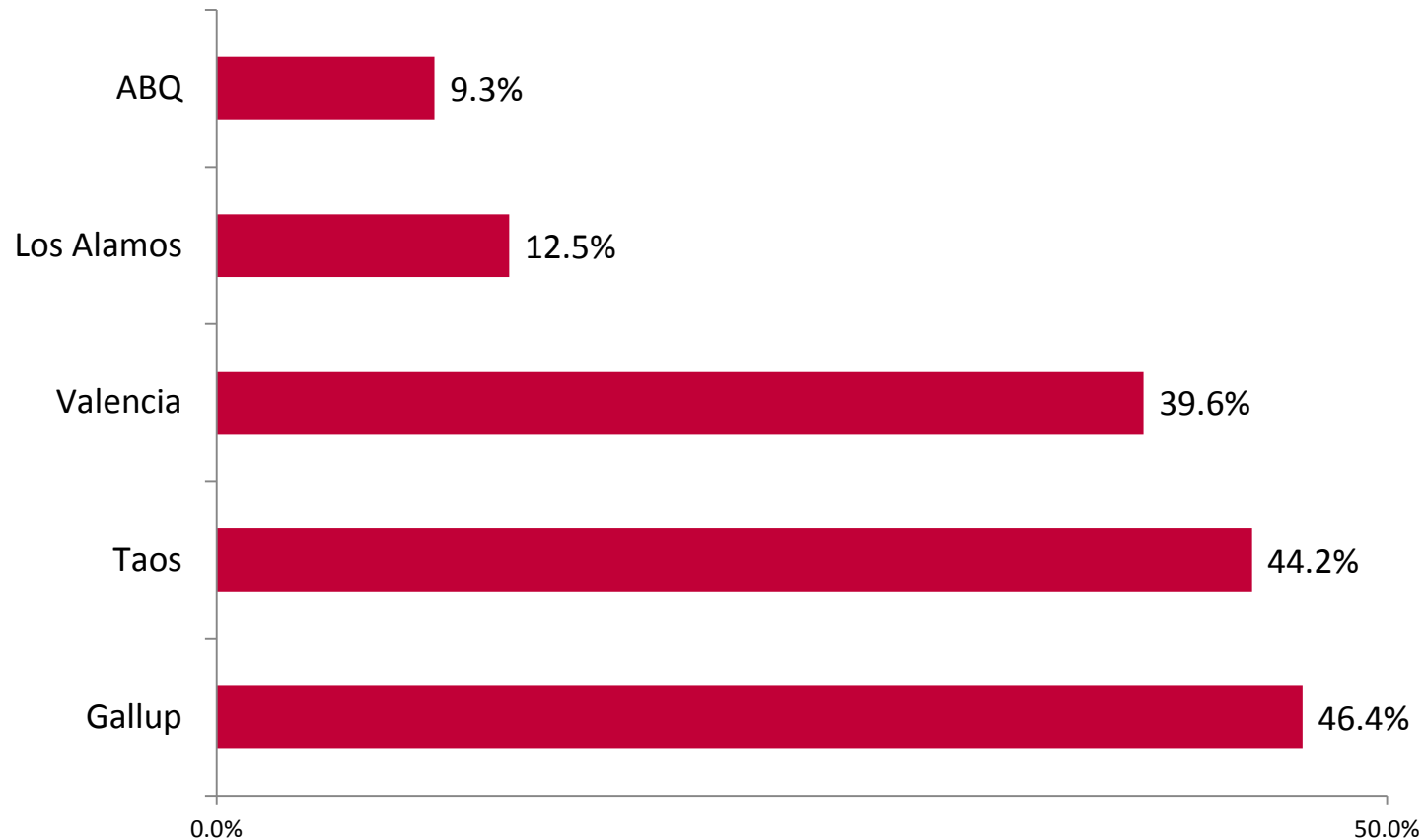
A smaller percentage of UNM graduates borrow than the national average for public 4-year and above institutions.

Student Loan 3-year Cohort Default Rates

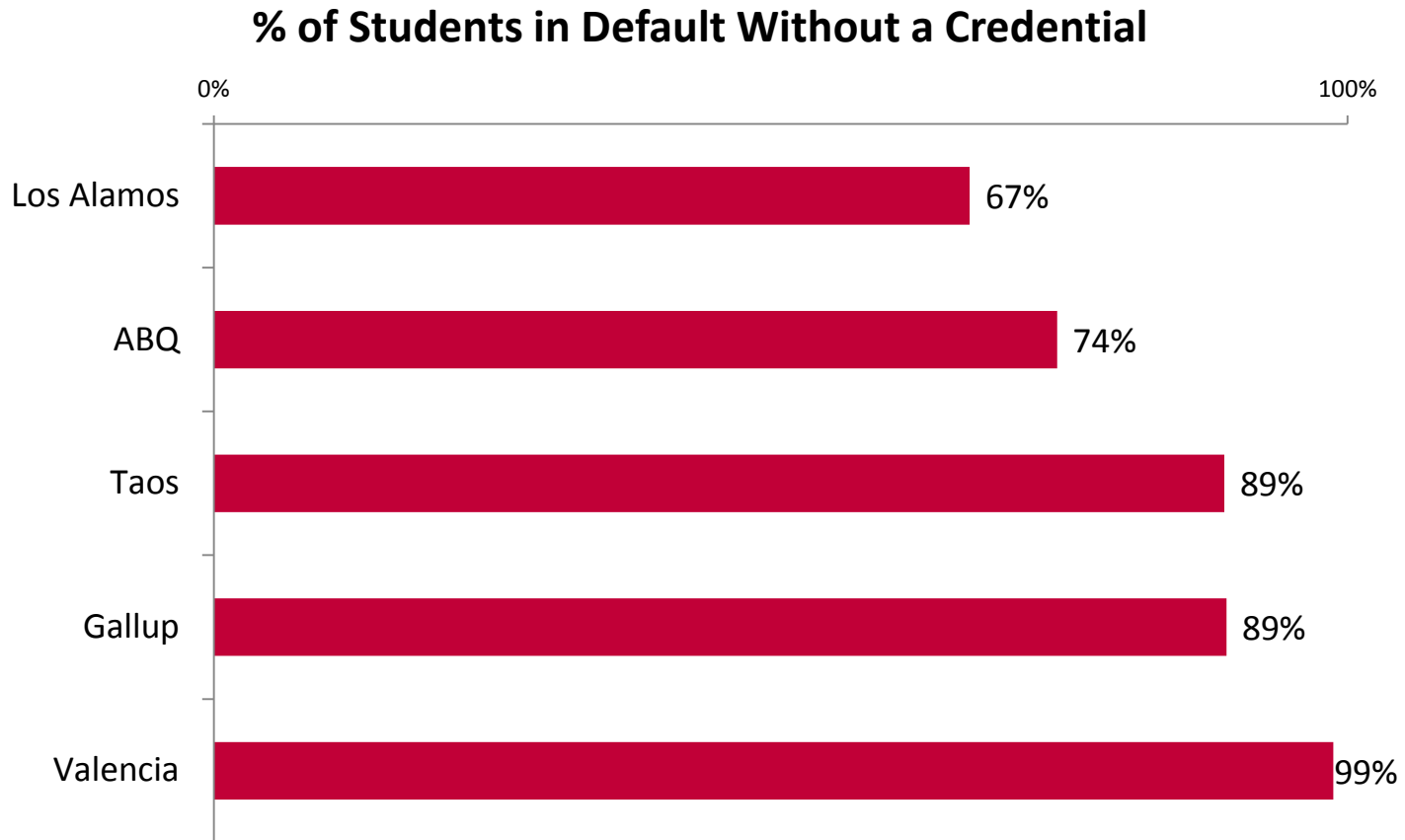


Student loan default rates have increased substantially. The 2011 cohort was larger and there were more defaults. Main Campus had about 4 defaults for every 10 cohort additions and branches had approximately 8 defaults for every 10 students added.

Student Loan Default Rate by UNM Campus



Branch campus defaults follow a trend of relatively low numbers of borrowers with high default rates. Branch financial aid is part of the UNM Title IV participation agreement and are therefore calculated in the overall UNM default rate. If independent, two branches would face the possibility of immediate suspension of Title IV financial aid assistance due to default rates over 40%.



80% of students who default did not earn a credential at UNM. The Branch impact of not completing a credential is more devastating with the exception of Los Alamos who has a very small *n*.

Update on Sexual Assault & Awareness Efforts
Helen Gonzales, Chief Compliance Officer

No Supplemental Materials

UNM Divestment Going Fossil Free



350.Org NM

Nov 6, 2014
Tom Solomon

www.gofossilfree.org





Results of 8/14/14 Divestment Meeting

Quotes from Pres. Frank:

- We are about new ideas and this is a good idea.
- Appreciate that you have come to us with a **reasonable, incremental approach to divestment**. We can work with that.
- We need to get you in front of the Board of Regents and the UNM Foundation.





Agenda

- Divestment & the UNM Divestment Petition
- Climate Change Science, in brief
 - Primary source: www.climate.nasa.gov/evidence/
- Financial Case for Divestment



UNM Divestment Petition

UNIVERSITY OF NEW MEXICO: GO FOSSIL FREE!

To President Frank,

“Because it is unconscionable to pay for our education with investments that will condemn the planet to climate disaster, we call on the University of New Mexico to:

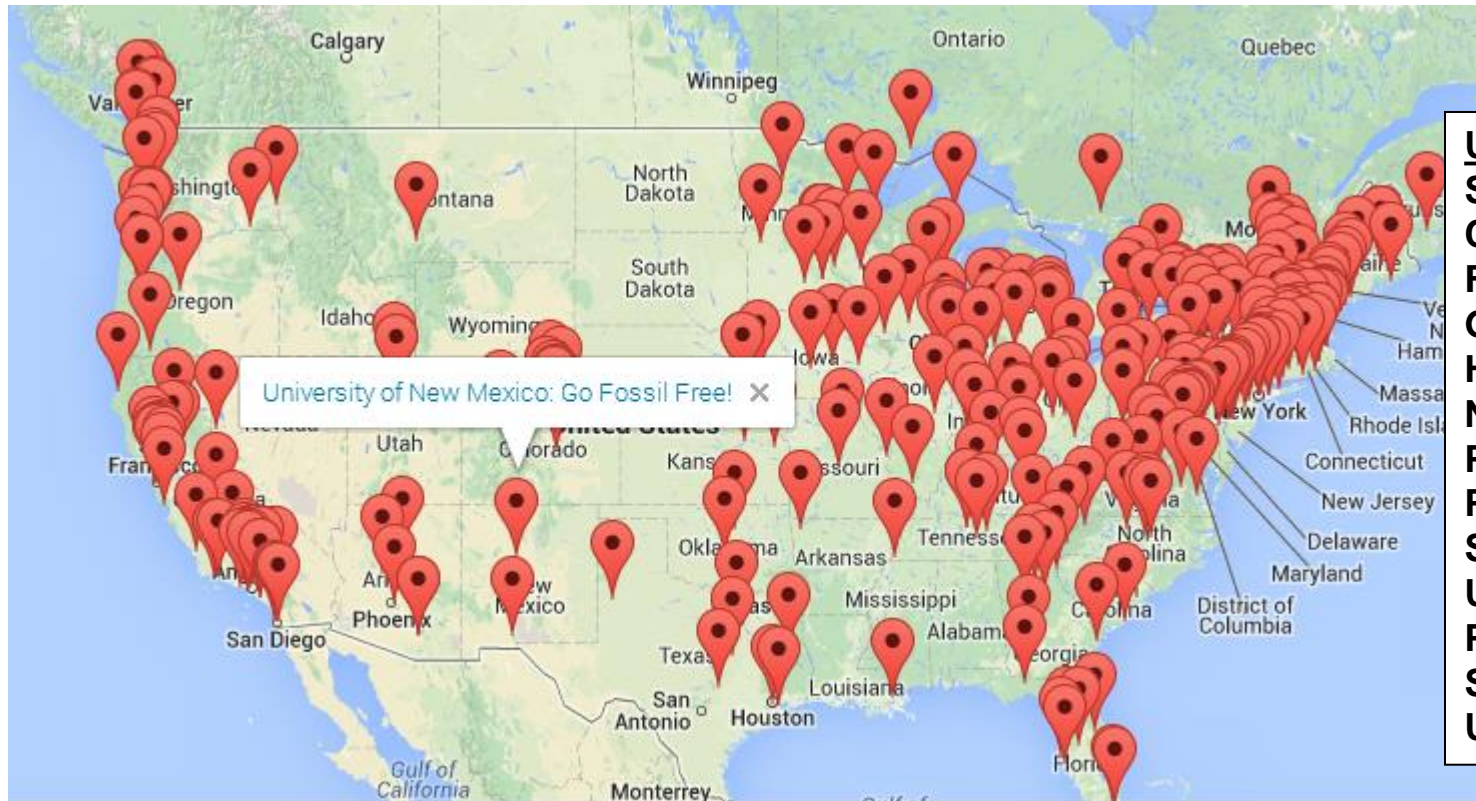
1) immediately freeze any new investment in fossil-fuel companies, and

2) to divest within five years from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.”

2,950 have signed



500 Divestment Campaigns



- US Colleges Divesting:**
- SF State U (CA)
 - C of Atlantic (ME)
 - Foothl-DeAnza (CA)
 - Green Mtn C (VT)
 - Hampshire C (MA)
 - Naropa U (CO)
 - Peralta C (CA)
 - Prescott C (AZ)
 - Sterling C (KS)
 - Unity C (ME)
 - Pitzer C (CA)
 - Stanford U (CA)
 - U of Dayton (OH)

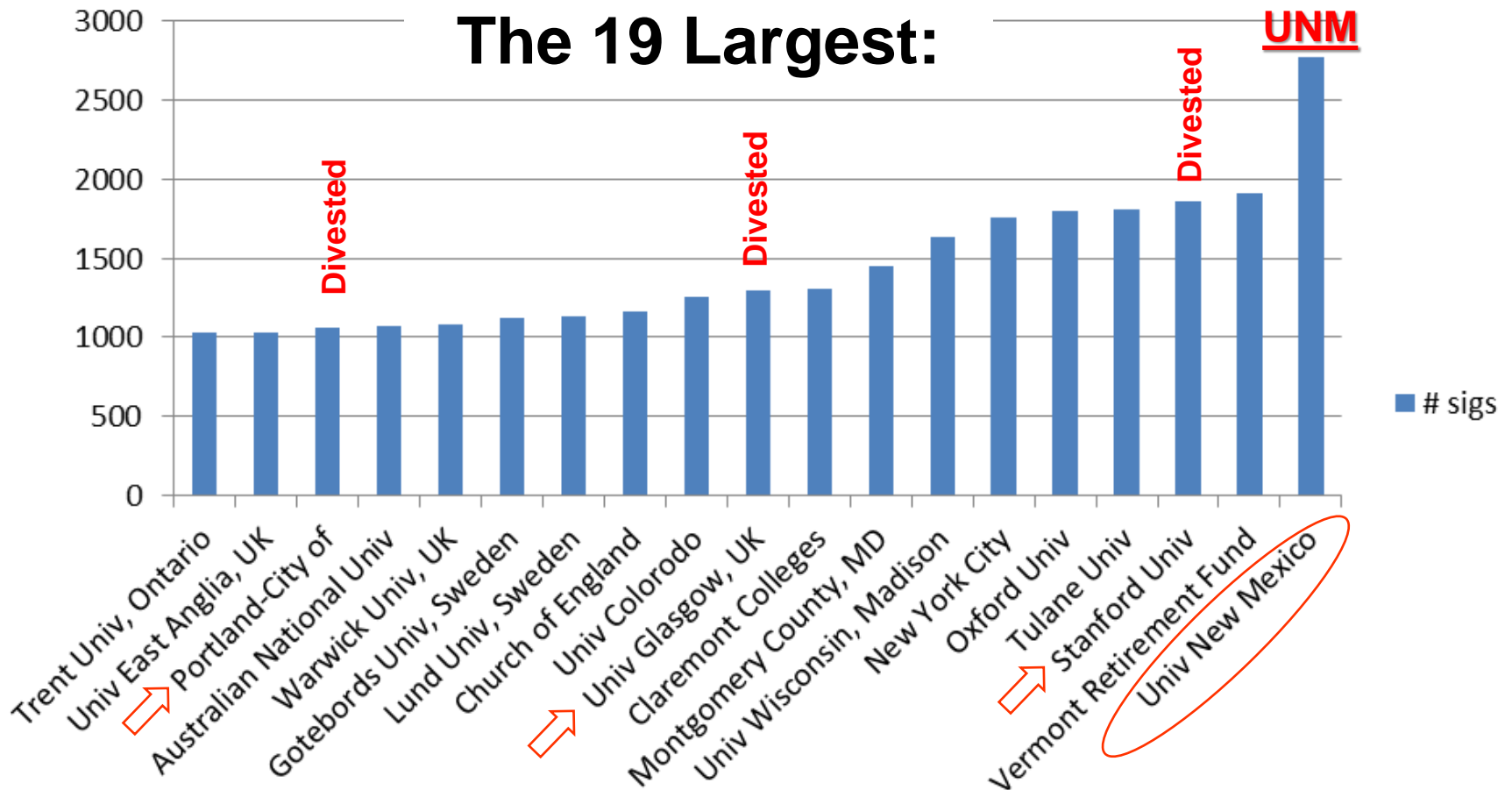
- 500 active campaigns exist in the US and Canada
- Divestment commitments already made in **13** US colleges & universities, **32** US cities and **50** religious institutions



UNM Tops All Divestment Petitions World-wide

350.org Worldwide Divestment Petitions- # Sigs

The 19 Largest:



As of 9-24-14



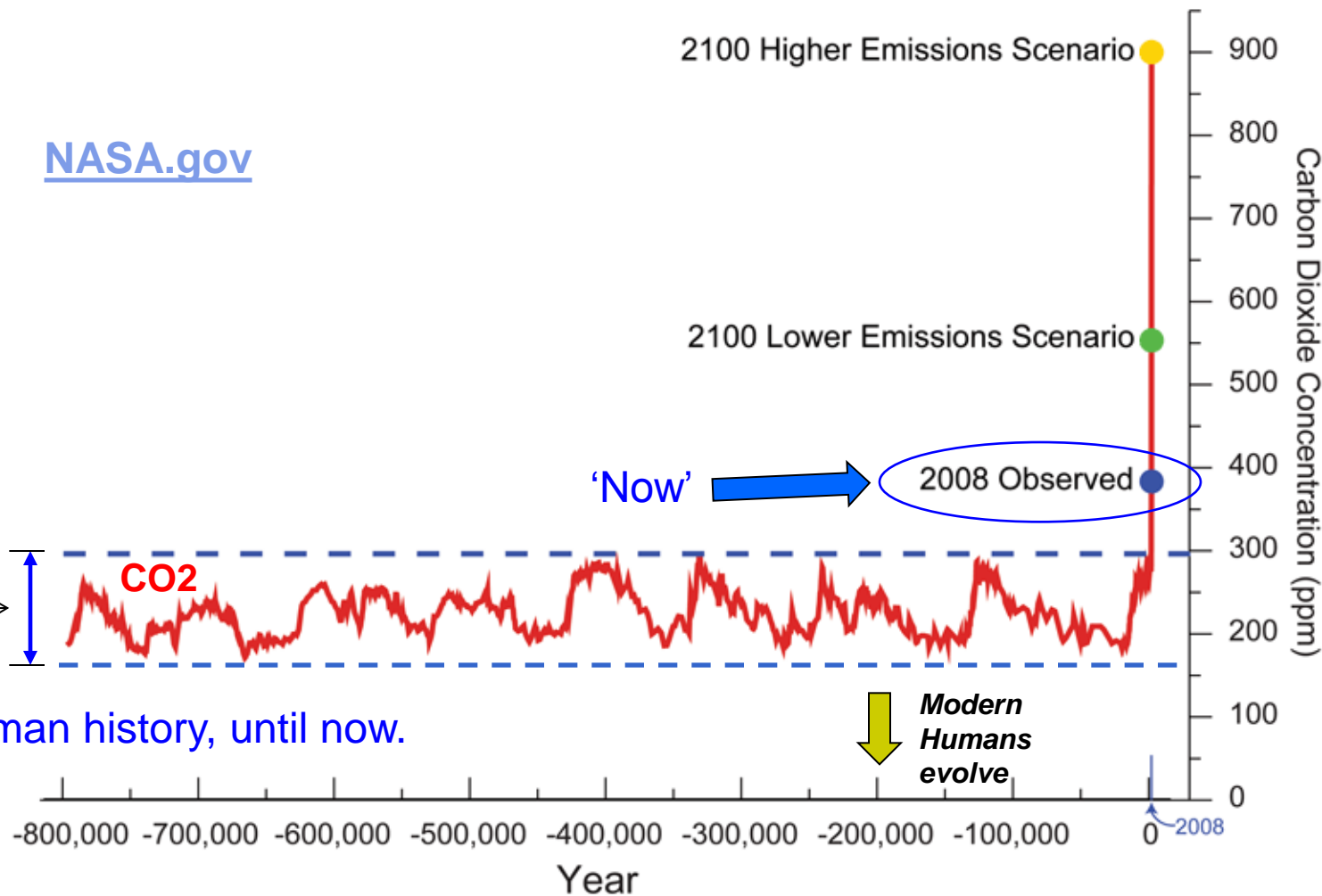
Fossil Fuel Lobbying: \$213M/yr

- Fossil fuel industries spent \$213 million lobbying U.S. & European Union decision makers in 2013
 - Per an Oxfam International [report](#) published 10/17/14.
 - \$160M in the US alone
 - **Lobbying is to prevent putting a price on carbon emissions, to maintain industry subsidies and slow a transition to renewable energy**
- UNM should cease investing in these companies



CO2 Levels: Higher Now Than Any Time in Human History

NASA.gov



<https://www.ncdc.noaa.gov/indicators/>

http://climate.nasa.gov/key_indicators

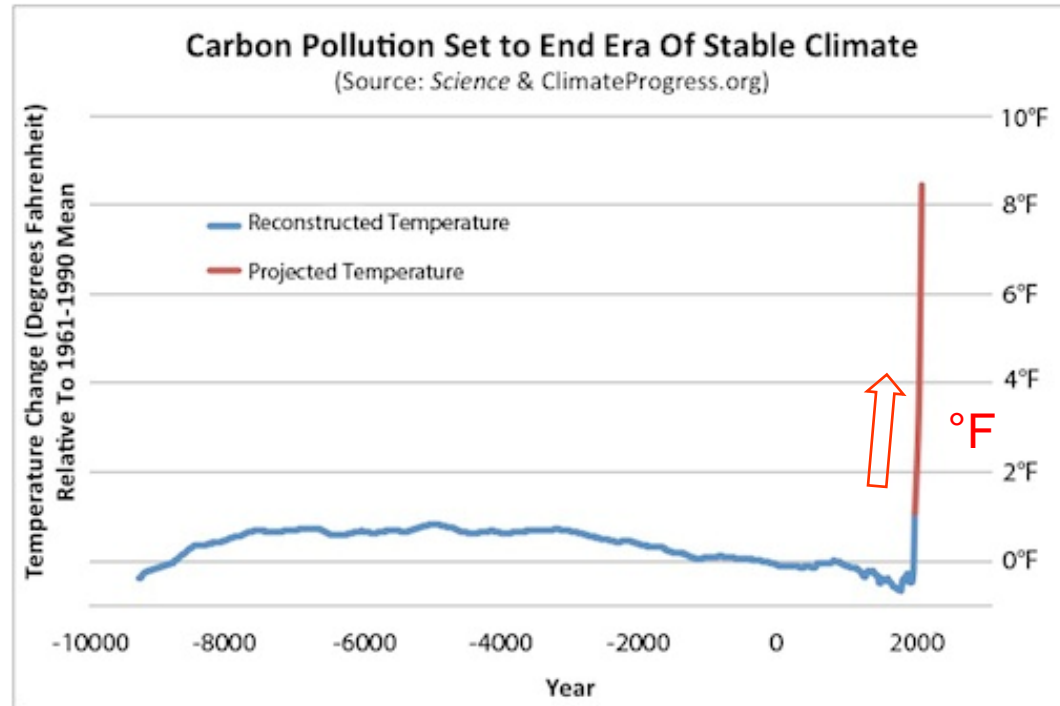
<https://scripps.ucsd.edu/programs/keelingcurve/>



Warming Forecasts Are Catastrophic

- The IEA forecasts a civilization-ending 6°C (10.8°F) warming by 2100 if we keep on our current path.
- All major governments agree that warming must be kept **below 2°C (3.6°F)** to avoid catastrophe.
- This requires 80% of fossil fuel reserves to be left in the ground.

New Science Study Confirms 'Hockey Stick': The Rate Of Warming Since 1900 Is 50 Times Greater Than The Rate Of Cooling In Previous 5000 Years

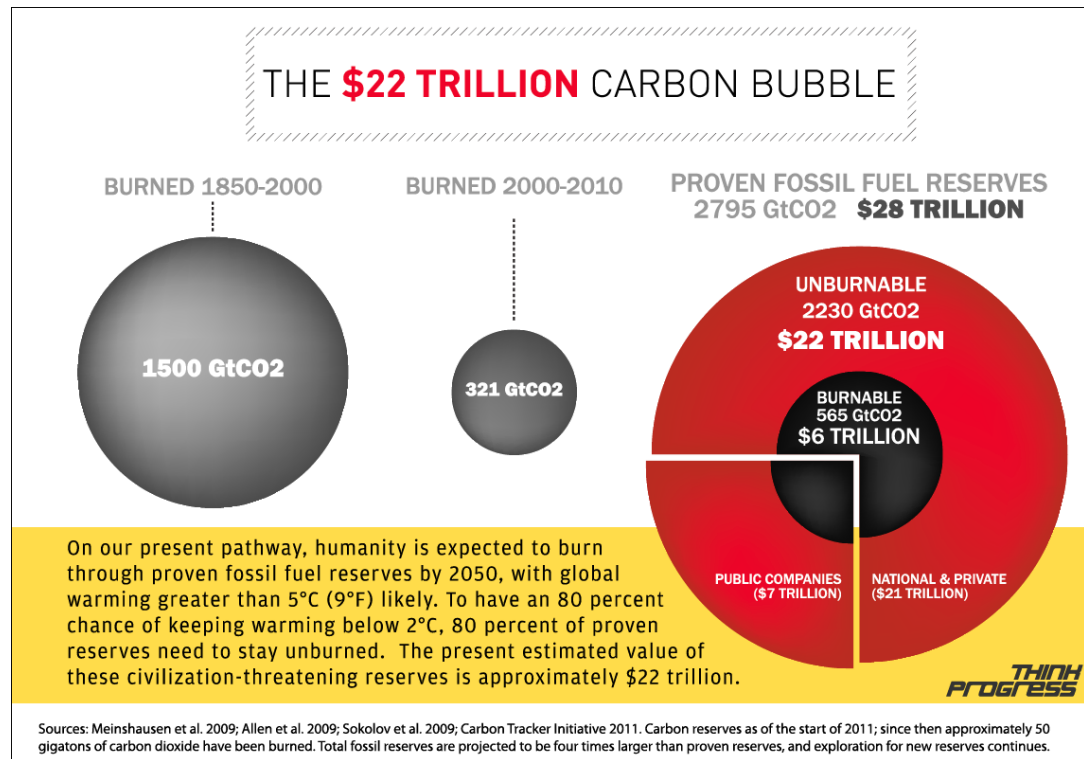
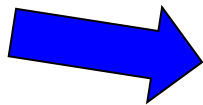


Temperature change over past 11,300 years (in blue, via Science, 2013) plus projected warming this century on humanity's current emissions path (in red, via recent literature).



\$ Risk: Unburnable Carbon Reserves

- The Carbon Tracker Initiative has calculated that, to keep below a 2°C rise, the global budget of Carbon emissions for the rest of this century is **<565 gigatons.**

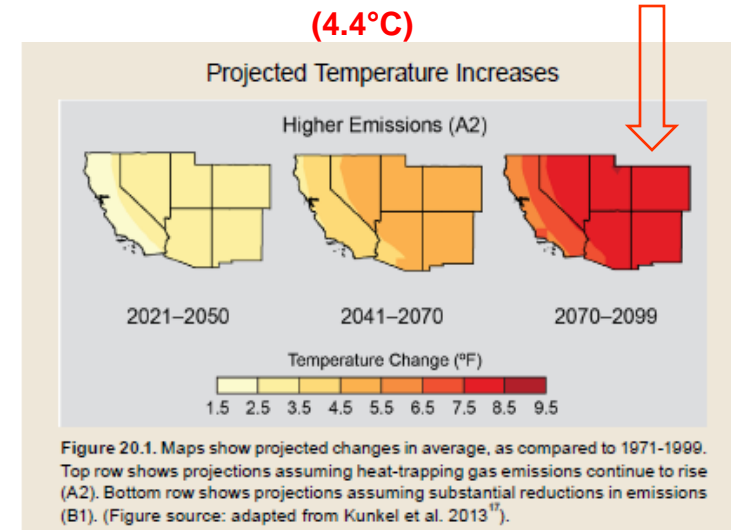


- But Fossil Fuel companies have **2,795 gigatons** in their reserves, five times the safe amount. Their business plans and stock prices depend upon selling and burning all of their proven carbon reserves.
- This would push warming thru 6°C and threaten human civilization.
- These business plans are incompatible with a livable climate.**
- When finally understood, their stock prices will collapse.



National Climate Assessment & Impacts to Southwest “8°F hotter by 2070”

- 1. Snowpack and stream flow amounts are projected to decline in parts of the Southwest, **decreasing surface water supply** reliability for cities, agriculture, and ecosystems.
- 2. The Southwest produces more than half of the nation’s high-value **specialty crops**, which are irrigation-dependent and particularly vulnerable to extremes of moisture, cold, and heat. **Reduced yields from increasing temperatures** and increasing competition for scarce water supplies will displace jobs in some rural communities.
- 3. Increased warming, drought, and insect outbreaks, all caused by or linked to climate change, have **increased wildfires** and impacts to people and ecosystems in the Southwest. Fire models project more wildfire and increased risks to communities across extensive areas.
- 4. **Flooding and erosion** in coastal areas are already occurring even at existing sea levels and damaging some California coastal areas during **storms and extreme high tides**. **Sea level rise** is projected to increase as Earth continues to warm, resulting in **major damage** as wind-driven waves ride upon higher seas and reach farther inland.
- 5. Projected regional **temperature increases**, combined with the way cities amplify heat, will pose **increased threats and costs to public health** in southwestern cities, which are home to more than 90% of the region’s population. Disruptions to urban electricity and water supplies will exacerbate these health problems.





The Pentagon (3/4/14): “Climate Change is a Threat Multiplier” Again on 10/14/14: “An Immediate Risk”



QUADRENNIAL DEFENSE REVIEW 2014

[http://www.defense.gov/pubs/2014/Quadrennial Defense Review.pdf](http://www.defense.gov/pubs/2014/Quadrennial%20Defense%20Review.pdf)

<http://www.acq.osd.mil/ie/download/CCARprint.pdf>

- **Under ‘Global Trends’** (p8): “Climate change poses another significant challenge for the United States and the world at large. As greenhouse gas emissions increase, sea levels are rising, average global temperatures are increasing and severe weather patterns are accelerating. These changes... will devastate homes, land, and infrastructure. Climate change may exacerbate water scarcity and lead to sharp increases in food costs. The pressures caused by climate change will influence resource competition while placing additional burdens on economies, societies, and governance institutions around the world.
- **These effects are threat multipliers** that will aggravate stressors abroad such as poverty, environmental degradation, political instability, and social tensions – conditions that can enable terrorist activity and other forms of violence.”



Energy Stocks have Under-Performed the Market by 110% Over Five Years

Data retrieved 10-28-14



- Over the last 5 years, the **S&P Energy Index*** (at **+39%**) has significantly under-performed the larger market, eg the **S&P 500** (at **+83%**)

* <http://us.spindices.com/indices/equity/energy-select-sector-index>



Returns – Better if Divested

- Fossil Free Index vs S&P500 – Risk vs. Return is better:

Returns:
slightly better

Std Dev:
nearly identical

Sharpe ratio*:
slightly better
with a divested
portfolio

Historical Performance, Volatility & Risk				
	Economic Environment		FFIUS	S&P500
Annualized Return	2-Jan-04 to 30-May-14	Since Inception	5.69%	5.40%
	2-Jan-04 to 9-Oct-07	Pre-crisis	9.21%	9.52%
	10-Oct-07 to 23-Apr-10	Crisis & Recovery	-8.60%	-9.32%
	26-Apr-10 to 30-May-14	Expansion	12.39%	11.85%
Standard Deviation	2-Jan-04 to 30-May-14	Since Inception	20.09%	20.09%
	2-Jan-04 to 9-Oct-07	Pre-crisis	11.41%	11.36%
	10-Oct-07 to 23-Apr-10	Crisis & Recovery	31.76%	31.82%
	26-Apr-10 to 30-May-14	Expansion	16.73%	16.69%
Sharpe Ratio	2-Jan-04 to 30-May-14	Since Inception	0.20	0.18
	2-Jan-04 to 9-Oct-07	Pre-crisis	0.48	0.51
	10-Oct-07 to 23-Apr-10	Crisis & Recovery	-0.31	-0.33
	26-Apr-10 to 30-May-14	Expansion	0.73	0.70





Fossil Free Investment Options

- **There are mutual funds that are fossil free**
 - We do not advocate any particular investment
 - But there is a growing list of fossil-free funds that exist now
 - Green Century Funds <http://greencentury.com/> (GCBLX, GCEQX)
 - More funds here: www.greenamerica.org/fossilfree/
 - A new Fossil Free Index <http://fossilfreeindexes.com/> - that tracks the S&P500
 - With more being added as demand grows
- We encourage the CIF investment committee to **find the best investments that are fossil free**
 - A Guide to Institutional Divestment is here:
<https://s3.amazonaws.com/s3.350.org/images/Institutional-Pathways-to-Fossil-Free-Investing-2013.pdf>



UNM Endowment Funds

<https://www.unmfund.org/about/endowment-funds/>

Value of CIF June 2014 = \$415M

Data retrieved 10-24-14

- BlackRock
 - Vanguard
 - PIMCO
 - Sankaty Advisors
 - Stone Harbor
 - Colchester
 - Anchorage Capital Partners
 - BlueCrest AllBlue
 - Brevan Howard
 - Davidson Kempner Institutional Partners
 - Elliott
 - Graham Capital
 - King Street Capital
 - Och Ziff Capital
 - Shepherd Investments International
 - Silver Point Capital
 - Viking Investors
 - Adams Street
 - Commonfund Capital
 - Montauk Triguard
 - Newbury Fund, L.P.
 - Saybrook Capital L.P.
 - Wexford Partners L.P.
 - Metropolitan
 - RREEF America
 - Thor Urban Fund L.P.
 - *Goldman Sachs
 - *Natural Gas L.P.
 - *Newlin Energy Partners L.P.
 - *Quantum Resources
- *Primarily fossil fuel. Freeze first.



UNM Should Go Fossil Free

- 350.org NM and 2950 signers of the UNM divestment petition ask that UNM's endowment 'Go Fossil Free'
- This is an action UNM can & should take to protect the future of both its endowment and its students