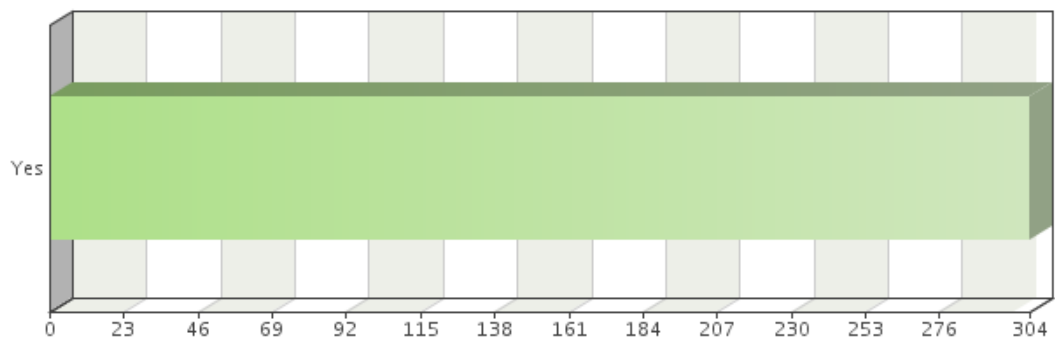


Report info

Report date:	Wednesday, October 25, 2017 9:26:11 AM MDT
Start date:	Tuesday, October 10, 2017 4:06:00 PM MDT
Stop date:	Monday, October 23, 2017 11:59:00 PM MDT
Stored responses:	306
Number of completed responses:	259
Number of invitees:	1257
Invitees that responded:	305
Invitee response rate:	24.26%

Question 1

Are you currently enrolled in a Graduate Program?



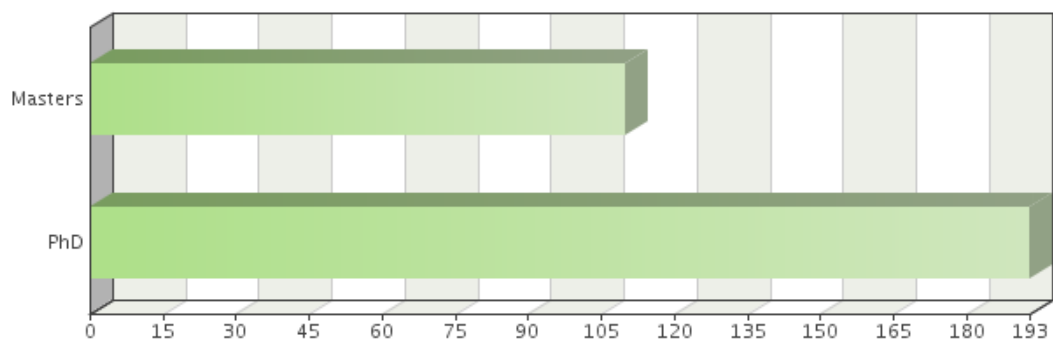
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	304	304	99.35%	99.35%	100%	100%
Sum:	304	-	99.35%	-	100%	-
Not answered:	2	-	0.65%	-	-	-
Average:	1	Minimum:	1	Variance:	0	
Median:	1	Maximum:	1	Std. deviation:	0	

Total answered: 304

Question 2

If YES, what degree level are you currently pursuing?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Masters	110	110	35.95%	35.95%	36.3%	36.3%
PhD	193	303	63.07%	99.02%	63.7%	100%
Sum:	303	-	99.02%	-	100%	-
Not answered:	3	-	0.98%	-	-	-
Average:	1.64	Minimum:	1	Variance:	0.23	
Median:	2	Maximum:	2	Std. deviation:	0.48	

Total answered: 303

Question 3

What is the name of your degree program?

Text input

Linguistics

Sociology

Economics

Economics

SLP

Optical Science and Engineering

Doctoral programme in Linguistics

Communication

Psychology- Cognition, Brain & Behavior

American Studies

Earth and Planetary Sciences

Biology

Anthropology

History - Western World to 1500

Psychology

Math/Stat

Hispanic Linguistics

Ph.D Applied Mathematics

Economics

Latin American Studies

economics

American Literary Studies

PhD, History

Biology

EPS

Master of Arts in History

Spanish

Anthropology

History

Physics and Astronomy

Speech and Hearing Sciences

Political Science

Anthropology

American Studies

Statistics

Political Science

Biology

Clinical psychology

Hispanic literature

Speech and Hearing Sciences

English

Anthropology

Doctorate in Sociology

Anthropology

Psychology

Museum Studies
 Rhetoric and writing
 Clinical Psychology
 Earth and planetary sciences
 PhD anthropology
 Geography
 CLCS
 Masters of Geography and Environmental Science
 Speech-Language Pathology
 English Language and Literature
 Speech and Hearing Sciences
 English
 Biology
 History
 Anthropology
 Biology
 British and Irish Literary Studies
 American Studies
 Speech-Language Pathology
 Economics
 MS Statistics
 Linguistics
 English Rhetoric and Writing
 French Studies
 Speech-language pathology
 Psychology
 Biology
 Speech Pathology
 Philosophy
 English
 PhD Linguistics
 History
 French and Francophone Studies
 Foreign Language and Literatures
 Graduate Program in Department of Anthropology
 History
 anthropology
 Political Science
 Spanish
 Speech & Hearing Sciences
 Speech and hearing sciences
 Political Science
 Physics
 PhD in Biology
 Spanish and Portuguese
 Evolutionary Anthropology
 American studies
 English
 clinical psychology

Political Science
Biology
Psychology
Geography
Anthropology
Economics
mathematics
MS Geography
Economics
Statistics
Biology
Speech Language Pathology
Hispanic Literature
Biology
Rhetoric and Writing
Portuguese
Political Science
Chemistry
Economics
Anthropology
MA Linguistics
Spanish and Portuguese
Literature
Economics
Earth and Planetary Sciences
Political Science
Sociology
Biology
Clinical Psychology
American Studies
Pure Math
Economics
History
PhD Chemistry
Statistics
Spanish and Portuguese
Physics
English
History
History
Spanish and Portuguese
English Language and Literature
Linguistics
Public Archaeology
Statistics
Political Science
MA-HIST
Clinical Psychology
BGSP

Political Science
 Department of English Language and Literatures, American Literary Studies
 LATIN AMERICAN STUDIES
 Chemistry
 Earth and Planetary Science
 English Literature
 Optical Sciences
 English, Medieval Studies
 MA in Spanish with a concentration in Hispanic Southwest Studies
 PhD in Applied Mathematis
 biochemistry
 PhD Biology
 Economics
 Biology
 Physics
 EPS
 Pure Math
 math
 Rhetoric and Writing
 English
 Economics
 EPS
 Anthropology
 Geography and Environmental Studies
 Literature/Medieval Studies
 Applied Math
 Communication & Journalism
 Geography
 Speech and Hearing
 SHS Speech Pathology
 Sociology
 Chemistry
 EPS
 Mathematics
 Communication & Journalism
 Spanish & Portuguese
 Hispanic Southwest Studies
 Cultural Studies, Department of Spanish / Portuguese
 Optical Science and Engineering
 Psychology
 Physics and Astronomy
 Linguistics
 Hispanic Linguistics
 Masters in Spanish Literature
 Communication
 Master of science in SLP
 Portuguese
 Economics
 PhD Economics

Optical science and engineering

Philosophy

Economics

Economics

Clinical Psychology

Earth and Planetary Sciences

Sociology

Anthropology/Public Health

Political Science

PhD in Economics

Speech- Language Pathology

Astrophysics

anthropology

PhD in Economics

History

Economics

American Studies

Linguistics

Spanish and Portuguese

Economics

International Development and Sustainability - Economics

Biology

Spanish Linguistics

American Studies

Physics

Physics and Astronomy

English

Evolutionary Anthropology

FLL (French)

Hispanic Linguistics

FLL CLCS

Biology

Earth and Planetary Science

Spanish and Portuguese

Biology

Psychology

Biology

Comparative Literature & Cultural Studies

Political Science

Hispanic Literature

Chemistry PhD

Anthropology

Anthropology

Psychology

Chemistry

Public Archaeology

German studies

Math

History

American studies
PhD Economics
Philosophy
Applied Mathematics
Communication Studies
Speech Pathology
Anthropology
Sociology PhD program
English - American Literary Studies
Economics
philosophy
English
Philosophy
Museum Studies
SPANPORT
Speech Language Pathology
Master of Science in Applied Mathematics
Comparative Literature
Speech-Language Pathology
Statistics
Anthropology
Statistics
Physics
MA in Communication
Geography & Environmental Studies
Optics
History/medieval & early modern
Speech Language Pathology
Mathematics
Organic Chemistry
Communication
Physics
Anthropology
Portuguese
Hispanic Linguistics
Economics
History
Masters of Science & Magic
Linguistics
Evolutionary Anthropology
Physics
Linguistics
Communication and Journalism
MPH
Masters of Art -American Studies
Ph D in Spanish and Portuguese, Hispanic Linguistics track
Statistics
Sociology
Speech and Hearing Sciences

MA Lit

anthropology

British/Irish Literature

Communication

Clinical Psychology

Communication and Journalism

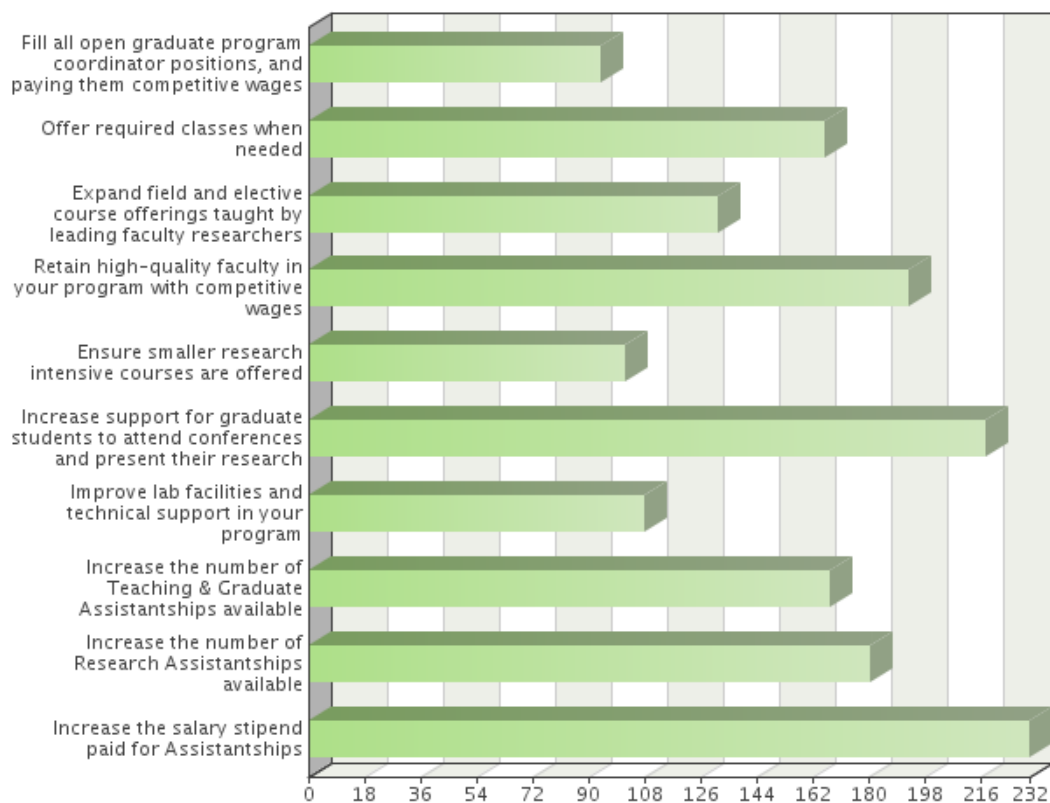
Communication

Political Science

Speech-language Pathology

Question 4

The College is committed to graduate student success by offering competitive financial, teaching and research support while graduate students complete their degrees. Reducing the time to degree is critical, as it reduces the high costs of graduate education. It also allows grad students to move into post-graduate career opportunities more quickly. We want to continue to sustain and enhance our graduate student success efforts in the College. Please select all of the things below which you think the could College do to promote and improve student success:



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fill all open graduate program coordinator positions, and paying them competitive wages	94	94	5.9%	30.72%	30.72%	32.08%	32.08%
Offer required classes when needed	166	260	10.41%	54.25%	84.97%	56.66%	88.74%
Expand field and elective course offerings taught by leading faculty researchers	132	392	8.28%	43.14%	128.1%	45.05%	133.79%
Retain high-quality faculty in your program with competitive wages	193	585	12.11%	63.07%	191.18%	65.87%	199.66%
Ensure smaller research intensive courses are offered	102	687	6.4%	33.33%	224.51%	34.81%	234.47%
Increase support for graduate students to attend conferences and present their research	218	905	13.68%	71.24%	295.75%	74.4%	308.87%
Improve lab facilities and technical support in your program	108	1013	6.78%	35.29%	331.05%	36.86%	345.73%
Increase the number of Teaching & Graduate Assistantships available	168	1181	10.54%	54.9%	385.95%	57.34%	403.07%
Increase the number of Research Assistantships available	181	1362	11.36%	59.15%	445.1%	61.77%	464.85%
Increase the salary stipend paid for Assistantships	232	1594	14.55%	75.82%	520.92%	79.18%	544.03%
Sum:	1594	-	100%	-	-	-	-
Not answered:	13	-	-	4.25%	-	-	-
Average:	5.94	Minimum:	1	Variance:	8.28		
Median:	6	Maximum:	10	Std. deviation:	2.88		

Total answered: 293

Text input

Please increase the number of TA and GAs as well as enhance the evaluation standards for teaching assistants for their teaching.

Safer streets on campus for biking. Vision Insurance. Better quality software deals that are competitive with other institutions. Wifi that works throughout lab facilities.

Increase research support for graduate students by means of funding for fieldwork

Remove Masters thesis requirement from PhD program, this is useless.

Reduction in number of course works and in class exams (eg qualifying exams, etc) in graduate programs. Doctoral program should be highly research oriented rather than recycling of old materials in terms of course works and exams which some time take many years for students to complete and finish before going into research (if time permits). What count now is number of quality research papers/articles schools have both in the web and high impact factor journals not the number of course works and exams their students took and passed.

All grad students offered TASHips as part of being accepted to their programs

The burden of this change would unfortunately fall on those who are attending graduate school without a TA or RA. They may already be working a job to pay their way. This will definitely make things harder on them. However, the majority of people in the Math Program have TAs. This means the impact will be limited, but there will be an impact. I would like to see no one without some form of financial aid targeted to those without TAs or RAs, that way we can offset the massive impact this will have on those already working their way through their graduate degree with an unrelated job.

Seek alternatives instead of comprehensive exams to shorten graduation time.

I think reducing the current intense coursework and field paper mandates (3 years) is a crucial step toward early finishing the research stages of the PhD programs.

Yes, there should be more full time employees at UNM's Center for Advanced Research Computing (CARC). Many researchers (not just biologists!) require the use of the Center's supercomputer for their research. However, there are only 2.5 full time people for the entire University! I've waited months to get critical programs, which I can't run on my own computer, to be put on the cluster for my research. This isn't because the people at CARC are lazy--they are overwhelmed and NEED more people there. One of the technicians told me that they get hundreds of help requests each month. This is a simple way to maximize research potential in the department. I think the college should offer SUMMER support to students, especially those who are nearing the end of their degree, so they can finish their research in a timely matter. This would improve research quality and shorten the time it takes to graduate, which is beneficial to the College of Arts and Sciences.

We are poor graduate students. We barely have any part of our salary to save it, if, on top of it, we need to pay 100 dollars per class (not credit hour) it would probably ruin us and less students would join our program. One of the few advantages is that we pay less tuition than other universities, but we also earn less money in our TASHips! Positions such as dean, presidents and other titles earn way more than us (only \$16,000/year) so maybe you should consider getting the money to enhance graduate success from those positions and NOT FROM THE STUDENTS if you don't want UNM to disappear.

Training of professors to be competent managers. Professors get hired because they are able to publish good research. They are then expected to be managers. Many are typically not qualified, trained, or educated to be successful good leaders and managers. This, in combination with the imbalance of power in the relationship between student researchers and professors due to the students future and career being so heavily dependent on the professor's letter of recommendation and professional connections, leads to poor work conditions for graduate students and an inability for graduate students to address the situation.

Maybe before you go charging students even more of their hard-earned and non-existent money, you should look at your own salaries. My department chair makes \$115,000/year. For what, I ask? For what? The administration wants to help us be successful? Maybe stop paying presidents 7-figure salaries just to slink away under an ignominious cloud every few years.

The biggest impediment to student success in my department is the lack of positive intellectual support from faculty members. While some students may be lucky enough to have some support from individual faculty, there are no students who believe that our department faculty are supportive on the whole, nor have there been any recent attempts to improve morale from the faculty. We have had a number of meetings about this, including this semester, and continue to be amazed that the environment is so bad. I doubt that this is a problem that a tuition differential could solve unless you used it to send our faculty members to some kind of group counseling session. Paying faculty members more I think is unlikely to induce them to stay (at least the good ones) if you don't also do something about the problematic elements.

Tuition waivers for Graduate TAs and RAs.

I think supporting the teaching assistantship positions is essential as often they take charge of the lower division classes which then many under graduate students take and helps pay for the department.

Make sure that faculty hired in programs actually teach courses (as opposed to just working on research).

The biggest impediment to student success in my department is the lack of positive intellectual support from faculty members. While some students may be lucky enough to have some support from individual faculty, there are no students who believe that our department faculty are supportive on the whole, nor have there been any recent attempts to improve morale from the faculty. We have had a number of meetings about this, including this semester, and continue to be amazed that the environment is so bad. I doubt that this is a problem that a tuition differential could solve unless you used it to send our faculty members to some kind of group counseling session. Paying faculty members more I think is unlikely to induce them to stay (at least the good ones) if you don't also do something about the problematic elements.

More research scholarships

Quit wasting money on sports coaches and useless administrators. Institute an immediate hiring freeze and pay cuts for these positions. Offer low-cost mental health services for graduate students, even if they do not have an assistantship (and are therefore ineligible for UNM's student health plan). For that matter, allow graduate students without assistantships to enroll in the student health plan, period.

Provide technical support to Graduate students that covers personal devices. Offer more trainings, hardware, and software subsidies for students. Developing their professional communication, presentation, and document development skills is essential to preparing graduate students success in the field. Perhaps the Department of Graduate Studies can negotiate something with Continuing Education to make access to programs that already exist more affordable, or even a 1 credit hour per class exchange towards their graduate electives.

We as graduate students in the Speech and Hearing Sciences Department already pay a tuition differential. However, it is very upsetting that there has already been a mismanagement of our tuition differential in that a new professor was hired for our department who cannot further our education as SLPs. She is not eligible to teach any KASA standards, which is our national governing board's requirements that we must complete as graduate students in order to be eligible for our licensure. Furthermore, the area that she specializes in does not afford us any specialty certification or dual licensure opportunities. Also, the graduate level elective which she is teaching is one that is currently available through the College of Education, and therefore her presence in our department feels completely superfluous. Given the above identified points, if there is a tuition differential increase I would appreciate if the differential tuition in our specific department was actually set aside to support faculty that can actually further our education as opposed to providing supplemental support that we can already seek elsewhere.

There are simply not enough classes offered for graduate students. Nearly all of the classes I've taken were full of disinterested undergrads. There are very few classes offered in the spring. Our department is losing ecology faculty, mainly due to retirement, who are not being replaced.

Cement and follow procedures to address reports of harassment on campus so as not to alienate victims, punish those with a legal mandate to report, and make female students less safe and less supported (thus prolonging/ending their scholarly process).

INCREASE ASSISTANTSHIP STIPENDS.

All of these are good things, but are you asking whether directing income from differential tuition to these areas would be justified because they "improve student success"? If so, the answer is no. As far as I can see, the whole program is just a way to fund less than 100% of our tuition, and shift the money around so you can pretend that the reduction in our tuition coverage somehow benefits us.

Two items: (These are personal, but are far from uncommon.) I have had regular TA/GA ships through my coursework and first part of the dissertation process, but would have appreciated help finding and obtaining a fellowship to finish my dissertation. My financial support has recently been mostly from my retirement savings and from my husband's income. I should be able to support my education on my own. I would have liked to have necessary support from my dissertation adviser. It has been difficult at times to receive information and schedule meetings. I recognize that my adviser is very busy, but we have not met to discuss my project in over two years. I hope I can finish, but I have my doubts.

Better training for research and teaching. Teaching sciences is hard

I wasn't assigned an academic advisor until several weeks into the semester, and as such I registered for a course which I might otherwise have been advised against taking. I think that there should be an emphasis on assigning advisors no later than a month before the start of the semester, and it should be required that advisors reach out and initiate contact with their students, because my advisor did not get in touch with me of their own volition.

Drastically reduce or eliminate new PhD students accepted to all programs in the humanities, such that all new students have 5 years of guaranteed funding

Assuming I am understanding the proposal correctly, I would vote against the proposal since it would require me to pay 600.00 out of pocket to attend the UNM philosophy Phd program. I must take a minimum of 6 units to qualify for my graduate assistantship stipend. This is counter to the dominant trend in the United States that covers Phd students for their studies. If this proposal is passed and I am required to pay 600.00 per semester to attend the program this would result in my having to drop out of the program.

Free copying and printing would be very useful.

Currently the Department of History is in the midst of turmoil within the department. With retirements and the departure of two key faculty, students are scrambling to ensure that they can continue to pursue their MA and PhD studies. The reason our faculty leave is very clear- a lack of competitive wages lures them to other campuses. The most important item on the list above is retaining high quality faculty with competitive wages must be the main use of additional fees assessed graduate students.

Give everyone a chance, wherever they come from. This would help to strengthen the Department's competitiveness.

For my department, not only do we need to retain more faculty, we need to hire more faculty.

I would love to see more diverse faculty members, but they also need to feel supported if the university expects them to stay.

Tutorials or working groups for students learning how to put together research projects, to support development and understanding of methods.

I doubt that a significant portion of any increase will go to "student success".

More grants and awards for PhD students (esp. those that do not require teaching or other exchanges of labor)! Student support services that are ACTUALLY geared toward first-generation U.S. college graduates. It's imperative places like GRC, for example, hire *full-time* professional staff (not student GAs) to proactively create a community of students that can support one another in areas that faculty can/should not: motivation, time management, etc. Each time a GA who's been doing that work for years graduates our institutional knowledge of how to do said work decreases. It's actually not necessary to train or pay tenured and TT faculty more to ensure graduate students are making adequate and timely progress - is this not within the realm of work they should already be doing? Unfortunately they are not. In hiring new faculty Deans and chairs should ensure that faculty are actually interested in graduate education. They should then hold faculty advisors and mentors accountable to giving students concrete, generative feedback on their research and writing so that students can make adequate progress rather than having to guess what faculty be be looking for. The college could hold tenured faculty and departments accountable for (1) giving PhD students consistent and productive feedback on seminar papers and other writing they complete for their courses and assistantships (2) actively mentoring them through course selection, qualifying exams and research project development and execution, and (3) students' adequate and timely progress, especially in doctoral programs. This is ALL stuff the AmSt Grad Student Assn. lobbied dept. faculty for years ago... surely the College has not received copy, so here is some of it: - Anti-bias training needs to be mandatory for faculty (graduate students have experienced harassment and sexism, racism, and homo/transphobia fairly regularly and as far as students can tell it is not addressed at all much less adequately). - Prioritize RA and GAs for PhD students as close apprenticeship w/ faculty are much needed and should be a priority - Fair and equal treatment of each applicant for dept. assistantships - Transparency about how dept. assistantships are assigned - Allow .5 FTE awards for PhD students - esp. to teach two sections of the same course rather than them having two preps - TA training & curriculum development support + close mentorships & supervision, especially first time teaching a course

Stop the corporatization of the University. Hire full-time faculty instead paying graduate students poverty wages to teach all the classes. As graduate students, we are here to earn degrees in our fields of study, not here to be under-paid teachers to offset the defunding of the University and bloated administration costs. We are treated as highly exploitable, expendable, and under-paid teachers whom the University uses and then discards after we graduate. We come in teach full-time, get paid at poverty level-wages, graduate, and then go out and don't receive jobs in our fields. And the University doesn't care that this happens to us because we are only valued for the cheap teaching we provide for the University. That needs to stop immediately. Allocate funds to hire more full-time faculty and make graduate students, students again. Administration can do this but they don't fight for us. They instead fight for market interests, but the market has no interest other than profit. Administration has to pledge allegiance to students and not to the logic of the free market.

Students should be allowed to progress at their own (yet within reason) rate, and not be shoved through their programs like cattle - with seemingly no regard for actual learning and/or research. From the day a student arrives, the message is to get out of the program as quick as possible or we will kick you out. (Note that this has no relation to amount, or lack of amount, of funding.) If the question is: Would I pay extra money for tuition so that students are treated humanely? Then yes sign me up for that.

Fire some VPs and put real university money back into educational efforts. We shouldn't be picking up the slack left by poor decisions to allocate financial incentives to administration. This is a terrible idea. Tuition differentials prevent the full participation of female and minority students, and control enrollment in favor of hegemonies of knowledge that serve the current state of the political economy. This is not what education is about.

I selected the options above that relate to salary and compensation, but obviously I have a biased interest because I am currently on a graduate assistantship and plan on being a professor some day (higher wages would be nice but if they are the same as they are right now that is not going to stop me from following through on my goals). I'd say that a defined PhD program, similar to what you see in the medical colleges on north campus, would be the most beneficial in achieving student success. Right now, the PhD program I am involved in (and I assume others as well) is a little to lax in when you are expected to graduate and what courses you need. Either creating a more standardized experience, or training coordinators/advisors to communicate the ideal timeline, would go much further in increasing student success.

REDUCE cost. Not INCREASE Cost. The #1 problem with the education system is the outrageous financial burden placed on students. Under this proposed increase I would have to stop my program which equals 0% increase in student success.

More program support-- many of us are left without guidance

You can do what you would like from the suggestions above but, don't make us (Graduate Students) pay for it out of pocket. We barely make enough to survive as it is.

It would be nice if the library could retain subscriptions to all of the research databases that are typical of an R1 university.

PLEASE ensure we can fund international students in their 5th year. It's very rare for a phd student to finish his/her degree within 4 years in my department (Economics). Ensuring funding for 5th year students will result in less stress.

Monitor the relationship between advisors and students. Students in the Portuguese Department have been bullied by professors way too often.

Resources! I'm in the midst of dissertation research and I can ALMOST NEVER find the books I need that the library supposedly has "Available" on the shelves (and online e-book access seems to be dwindling), and my database access was just cut off -- the library unsubscribed in the middle of my data collection. I don't know if this is the same bucket of money, but if we want to offer competitive research support and remain an R1, we have to maintain access to these critical resources. Can the college provide STUDENT research funds - perhaps a department bucket of money per year/semester - to help supply these resources (books, data access, etc.)? Use of the fund could be competitive and require proposals be submitted, but something has to give. Even if I purchased every book I needed, which would make a large dent in my limited income, I would not pass the "standard deduction" for my taxes, so I can't even use the educational expenses deduction. I really feel like I shouldn't have to choose between paying for healthcare and finishing my degree. This decrease in resources also happened when they've already added additional "fees" of some sort to my tuition costs this semester - about an additional \$200, so I guess there goes my dental care this year. Yes, I could take out federal loans to cover extra expenses (which I'm guessing is the bet you're making for those not on stipends), but as a graduate student those are accumulating interest every month...and every month I'm losing resources to complete my degree and having to go more slowly.

Allow GRADUATE STUDENTS TO UNIONIZE!! Being a graduate student at a school with a union before, I have never had less power, less voice and frankly worse treatment than I have since I arrived at UNM.

I think the money should concentrate to pay for part time instructor with benefit as well- the TA -RA get pay enough already with the work they contribute to the department.

Stop putting the humanities last on every list.

Improving teaching assistantship education prior to entrance in the classroom. This could be a course required in the summer prior to entering the graduate program.

How does the university define "leading faculty researchers"? Currently, the worst professors in the department are paid nearly twice what the hardest working, most helpful professors get paid. How is that helping students? What good is it to allow faculty continued tenure who year after year, receive poor reviews from students? WHO is rewarded when proposals get approved? The students, or the least deserving faculty? It is important for my success to have faculty in the department who care about their students. There are not enough policies in place to ensure that in academia, we are rewarding exemplary teaching, as opposed to individual faculty research goals.

Maybe combining some of the required classes so there were less that we had to take. In other programs, ethics and diversity are often taught in every course, rather than as separate courses. This allows students to more efficiently complete their course of studies. The program I am in is very inefficient and rarely offers needed classes.

Improved working conditions, including less graduate students per office (current offices include 3-5 graduate students sharing one small space and often sharing desks).

Adjust the level of insurance available for students. I have two disabilities I struggle to afford treatment for, as there are not specialists at SHAC who can treat me. I pay \$25/week for just one specialist. Additionally, funds NEED to be more available for the English Department. We are the first to give up funds but the last to get them. If you expect us to teach first year comp, we need to be treated more fairly.

Reduce the number of classes needed to graduate so more emphasis is placed on research instead of classes Reduce the number of wasteful minority crap programs (MARC, IMDS FYI these minority students are not going anywhere) and instead provide research assistantship programs for non-minority programs Allow graduate students in the sciences to put well qualified non-professors on their committees instead of the silly stuff now with an outside person who is tenured or tenure-track

Dissertation fellowships

No

Yes, increasing the amount of money TAs make would make it much easier for graduate students to be successful and happy in their lives, even by just a little bit

It's critical that less courses are taught cross-listed (grad and undergrad can take). It is much more difficult to learn at the level needed to make me a competitive candidate for anything when I graduate because I am being taught at the level of an undergraduate student.

You get no points for the first two (grad coordinator positions and offering required classes); those are non-negotiable and fundamental parts of offering a program to begin with. If we're *not* doing those things, we should consider cutting those programs, as the students who are enrolled in them aren't being supported at the most basic level, anyway. The fourth (retain faculty) is pretty low-level, as well; it's hard to call ourselves a flagship university or an R1 school if we can't do that. An increase of salary stipend for Assistantships would certainly be welcome; student-assistants work hard in multiple areas in order to keep up; a little more in their paycheck would go a long way to reducing anxieties and helping them fund their own work. The only other thing I can think of doing is going on offense and starting a public-oriented campaign to more adequately fund the University, although that's not really a college-level function.

There is a typo above.

Provide links to community-based internships and/or research opportunities

Consider Graduate Students for TAsip position based on their income. I am a Graduate Student who has a TAsip for one semester only and won't be able to attend college without a GAsip or TAsip position.

ABD students in the Spanish / Portuguese program are expected to teach 2 classes above 300 level, and get paid as a teaching assistant when we have to pay for our own 6 credits per hour (which just went up by 10%). That is absurd for two reasons: 1. The assistantship should come with paid dissertation hours because we get paid the salary of a TA, and before we become ABD, we get 12 hours paid by our program, and health insurance, and a salary. If you become ABD these conditions should be the same or better, but instead, it is worse. We have the same salary, but we pay for our hours, and we do not get to take any electives that might be of our interest without paying. I suggest that the department and the college be fair by either adding the 6 hours of dissertation as part of the ABD salary, or that we get paid for our dissertation hours. Right now, there is no motivator that influences us to finish our Ph.D.

Have all factually researchers actually teach classes and not allow them to buy out from teaching for more than 3 consecutive semesters (or something along those lines so they actually teach).

Hire more professors

Increase funding support for graduate research as well, for example, purchase data and conduct surveys.

Increasing stipends for graduate assistantships is crucial. UNM's doctoral programs, while academically on par with peer institutions, are far behind in terms of graduate student stipends, even when accounting for lower cost of living in Albuquerque. It is a real deterrent for prospective graduate students deciding between schools. Increasing financial burden on graduate students will only further hurt UNM's chances at recruiting and retaining excellent doctoral students. (Personally, I was offered double the stipend at other schools, which was difficult to turn down in order to come here instead.)

Does competitive wages mean within the university or between universities? There should be a set wage within the university so there are an equal amount of advisors and graduate coordinator positions in each department. There should be wage competition between universities, not wage competition between departments at UNM. All departments should receive full support.

Reduce price of things that end up requiring grad students to work (i.e., summer courses, books, printing, online subscriptions, training, parking etc). I think this would be great ONLY if a large portion of the money goes to providing financial support to students who may not qualify for financial aid with the FASFA. Students who don't qualify with FASFA may have a really difficult time with the tuition increase.

I would like for you to not charge me any more than the existing exorbitant cost of tuition. As a current graduate student in the late stages of my degree, I will not benefit from this proposal. I have already been repeatedly exploited by my department and this institution, so please do not further exploit me by taking more from the pittance I am paid as a graduate student to teach classes (akin to a minimum wage job) if I am lucky enough to get a position. Please do not make me subsidize other students. Instead, perhaps you can take money from the worthless losing sports programs or cut the pay of unproductive staff to help fund the primary function of the university: education.

Computers and Econometrics Softwares (STATA) for GA/TA/RA is most important right now. We have to do work on personal laptop all the time.

Stop increasing tuition! Take it out of sports and fast food and weird expensive library things that nobody needs.

Reducing workloads for TAships for English and Spanish first year graduate students. They are hyper-exploited.

All of the items mentioned are very important and necessary, however, students who does not have TA or GA would be seriously affected because they will have to pay 900 dollars or even more (if 100 dollars are charged per credit hour). As an International Student that is not able to work outside without limitations and that completely depends on the salary received by either a TA or a GA, I cannot support this tuition differential. I have classmates that would be seriously affected and in the future, if the tuition differential is approved, I could possibly count myself among them.

I pay cash (about \$1000 per class) and with an increase of \$100 per credit hour, I will not be able to afford to take 9 hours per semester, and 6 hours will be difficult. This means my time in the program is likely to be extended even further. This means I will be asking even more time during more semesters from professors who don't have time for me now, taking up a seat that should have been for someone else, diverting resources away from someone else who has more money/grants/TA-ships than I do.

Remove excessive administrative UNM positions, cut the paid salary of these administrative positions and get rid of the business mentality and approach to the board of regions, get rid of the politicians in the board of regions, do all this to GIVE and OPEN UP MORE MONEY TO teaching and research support.

Though the other items on this list which I did not select are indeed helpful, I want to be clear that the best way to improve student success is to do so DIRECTLY, not through indirect means that eventually trickle down to the students. Retaining and hiring faculty and staff helps the faculty/staff first and the students second. Why not pay the students competitive stipends? If the College claims to be committed to student success, then the needs of students need to be directly met. Graduate students are routinely underpaid and overworked, and paying the faculty more is not the best solution to student success.

That I be able to support myself throughout my entire graduate career.

My answers above are fairly uneducated guesses as to what would most benefit FLL. I do not have (nor do I want) an assistantship, but intuitively the two important areas to devote money to in order to maintain, and ideally build, the stature of the university would be (1) attracting and retaining the best faculty and (2) attracting the best graduate students. Im hoping that there is research showing the best ways to do this. All, I presume, involve money. None, I hope, involve increasing administration.

My choices here by no means indicate I support additional tuition costs for students.

Hold students responsible for making progress in their program. There are a ton of ways in which this could be done, though I realize it wouldn't be easy logistically. I know I would have benefitted from pressure either from the department or OGS.

Full transparency in how the increase is applied to the above selected with break down of funds shown to all students, faculty and staff.

DECREASED tuition. Often, students get delayed in finishing their programs by the fact that tuition is too expensive to pay courses out of pocket. In order to complete a program in the intended time, it is usually necessary to take at least 9 credit hours worth of course work per term. But, if a student receives -for instance- a .25 GA position including only 6 credit hours, they cannot always afford to pay themselves for another 3 credit hours, because of the high cost. The high tuition cost also decreases the available amount of research assistantships, because it increases to cost of employing a student as an RA and research project fund are limited.

Higher an algebraist and algebraic topologist because our department lacks the teaching of this by an EXPERT.

We are already paying more and we not giving the option to vote. UNM needs to support its graduate student because they committed to having graduate programs and admitting graduate students. We already pay more, why are these services not already being provided? What does my current tuition pay for if not the things listed above?

The philosophy department does a really fantastic job taking care of the students. I have been funded through GA-ships and travel funds thus far. Many classes are offered each semester that I want and need to take. It's very easy to graduate in 2 years with what is currently being offered. But I will be taking 2.5 years because I think I will benefit from taking more courses and taking more time to complete my thesis. With the purposed increase of \$100/credit hour it will cost the same to complete a MA in 2 years as it would have in 2.5 years without the extra tuition. An extra semester is more beneficial to me than an extra GA-ship during a semester. More time with professors seems, to me, to be crucial for placement into a PhD program. All that to say that the increase tuition does not seem valuable for MA's. An extra semester is valuable.

Make sure all programs revise their curriculum regularly so that every part of it is relevant to the chosen course of study and useful for future career. My program has a comprehensive exam procedure that has not been updated in 50 years. It's frustrating that UNM can be so behind.

Employ fewer bureaucrats, administers, and pay graduate assistants a living wage, and provide adjuncts with health insurance. The latter two recommendations are basic humanity and decency.

So you're taking money from me and the department (what ratio is unclear) to pay me back some in assistantships and support those who don't have assistantships? How about you just don't do anything? This way the department has enough money to fund more assistantships (not paying the tuition differential) and my paycheck would be higher since I'm not paying $\$100 \times 12 = \1200 a semester. Actually that's a month's salary right there.

I believe that right now the financial support for the faculty and the financial help to graduate students who need to attend conferences are the two most important things that would make the college better.

Increase the number of pedagogy courses Allow a double major with Museum Studies or allow to add Museum Studies as a minor Allow options to add minors in different areas (art, engineering, nursing...)

Increasing salaries of TA and RA is absolutely necessary

Offer Assistantships that allow grad-students to have an entire semester with only one or no obligations other than the requisites for completing their program, so that they can dedicate their time to advance faster towards completion. For example, If a today TAship requires the TA to teach 4 classes (2 classes per semester), change it so that the TA has to teach only 3 classes (2 the first semester and 1 the next one). The students with a assistantships will be paid the same amount as if they were teaching 4 classes. That way they will not be worried about income and can dedicate the extra time to advance in their studies.

Ensure that academic advisors are aware of all current policies and procedures. Unfortunately, quite a bit of misinformation is given to grad students and undergrads.

The number of graduate (master's) students in my department is excessive, so the solution wouldn't be to offer more graduate assistantships in order to accept more students. One significant issue that international students (those on an F-1 or J-1 visa, NOT, I repeat, NOT undocumented or DACA students) face is that, in following visa regulations, we are prohibited from working anywhere other than on campus, and the number of hours we can work per semester is limited. While graduate assistantships may help us students on a visa get by during the semester, not being awarded a summer appointment (the criteria for this in my department is extremely obscure and corresponds to the best interests of the professor in charge of awarding them, not the best interests of students) puts an immense and very significant strain in our finances, because summer on-campus employment is extremely scarce, and wages are never equivalent to the stipend we earn during the regular semester. So, another thing that is essential for our success is to have summer assistantships awarded, taking into account that our visa regulations limit our possibilities significantly, and also taking into account our status as Ph D students, which is ignored by the awarding process currently in place.

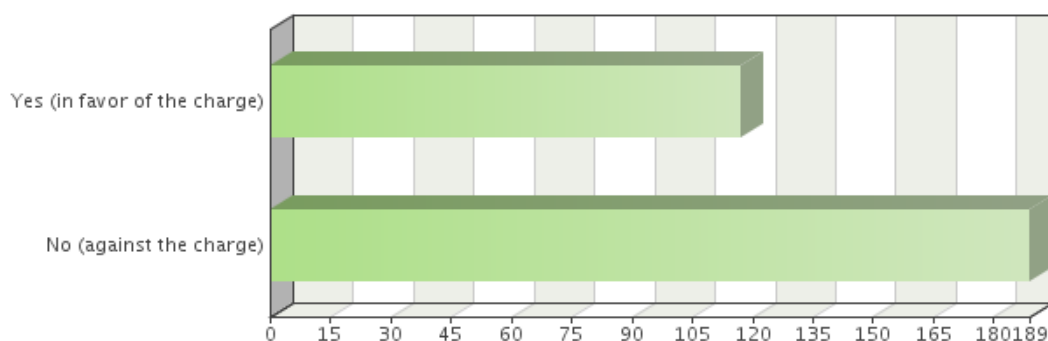
In my opinion, what affects the competitiveness of the UNM Statistics department is the relatively small number of faculty and the limited research areas within statistics. The limited faculty size prevents professors from ever getting a break from teaching, and as such limits the amount or quality of research they may perform. With more faculty, UNM Statistics can perhaps explore research in more areas of statistics, and offload teaching responsibilities throughout the department. I think the learning experience is degraded for graduated students when certain grad courses are joint undergrad and grad courses (e.g. STATS 440/540). Furthermore, I wish that certain courses that offered once every two years would be offered more frequently, or as needed based on interest.

The differential is unaffordable for many students. Cannot these funds come from another source?

Although I recognize that these improvements cost money, and that the tuition increase is one way to fund it, I think that our public university needs to be better funded through public/governmental funds.

Question 5

Suppose you had an opportunity to VOTE on a College-wide differential tuition proposal with the purpose of sustaining and enhancing graduate education in the College. The College would not spend any of the differential tuition on administrative or overhead costs; instead, every dollar generated would go towards efforts to enhance student success (retaining faculty, supporting research, increasing graduate student support, reducing time to graduation). The College also expects to allocate a large portion of the money for financial aid for graduate students, to offset any hardship the tuition differential might create. A Graduate Student Advisory Board would be formed to provide annual input to the Dean on how differential tuition dollars should be spent. If such an advisory referendum were held, and the requested differential tuition charge were \$100 per credit hour, how would you vote? (Please think about how this tuition differential would affect you and other graduate students in the College, across all departments and programs.)



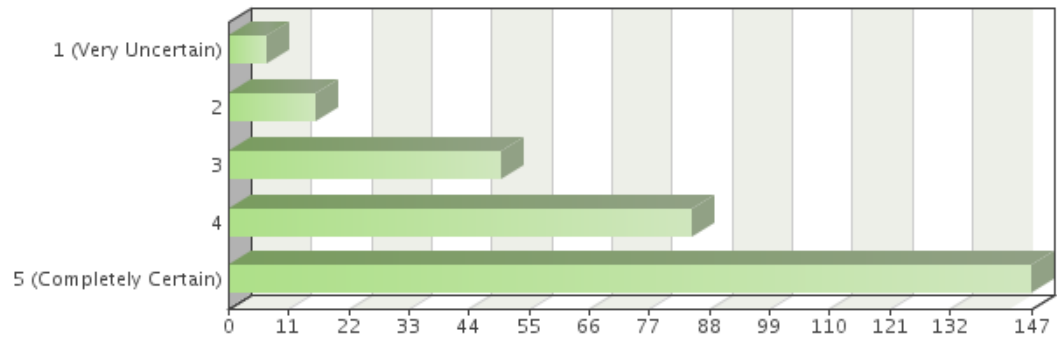
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes (in favor of the charge)	117	117	38.24%	38.24%	38.24%	38.24%
No (against the charge)	189	306	61.76%	100%	61.76%	100%
Sum:	306	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	1.62	Minimum:	1	Variance:	0.24	
Median:	2	Maximum:	2	Std. deviation:	0.49	

Total answered: 306

Question 6

On a scale of 1 to 5, how certain are you of your answer to the previous question?



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
1 (Very Uncertain)	7	7	2.29%	2.29%	2.3%	2.3%
2	16	23	5.23%	7.52%	5.25%	7.54%
3	50	73	16.34%	23.86%	16.39%	23.93%
4	85	158	27.78%	51.63%	27.87%	51.8%
5 (Completely Certain)	147	305	48.04%	99.67%	48.2%	100%
Sum:	305	-	99.67%	-	100%	-
Not answered:	1	-	0.33%	-	-	-
Average:	4.14	Minimum:	1	Variance:	1.04	
Median:	4	Maximum:	5	Std. deviation:	1.02	

Total answered: 305

Question 7

What is the maximum you would be willing to pay per credit hour to support a differential tuition charge for Arts and Sciences majors?

Text input

3
\$100
100 is about the ceiling.
0 Are you joking.
0
\$50
10.00
\$100
0
20
\$100
350
10
\$50 per credit hour
\$100
200
0
16
0
0
50
0
0
15
\$200
\$100
\$5
0
20
50
Not
100
125
50
20
Not
20
0
0
40.00
\$35.00
0
0
0

\$25

0

150

30

100

50.00

\$75

0

10

100

110

0.00

Not sure

0.00

0

0

0

\$25.00

\$65

50

\$1500

0

5

100

25.00

100.00

\$25

\$15

0

0

10

100.00

\$75

\$50

0

0

\$100

50

\$50

0

I already pay an extra fee for my program

0

100

\$50

50

\$50

0

0

10.000

0

20

25

0

0

\$300.00

\$101

0

Maybe \$5

\$75

5

\$0

10

0

0

150

0

0

20

\$25

\$10

20

10

20

Don't know

\$60

10

0

30

0

25.00

25.00

50

\$100

50.00

15.00

50

\$50

10

100

0

400

0

\$50/hour

0

0

0

0

100

0
50
0
0
0
\$25
\$20-30
0
0
25
200
\$271
0
100
\$10
0
0
50
10
50
\$25
10
200
40
I already pay a differential for my department. I wouldnt pay any more if I had the choice.
\$50
0
100
5%
\$10
10.00
The lease amount possible I can't afford to pay any tuition
75,00
60
250.00
0
50
25
300
\$50
30
50
100
10
100
50
100
10
10

\$150

100

10

5

75

50

0

100\$

0

100

100

5

100

125

10

0

0

20

0

15

Not enough information to answer this question

\$10

0

25

\$60

1.00

25

0

5

25

\$10

20

\$100

\$100

0% I work hard enough teaching classes and producing original research.

5

0,-

100

1

\$1

100

\$100 per credit hour

\$45

\$0

100

100

5\$

\$100

50

\$100

\$5

0

\$20

Free education like in decent countries

15

\$300

100

20

25

60

0

10

50

\$5

0

50

20

70

\$100

200.00

50

15

20

00

100

35

50

100

0

50

50

20

\$400

800

11

0

0

0

100

30

25

0

\$5.00

5

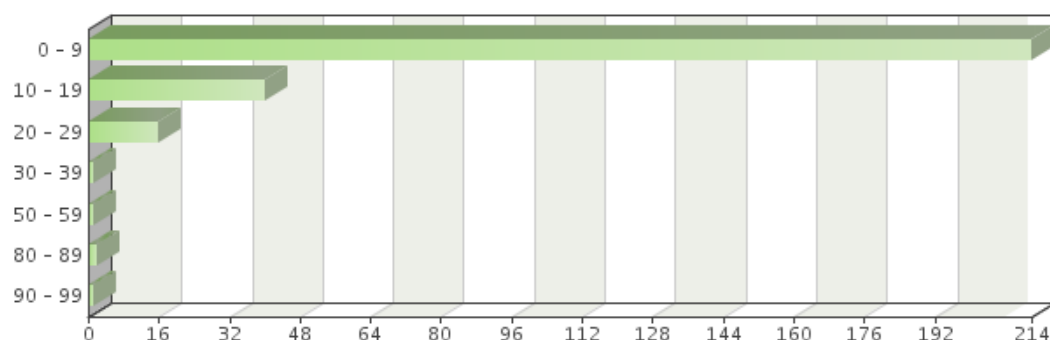
Question 8

Suppose the differential tuition proposal described above was approved by the UNM Board of Regents and implemented for the 2018-2019 academic year. For each dollar generated, we would like to know how you would like to see the money spent.

The categories listed below are all aimed at improving graduate student success in a degree program. Students may differ in the things they value. Some categories may be relatively more important to some graduate degree programs than others. We want to know what is important to you.

Please allocate 100% across the randomly-ordered categories listed below. If a category is not relevant to you, then allocate 0% to that category.

Numeric cell (row 1, column 2)

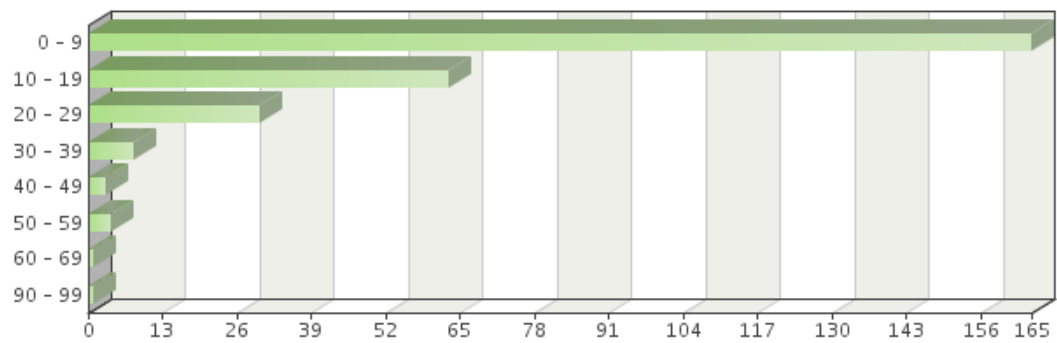


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	214	214	69.93%	69.93%	77.82%	77.82%
10 - 19	40	254	13.07%	83.01%	14.55%	92.36%
20 - 29	16	270	5.23%	88.24%	5.82%	98.18%
30 - 39	1	271	0.33%	88.56%	0.36%	98.55%
50 - 59	1	272	0.33%	88.89%	0.36%	98.91%
80 - 89	2	274	0.65%	89.54%	0.73%	99.64%
90 - 99	1	275	0.33%	89.87%	0.36%	100%
Sum:	275	-	89.87%	-	100%	-
Not answered:	31	-	10.13%	-	-	-
Average:	4.66	Minimum:	0	Variance:	121.12	
Median:	0	Maximum:	100	Std. deviation:	11.01	

Total answered: 275

Numeric cell (row 2, column 2)

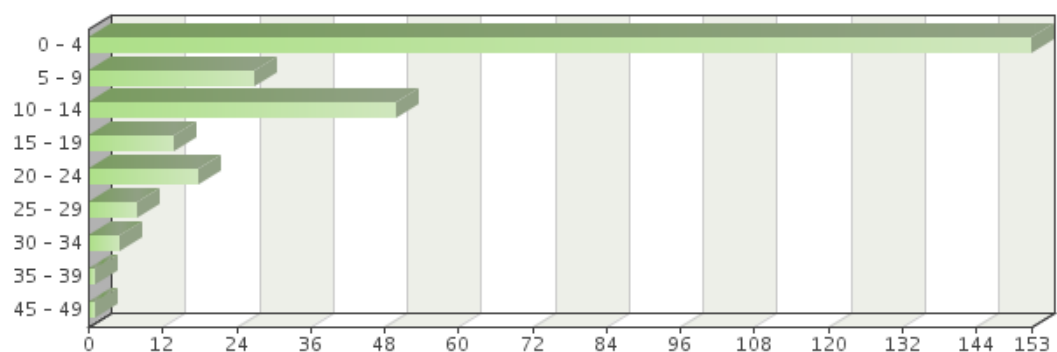


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	165	165	53.92%	53.92%	60%	60%
10 - 19	63	228	20.59%	74.51%	22.91%	82.91%
20 - 29	30	258	9.8%	84.31%	10.91%	93.82%
30 - 39	8	266	2.61%	86.93%	2.91%	96.73%
40 - 49	3	269	0.98%	87.91%	1.09%	97.82%
50 - 59	4	273	1.31%	89.22%	1.45%	99.27%
60 - 69	1	274	0.33%	89.54%	0.36%	99.64%
90 - 99	1	275	0.33%	89.87%	0.36%	100%
Sum:	275	-	89.87%	-	100%	-
Not answered:	31	-	10.13%	-	-	-
Average:	8.09	Minimum:	0	Variance:	148.95	
Median:	3	Maximum:	100	Std. deviation:	12.2	

Total answered: 275

Numeric cell (row 3, column 2)

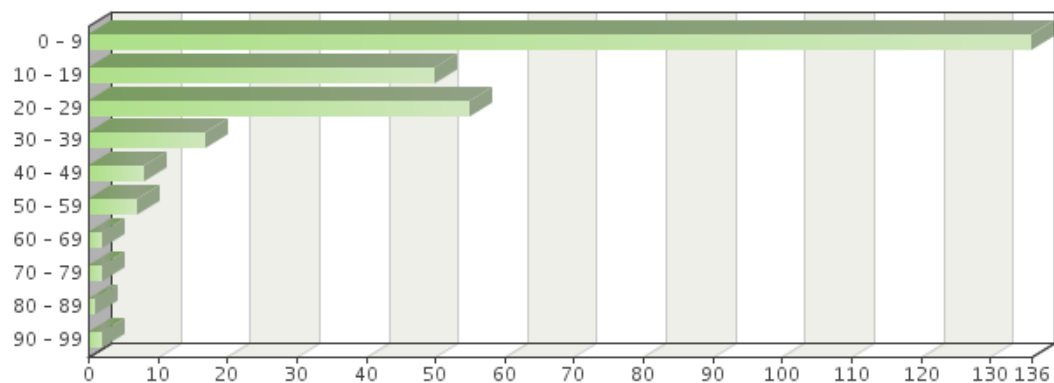


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 4	153	153	50%	50%	55.23%	55.23%
5 - 9	27	180	8.82%	58.82%	9.75%	64.98%
10 - 14	50	230	16.34%	75.16%	18.05%	83.03%
15 - 19	14	244	4.58%	79.74%	5.05%	88.09%
20 - 24	18	262	5.88%	85.62%	6.5%	94.58%
25 - 29	8	270	2.61%	88.24%	2.89%	97.47%
30 - 34	5	275	1.63%	89.87%	1.81%	99.28%
35 - 39	1	276	0.33%	90.2%	0.36%	99.64%
45 - 49	1	277	0.33%	90.52%	0.36%	100%
Sum:	277	-	90.52%	-	100%	-
Not answered:	29	-	9.48%	-	-	-
Average:	6.03	Minimum:	0	Variance:	71.04	
Median:	0	Maximum:	50	Std. deviation:	8.43	

Total answered: 277

Numeric cell (row 4, column 2)

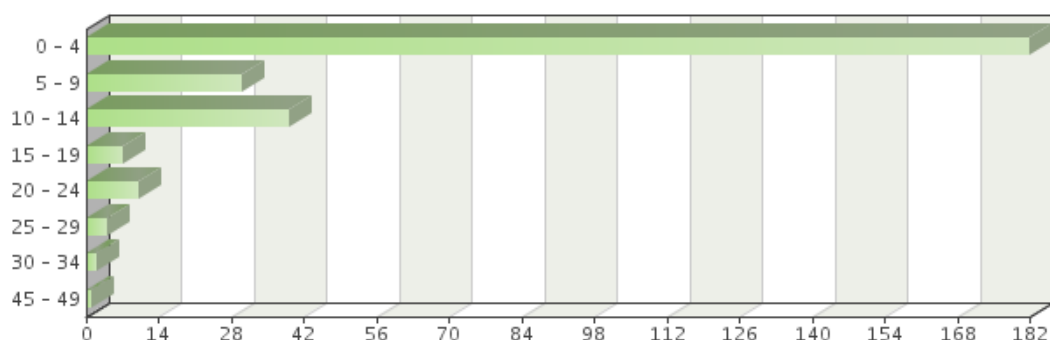


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	136	136	44.44%	44.44%	48.57%	48.57%
10 - 19	50	186	16.34%	60.78%	17.86%	66.43%
20 - 29	55	241	17.97%	78.76%	19.64%	86.07%
30 - 39	17	258	5.56%	84.31%	6.07%	92.14%
40 - 49	8	266	2.61%	86.93%	2.86%	95%
50 - 59	7	273	2.29%	89.22%	2.5%	97.5%
60 - 69	2	275	0.65%	89.87%	0.71%	98.21%
70 - 79	2	277	0.65%	90.52%	0.71%	98.93%
80 - 89	1	278	0.33%	90.85%	0.36%	99.29%
90 - 99	2	280	0.65%	91.5%	0.71%	100%
Sum:	280	-	91.5%	-	100%	-
Not answered:	26	-	8.5%	-	-	-
Average:	12.85	Minimum:	0	Variance:	280.45	
Median:	10	Maximum:	100	Std. deviation:	16.75	

Total answered: 280

Numeric cell (row 5, column 2)

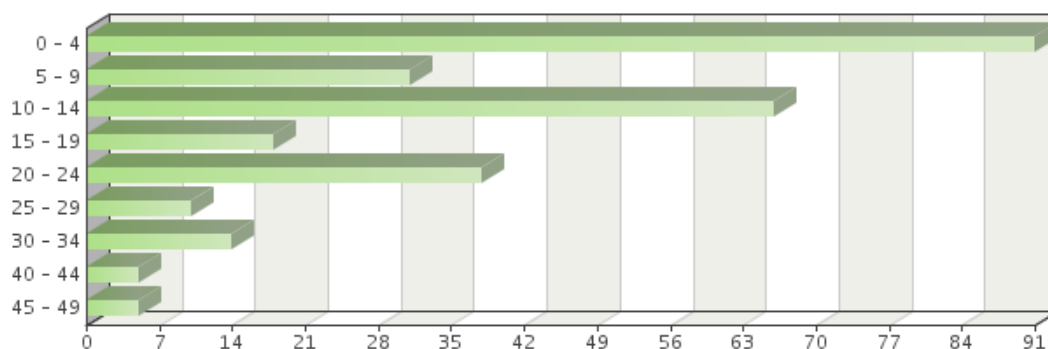


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 4	182	182	59.48%	59.48%	66.18%	66.18%
5 - 9	30	212	9.8%	69.28%	10.91%	77.09%
10 - 14	39	251	12.75%	82.03%	14.18%	91.27%
15 - 19	7	258	2.29%	84.31%	2.55%	93.82%
20 - 24	10	268	3.27%	87.58%	3.64%	97.45%
25 - 29	4	272	1.31%	88.89%	1.45%	98.91%
30 - 34	2	274	0.65%	89.54%	0.73%	99.64%
45 - 49	1	275	0.33%	89.87%	0.36%	100%
Sum:	275	-	89.87%	-	100%	-
Not answered:	31	-	10.13%	-	-	-
Average:	3.91	Minimum:	0	Variance:	47.24	
Median:	0	Maximum:	50	Std. deviation:	6.87	

Total answered: 275

Numeric cell (row 6, column 2)

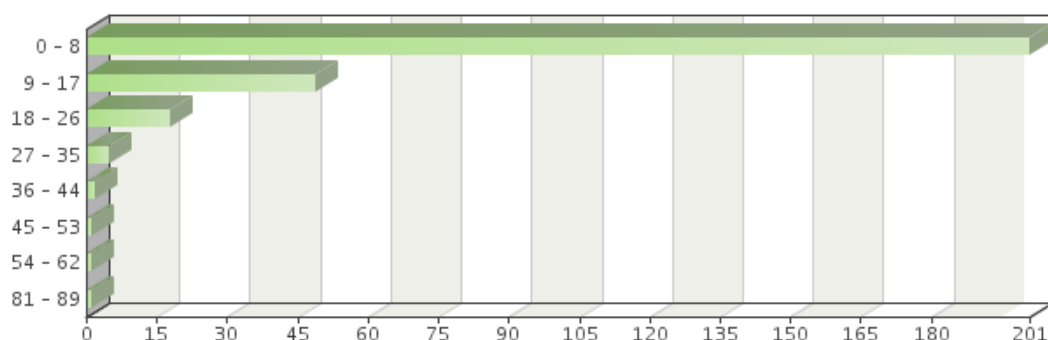


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 4	91	91	29.74%	29.74%	32.73%	32.73%
5 - 9	31	122	10.13%	39.87%	11.15%	43.88%
10 - 14	66	188	21.57%	61.44%	23.74%	67.63%
15 - 19	18	206	5.88%	67.32%	6.47%	74.1%
20 - 24	38	244	12.42%	79.74%	13.67%	87.77%
25 - 29	10	254	3.27%	83.01%	3.6%	91.37%
30 - 34	14	268	4.58%	87.58%	5.04%	96.4%
40 - 44	5	273	1.63%	89.22%	1.8%	98.2%
45 - 49	5	278	1.63%	90.85%	1.8%	100%
Sum:	278	-	90.85%	-	100%	-
Not answered:	28	-	9.15%	-	-	-
Average:	10.78	Minimum:	0	Variance:	122.92	
Median:	10	Maximum:	50	Std. deviation:	11.09	

Total answered: 278

Numeric cell (row 7, column 2)

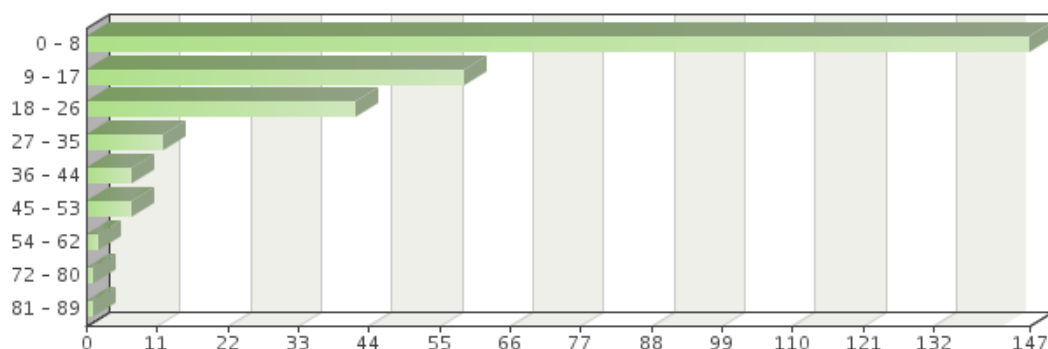


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 8	201	201	65.69%	65.69%	72.3%	72.3%
9 - 17	49	250	16.01%	81.7%	17.63%	89.93%
18 - 26	18	268	5.88%	87.58%	6.47%	96.4%
27 - 35	5	273	1.63%	89.22%	1.8%	98.2%
36 - 44	2	275	0.65%	89.87%	0.72%	98.92%
45 - 53	1	276	0.33%	90.2%	0.36%	99.28%
54 - 62	1	277	0.33%	90.52%	0.36%	99.64%
81 - 89	1	278	0.33%	90.85%	0.36%	100%
Sum:	278	-	90.85%	-	100%	-
Not answered:	28	-	9.15%	-	-	-
Average:	5.25	Minimum:	0	Variance:	103.1	
Median:	0	Maximum:	90	Std. deviation:	10.15	

Total answered: 278

Numeric cell (row 8, column 2)

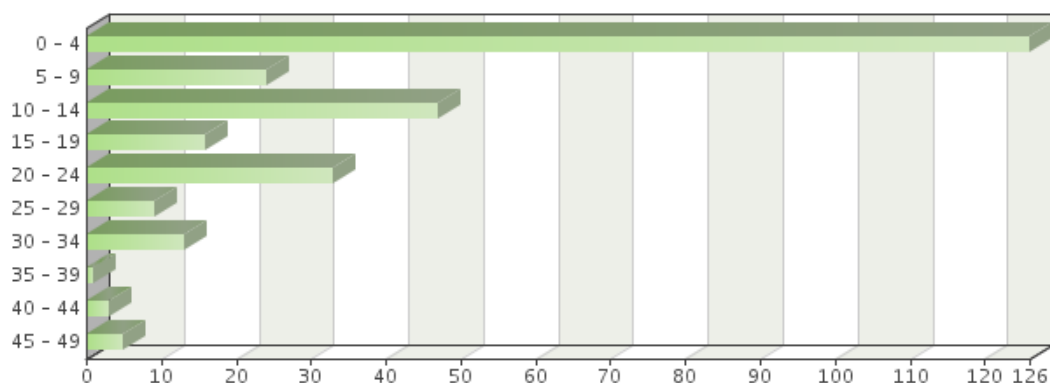


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 8	147	147	48.04%	48.04%	52.88%	52.88%
9 - 17	59	206	19.28%	67.32%	21.22%	74.1%
18 - 26	42	248	13.73%	81.05%	15.11%	89.21%
27 - 35	12	260	3.92%	84.97%	4.32%	93.53%
36 - 44	7	267	2.29%	87.25%	2.52%	96.04%
45 - 53	7	274	2.29%	89.54%	2.52%	98.56%
54 - 62	2	276	0.65%	90.2%	0.72%	99.28%
72 - 80	1	277	0.33%	90.52%	0.36%	99.64%
81 - 89	1	278	0.33%	90.85%	0.36%	100%
Sum:	278	-	90.85%	-	100%	-
Not answered:	28	-	9.15%	-	-	-
Average:	10.64	Minimum:	0	Variance:	203.28	
Median:	5	Maximum:	90	Std. deviation:	14.26	

Total answered: 278

Numeric cell (row 9, column 2)

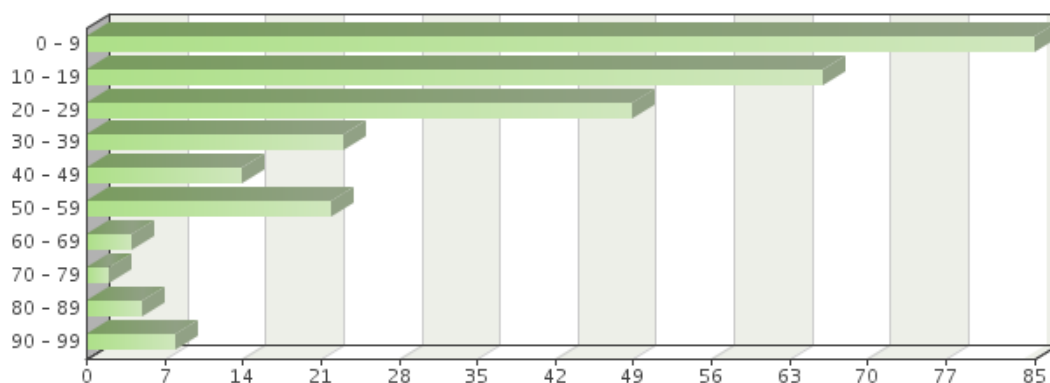


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 4	126	126	41.18%	41.18%	45.49%	45.49%
5 - 9	24	150	7.84%	49.02%	8.66%	54.15%
10 - 14	47	197	15.36%	64.38%	16.97%	71.12%
15 - 19	16	213	5.23%	69.61%	5.78%	76.9%
20 - 24	33	246	10.78%	80.39%	11.91%	88.81%
25 - 29	9	255	2.94%	83.33%	3.25%	92.06%
30 - 34	13	268	4.25%	87.58%	4.69%	96.75%
35 - 39	1	269	0.33%	87.91%	0.36%	97.11%
40 - 44	3	272	0.98%	88.89%	1.08%	98.19%
45 - 49	5	277	1.63%	90.52%	1.81%	100%
Sum:	277	-	90.52%	-	100%	-
Not answered:	29	-	9.48%	-	-	-
Average:	9.13	Minimum:	0	Variance:	127.01	
Median:	5	Maximum:	50	Std. deviation:	11.27	

Total answered: 277

Numeric cell (row 10, column 2)

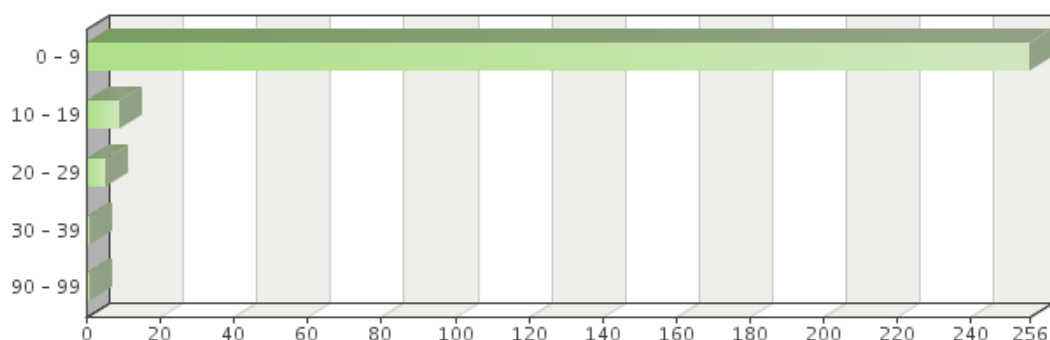


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	85	85	27.78%	27.78%	30.58%	30.58%
10 - 19	66	151	21.57%	49.35%	23.74%	54.32%
20 - 29	49	200	16.01%	65.36%	17.63%	71.94%
30 - 39	23	223	7.52%	72.88%	8.27%	80.22%
40 - 49	14	237	4.58%	77.45%	5.04%	85.25%
50 - 59	22	259	7.19%	84.64%	7.91%	93.17%
60 - 69	4	263	1.31%	85.95%	1.44%	94.6%
70 - 79	2	265	0.65%	86.6%	0.72%	95.32%
80 - 89	5	270	1.63%	88.24%	1.8%	97.12%
90 - 99	8	278	2.61%	90.85%	2.88%	100%
Sum:	278	-	90.85%	-	100%	-
Not answered:	28	-	9.15%	-	-	-
Average:	21.24	Minimum:	0	Variance:	527.73	
Median:	15	Maximum:	100	Std. deviation:	22.97	

Total answered: 278

Numeric cell (row 11, column 2)

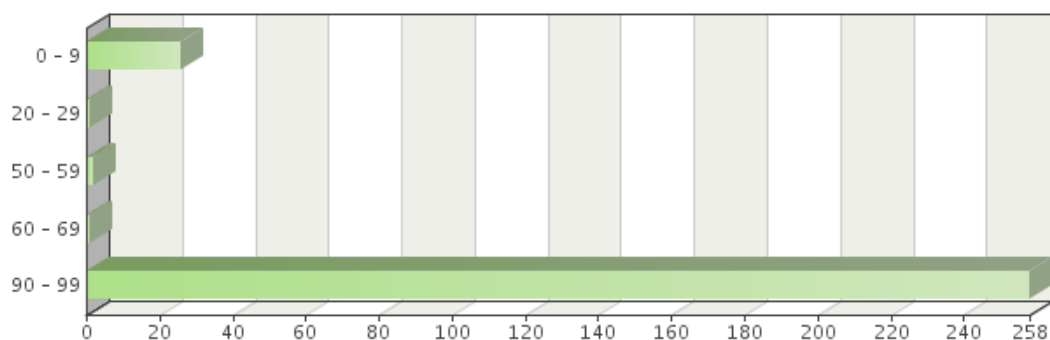


Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	256	256	83.66%	83.66%	94.12%	94.12%
10 - 19	9	265	2.94%	86.6%	3.31%	97.43%
20 - 29	5	270	1.63%	88.24%	1.84%	99.26%
30 - 39	1	271	0.33%	88.56%	0.37%	99.63%
90 - 99	1	272	0.33%	88.89%	0.37%	100%
Sum:	272	-	88.89%	-	100%	-
Not answered:	34	-	11.11%	-	-	-
Average:	1.37	Minimum:	0	Variance:	52.2	
Median:	0	Maximum:	100	Std. deviation:	7.22	

Total answered: 272

Numeric cell (row 12, column 2)



Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	26	26	8.5%	8.5%	9.03%	9.03%
20 - 29	1	27	0.33%	8.82%	0.35%	9.38%
50 - 59	2	29	0.65%	9.48%	0.69%	10.07%
60 - 69	1	30	0.33%	9.8%	0.35%	10.42%
90 - 99	258	288	84.31%	94.12%	89.58%	100%
Sum:	288	-	94.12%	-	100%	-
Not answered:	18	-	5.88%	-	-	-
Average:	90.14	Minimum:	0	Variance:	850.27	
Median:	100	Maximum:	100	Std. deviation:	29.16	

Total answered: 288

Text input

Support for graduate students to offset the costs of field research and other research for which travel is necessary.

Other = more summer support for current graduate students, focused towards those near the end of their degree. Masters students should be prioritized because their time frame to get their research done is shorter.

If you want us, students, to pay more, then you need to pay us more than 16,000 dollars a year. One of the reasons I chose this university was because of the low tuition. My thought was: OK I am going to earn less money in this university than when I was doing my MA in another university in the US; even though now I am doing a Ph.D. however, I also have to pay way less tuition than before, so it compensates. If you remove that... then it does not compensate and I will end up transferring to another university.

Professors managerial competency. How to successfully lead and organize a ground of researchers to provide a healthy work environment while successfully progressing in research.

I'd pay extra if it went towards unionizing graduate students so we can organize and fight additional highway robbery by the university. Also, my department offers only a few assistantships per semester. At least 90% of us are paying out of pocket. So maybe don't go digging for more of what isn't there.

The fact that the college cant build a survey that works easily and is readable on iPhone, and the fact that I have spent 5 months bites trying to fill in 0 for somehow required % questions makes me unlikely to support anything beyond the psychology department and beyond increasing graduate stipends. I know you mean well, but the level of ineptitude annoyance and frustration with arts and sciences (IT service and support especially) means I'm basically pro psychology, pro increasing stipends, and anti everything else at this institution.

Teaching assistantships in my department are extremely scarce and do not pay a living wage. The only graduate students who can afford to take them have outside funding and need teaching experience. It's a scam, and it's totally exploitative.

See comment above--offering more trainings and subsidies for students to develop their skills with computer software and hardware that would be relevant in a professional environment and in a field research environment. For graduate students that move out of academia when they finish their degree programs, knowledge of Adobe and Microsoft applications is essential. Not to mention other cutting edge softwares, such as ARCGIS, CAD, and so forth. Aptitude in a range of technical platforms will only make the UNM graduate that much stronger in the professional environment.

I only support this so that I could get a graduate assistantship. There are not enough available. Tuition is already very high and a tuition differential would make it so that I would have to get more student loan to attend school. The proposed increase would raise my semester costs by \$1,500.00. I am already a successful student and I don't see how any of these 'supports' would enhance my success.

*Please note that my above "yes" vote would be contingent on the fee differential being covered by the tuition remission granted through Graduate Assistantships and I think the fee differential should not be applied to dissertation credits.

Formal training on how to be an effective researcher and instructor.

Graduate students already pay a higher tuition per credit hour, so I don't understand what is different about the "differential." Why is UNM simply raising tuition for graduate credit and not calling it what it is: a tuition increase?

Frankly, rather than raise tuition, perhaps it would be smarter to cut costs by hiring more adjunct faculty and visiting scholars to replace by attrition tenured faculty who are often paid substantially more.

Reward the best students at the end of the semester.

Tutorials or working groups for students learning how to put together research projects, to support development and understanding of methods.

This will wind up being spent on overhead and other bureaucratic interests and to bail out the current reported overspending in the college. I am firmly opposed.

These are already ordered with top areas of importance listed first in the comments above.

\$100 per credit hour is a lot. Students already spend lots of time and effort applying for grants and scholarships that are less than \$600 that graduating students are required to take, so I don't see how such a fee hike would easily help students graduate on time (other than offering required courses, which I haven't had a problem with but it is absurd that courses required to graduate would not be offered consistently). having technical support (like effective statistics help or software needed for analyses) would help students complete their research and graduate. If you plan on using a bunch of the money for financial aid to cover the difference, then don't charge it in the first place. The logic of this policy is not well explained, so I'm not entirely sure how to respond.

Again, financial burdens of higher education is the problem, not the solution. I'd like to see a formal audit of the A&S college finances before seeing any increased tuition. I believe between the dean and assistant dean there is around a half a million dollars allocated between two employees!

If I am to work for the University as a teacher for their labs, I will not also pay the University for my required credit hours every semester. I only make 1600 a month, after rent and utilities I barely have enough for food, and paying back student loans. If you want money to help out graduate students, stop spending so much on building all of these new buildings and make the undergraduate degree actually cost something.

As I said above, research support - not just to conferences, but for the things we need to do the research to get to the conferences. Also, maybe expand health care coverage for graduate students? We do not have dental and vision coverage, and I have had to devote LARGE pieces of my income over the course of graduate school to pay out of pocket for these things. It was incredibly stressful.

As mentioned earlier, I think providing graduate students with better pedagogical knowledge prior to entrance in the classroom and graduate program is key. The extra tuition could go to paying professors to teach a short course for teaching assistants. This will help graduate students perform better in the course and allow them to succeed after their degree completion. Perhaps this could also be a certificate program.

Asking for us to pay more on an arbitrarily named "tuition differential" which is exempted from our tuition benefit so as to effectively reduce our pay is deeply offensive. It is ludicrous that you want us to validate this exercise through asking "how we'd like to see this money spent" as if we have already agreed to it or imagining ourselves as having already agreed to it. We are the students affected, so suggesting we are being selfish for not paying the tuition differential is absurd. The arbitrary accounting is about eroding our benefits even though you are reframing them back as expanding them.

Funding is being allocated poorly. The amount of award offered to assistant positions bears no consideration on the amount of support that student is offering the course. One student might be awarded a .25 level assistantship and be devoting the expected amount of time and effort, if not more, to their job, while another student, who isn't even on campus for that semester, is being awarded .75, to do very little, if anything. All of these categories are arbitrary until more specification is given as to HOW this money is going to positively impact the students. Why aren't these needs already met, at a school that charges so much for tuition in the first place? Is an extra \$100 per student, per credit, really going to make all the difference, when the school is doling out 150,000 a year to the worst professors?

I do not support the tuition differential as a means to accomplish these goals; as a public institution, I do not think that students should have to pay additional fees (or "differentials") in order to access quality education and opportunities.

Do not leave the ARTS half of the College of ARTS and Sciences out!

Reduce the number of classes needed to graduate so more emphasis is placed on research instead of classes

Dissertation fellowship

I am an intern at Sandia. My department requires that I only work part time so that I make the same as a TA or RA would. However, unlike TAs and RAs, I pay my own tuition. If you increase tuition you will be making students who do not benefit from the increase price pay more while the students who benefit continue to have their tuition paid for anyway.

I don't know who designed this survey, but it's not only impossible to answer these questions without more information (projected dollar amounts and number of open positions would be a good start), but it's also incredibly insulting to ask us to volunteer to pay more to support these initiatives, period. A&S has already stolen money back from programs that generated funds for themselves, including some programs that are essentially student-run organizations. Why should I even consider trusting A&S with additional funds that it "promises" will only be used for educational support, especially since "educational support" seems to include baseline administrative and educational functions? Are you going to add \$150 per credit hour to our bills so we can have heat and electricity in the buildings we work in next? Nevermind. I don't want to give you ideas. All this while the new Business building is *still* under construction. Sure, they're a different college and the money may not move easily from one pot to the other, but you can't tell me that Anderson 2.0 should be happening while A&S can't fill its Grad program coordinator positions or offer required classes on schedule because of budgetary reasons. That shows a gross mismanagement of funds at the *university* level. It may be that these increases are coming one way or another, but mismanagement on the part of the governor, the state legislature, the university president (permanent or acting), the board of regents, and the upper administration of the University is to blame, not the poor saps just trying to get the education they want. You can't fund the programs to the extent they need to be funded? Admit defeat and cut the programs. Show the world how inept we are at administering education at our most important university. Or, you know, get the legislature to show some spine and provide the funds we need. Those are the two choices we have, because once we start to dump the costs of running the University on the backs of its graduate students--some of the hardest working and most vulnerable students at the university, who don't enjoy access to Pell Grants and subsidized Stafford loans, and whose Assistantship stipends have them working 70-hour weeks and making less money than someone slinging coffee at Starbucks (and then only during the school year--what do they do during summer months?)--then we no longer serve our purpose as an educational institution. Instead, we become just another for-profit enterprise, passing costs along to consumers.

Miscellaneous

Offering fellowships

Paying ABD's credit hours or matching their salary to these credit hours they have to pay as a teaching assistant. For more information, look at my suggestion on question 4.

Increase number of fellowships in programs that assist students of color

Funding support for student research.

I understand the reasoning behind "Retaining high-quality faculty in your program with competitive wages," but it would be very aversive to know that part of extremely burdensome \$100/credit hour I am paying would be going to faculty wages. UNM graduate student stipends are so low as it is. In my three semesters as a doctoral student so far, I have consistently been registered for between 14-18 credit hours. \$1400-\$1800 per semester additional is untenable and will deter high quality students from enrolling in the university.

I am in complete disagreement with any increase in the cost of attendance. Please find another source of money to support the primary function of a university: education.

All of the items mentioned are very important and necessary, however, students who does not have TA or GA would be seriously affected because they will have to pay 900 dollars or even more (if 100 dollars are charged per credit hour). As an International Student that is not able to work outside without limitations and that completely depends on the salary received by either a TA or a GA, I cannot support this tuition differential. I have classmates that would be seriously affected and in the future I could possibly count myself among them.

Fund the GRC

How can you make US GRADUATE STUDENTS PAY MORE WHEN AN ASSISTANTSHIP IS SUPPOSED TO HELP US NOT PAY FOR GRADUATES SCHOOL - as if we make tons of money! which i don't! and am barely making ends meet!

For what departments? Psychology has one of the lowest graduate or research assistantship stipends (at standard 50% FTE). I had to take out loans to cover basic needs and qualified for food stamps. Nor my stipends or loans combined afforded me the ability to buy dental insurance. I would not support any of this unless there was more transparency about the distribution of funds between departments.

Find the money elsewhere, we are barely scraping by as it is.

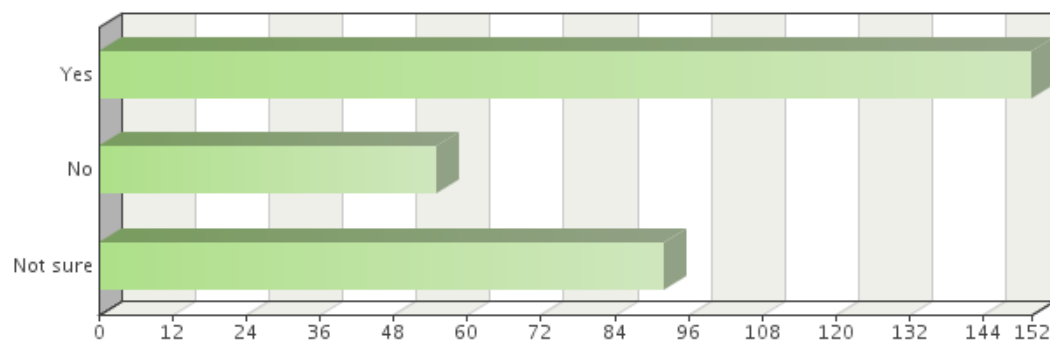
Training for currently employed advisors and staff to ensure they understand and can correctly convey UNM's policies and procedures.

Increasing funding to support graduate students to do basic things like printing.

I would only support this differential if it went right back to our program. SHS cant afford to lose money to the rest of the university. But it is a world-class program that improves lives and could serve the UNM community even more with support.

Question 9

The College wants a significant portion of any differential tuition funds generated to be allocated to A&S student financial aid. Do you think that a portion of these funds should be re-distributed to graduate students who are not on full assistantships, so that any tuition differential would be covered for these students?



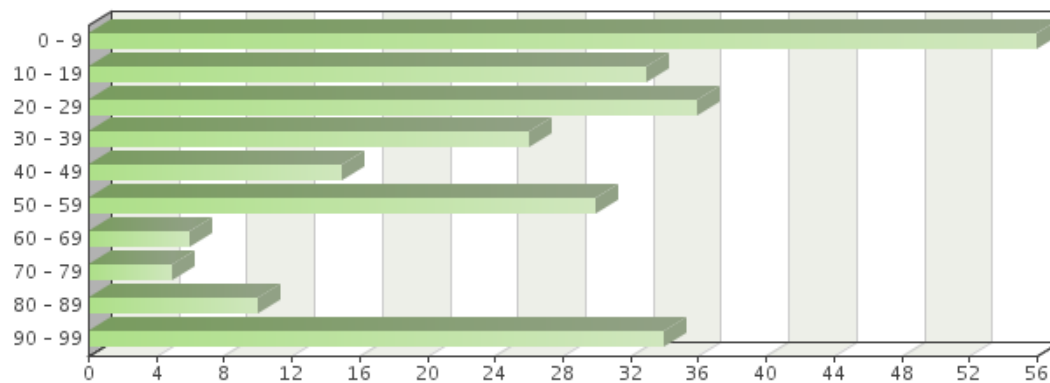
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	152	152	49.67%	49.67%	50.84%	50.84%
No	55	207	17.97%	67.65%	18.39%	69.23%
Not sure	92	299	30.07%	97.71%	30.77%	100%
Sum:	299	-	97.71%	-	100%	-
Not answered:	7	-	2.29%	-	-	-
Average:	1.8	Minimum:	1	Variance:	0.78	
Median:	1	Maximum:	3	Std. deviation:	0.88	

Total answered: 299

Question 10

What percent of the money generated by a differential tuition charge would you like to see allocated to student financial aid?



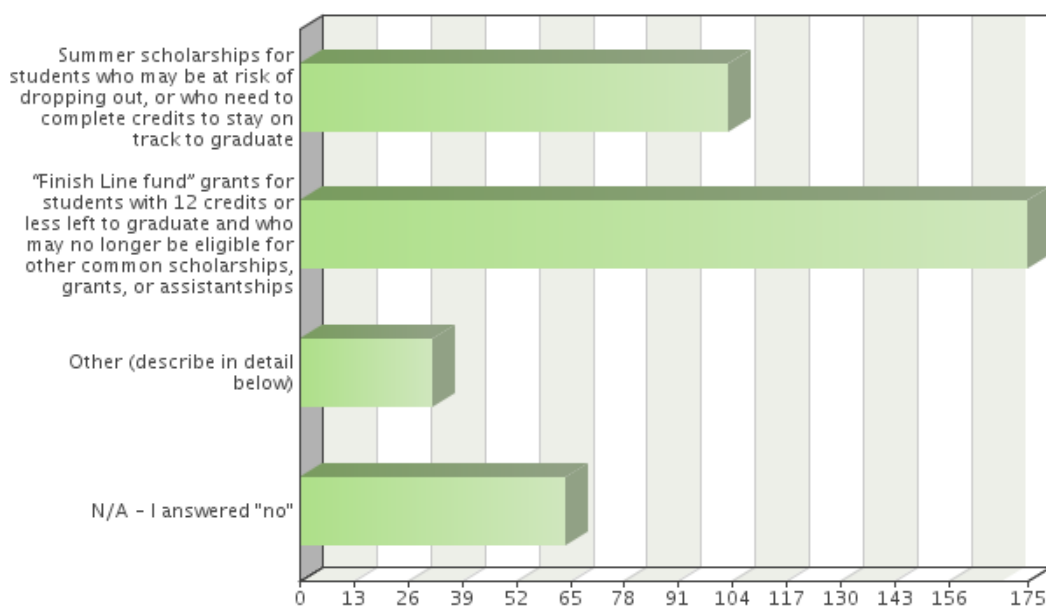
Frequency table

Intervals	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0 - 9	56	56	18.3%	18.3%	22.31%	22.31%
10 - 19	33	89	10.78%	29.08%	13.15%	35.46%
20 - 29	36	125	11.76%	40.85%	14.34%	49.8%
30 - 39	26	151	8.5%	49.35%	10.36%	60.16%
40 - 49	15	166	4.9%	54.25%	5.98%	66.14%
50 - 59	30	196	9.8%	64.05%	11.95%	78.09%
60 - 69	6	202	1.96%	66.01%	2.39%	80.48%
70 - 79	5	207	1.63%	67.65%	1.99%	82.47%
80 - 89	10	217	3.27%	70.92%	3.98%	86.45%
90 - 99	34	251	11.11%	82.03%	13.55%	100%
Sum:	251	-	82.03%	-	100%	-
Not answered:	55	-	17.97%	-	-	-
Average:	35.96	Minimum:	0	Variance:	1,064.93	
Median:	30	Maximum:	100	Std. deviation:	32.63	

Total answered: 251

Question 11

If a percentage of the College's differential tuition funds was redistributed as financial aid to those graduate students not on full assistantships, how would you like to see that redistribution implemented? Please select from the options below, and/or add your own:



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Summer scholarships for students who may be at risk of dropping out, or who need to complete credits to stay on track to graduate	103	103	27.54%	33.66%	33.66%	35.27%	35.27%
"Finish Line fund" grants for students with 12 credits or less left to graduate and who may no longer be eligible for other common scholarships, grants, or assistantships	175	278	46.79%	57.19%	90.85%	59.93%	95.21%
Other (describe in detail below)	32	310	8.56%	10.46%	101.31%	10.96%	106.16%
N/A - I answered "no"	64	374	17.11%	20.92%	122.22%	21.92%	128.08%
Sum:	374	-	100%	-	-	-	-
Not answered:	14	-	-	4.58%	-	-	-
Average:	2.15	Minimum:	1	Variance:	1.02		
Median:	2	Maximum:	4	Std. deviation:	1.01		

Total answered: 292

Text input

Support for international students with limited employment opportunities.

I would like to see some needs based grants/scholarships to help those who can't stay on track and pay their bills at the same time. Also so they don't have to work way more just to survive. That way they aren't kicked out or slowed down in the programs via this change.

You are adding an additional \$1800/ year onto grad student tuition. I am already paying my full tuition costs out of pocket because my department can't afford assistantships for all of us. This should be distributed to any student who was unable to receive an assistantship due specifically to lack of department funding.

Not sure

Straight cash to offset the nearly \$1000/semester I'm paying in tuition differential.

At a minimum, cover the cost of the differential. At a maximum, pay the differential tuition costs for all graduate students, plus have a fund that covers last semester tuition and fees for any student not on a full assistantship.

In my program, if students aren't on a full assistantship, they are likely beyond their 5 years (for PhD). I don't believe students should continue to receive departmental funding if they are beyond their contracted timeline.

No student should pay any more than they already do AND should have the listed potential opportunities in their programs. This is possible by re-allocating what funds there already are.

PLEASE SEE BELOW!

I am opposed to any additional fees.

\$100 is a huge increase over our current course fees and tuition, and likely a financial burden on even students who aren't "at risk". Graduate school is financially stressful, even on a TA/GA/RA stipend. We already spend a lot of time searching and applying for grants less than the additional amount this would cost us. Making students jump through more hoops to get a scholarship to offset this cost doesn't make sense. I don't know ANY grad students who would not perceive \$600 per semester (for someone only taking dissertation credits!), or possibly \$1800 a year to be a huge financial burden. That's more than a whole month's stipend! We are already living nearly at the poverty line with our meager stipends.

After the semester has begun (and all assistantships are filled, etc.) then those students who are not on assistantships and have paid the differential would receive a refund (partial if needed) of that amount paid. The refund needs to happen the same semester in order for students to know that they are truly getting their money back. The first two options above do not clearly compensate all non-assistantship students who paid the differentials.

Even partial financial aid in any given semester could be helpful for graduate students not receiving full assistantships.

Why are you trying to make the students pay for each other. Our research is what makes this university relevant in our respective fields. Grow some respect for us and find ways to fund us. If you make us pay for this you will see a decrease in enrollment of students, and overall results from these programs will decline.

I chose "No" in Q9, because it depends on what year grad students are in. If they've been in their programs more than enough (the usual # of yrs that students in THAT program take to graduate), stretching the money will presumably push them to focus and finish their dissertation. Program to program MUST be different, in my opinion.

Yearly research grants that include stipends

For the summer scholarships - what would this look like? Sometimes grad students get hit with extra tuition costs over the summer to stay funded because we have to be "enrolled" but we are really just in need of funding to keep us alive while we work on research. Please be cognizant of this. Maybe offer health plan enrollment for graduate students not on stipends? As someone who has bounced on-and-off stipends and across employers through grad school, I can say that health care was a #1 stressor - making sure I kept coverage, that I had a sizeable chunk of my small income saved up in case something happened. On top of this, graduate school is incredibly stressful and grad students really need mental health and other services.

Given on need basis, perhaps decided by professor letter of support and FASFA, at the start of the graduate career. Some departments take a semester before they offer funding, and having a scholarship at the start of the degree would be helpful.

I'm not sure--nearly all graduate students have poverty-level financial needs. How could funding be fairly distributed?

Dissertation fellowships

I think it should be for all students who need it, not just summer student. I am specifically against it going to finish line students since after you pass candidacy tuition is less, and since these students are very unlikely to drop out.

I am not sure. There would have to be a lot of additional rules to how the money was distributed. I'd worry students who are at risk of dropping out may still drop out during the semester that they are being funded. I also don't know if it's a good goal to just have as many people graduate as possible and as quickly as possible? It's too case by case to generalize what I think should be done.

How about this: instead of taking money from ALL graduate students in the form of a differential tuition hike and then just giving that money BACK to all the students (minus a processing fee, of course), why don't we just NOT TAKE THE MONEY FROM THEM TO BEGIN WITH. If you're going to be redistributing what I'm going to call "wealth" with my tongue planted firmly in my cheek, then I would agree that figuring out ways to support students during the summer is as a good cause as any, as is support grants for students who may need the extra help, but the vast majority of the funding here needs to go to fund the students who work at the university first. Ideally, however, and I know I'm going to get into pipe-dream territory with this, this fee simply should not be assessed in the first place.

If there is required number of credits per semester students have to take in order to be at the program that requirement should be dropped

Students with only 10-hour assistantship but at good standing.

You have not made it clear how the allocation of any financial funds from tuition differential will be determined. I do not support using the funds for financial aid because I do not think the funds should be collected in the first place. You can help all students in a concrete way by not raising the cost of attendance.

Again, why don't you all cut your own salaries and stop sucking money out of us poor students who can't afford to pay anymore than what we are, why don't you go after our governor who fucked all this is and is corrupt - I might as well say you are corrupt as well to throw this on us.

Students who already have to pay their own tuition should not be required to pay more while those that have assistantships or grants that cover tuition are completely unaffected. Therefore, any increase in tuition for self-funded students should be covered.

Some students receive grants with NO TUITION AWARDED. Differential tuition would be hardest on these students whether or not they are within 12 credits of graduating. Some of these students also do not have any prospects of having their tuition covered for the remainder of their studies. I personally am on an RA but pay my own tuition and believe that this will be my situation for the remainder of my studies (3 more years likely). I am not in a financial position to pay this extra charge. I will not be able to finish my studies if this tuition is put in place and there is no aid for students like me who are on RAs with no tuition.

Fund for students receiving minimal to no support from their home departments

Assistantships should be expanded so as to not alienate the students.

Offer scholarships to those who fall below the poverty line.

more partial assistantships and covering the differential for staff students

Funding needed by graduate students for research projects, travel assistance here and abroad, paid internships, independent study, and other opportunities in the field, especially programs that award toward credits for graduation.

Fund one whole semester with no obligation other than completing the requirements for the student program (classes, comps, dissertation).

There needs to be financial aid available to all students if tuition costs increase.

Grants for non-traditional students

Question 12

What is your age?

Text input

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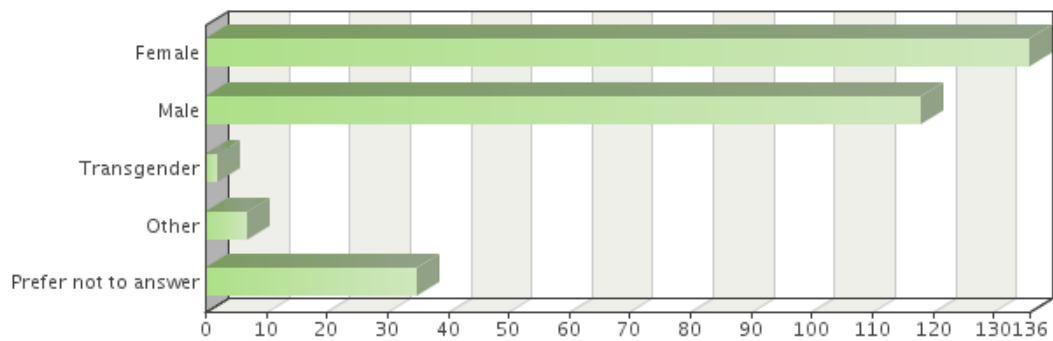
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Question 13

What is your gender?



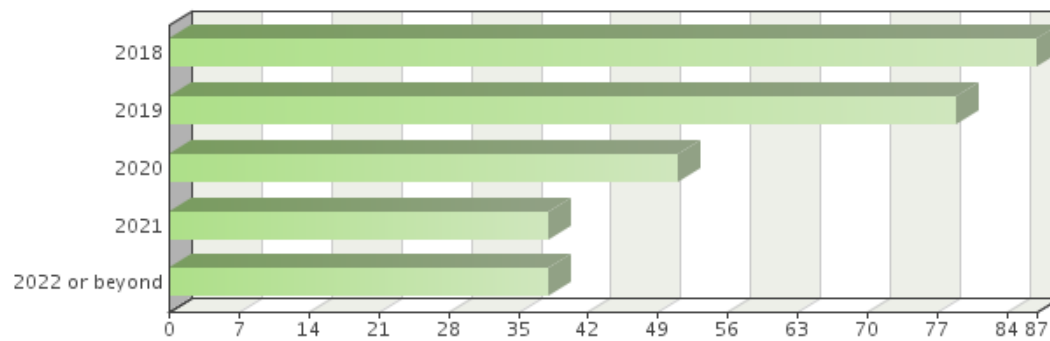
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Female	136	136	44.44%	44.44%	45.64%	45.64%
Male	118	254	38.56%	83.01%	39.6%	85.23%
Transgender	2	256	0.65%	83.66%	0.67%	85.91%
Other	7	263	2.29%	85.95%	2.35%	88.26%
Prefer not to answer	35	298	11.44%	97.39%	11.74%	100%
Sum:	298	-	97.39%	-	100%	-
Not answered:	8	-	2.61%	-	-	-
Average:	1.95	Minimum:	1	Variance:	1.62	
Median:	2	Maximum:	5	Std. deviation:	1.27	

Total answered: 298

Question 14

What is your expected graduation year?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
2018	87	87	28.43%	28.43%	29.69%	29.69%
2019	79	166	25.82%	54.25%	26.96%	56.66%
2020	51	217	16.67%	70.92%	17.41%	74.06%
2021	38	255	12.42%	83.33%	12.97%	87.03%
2022 or beyond	38	293	12.42%	95.75%	12.97%	100%
Sum:	293	-	95.75%	-	100%	-
Not answered:	13	-	4.25%	-	-	-
Average:	2.53	Minimum:	1	Variance:	1.89	
Median:	2	Maximum:	5	Std. deviation:	1.37	

Total answered: 293

Question 15

If you have any additional comments or suggestions, please feel free to state them here:

Text input

In my view, the university should take every effort to retain graduate students admitted to the programs (they are different valuable resources). And, of course, encourage them finish their degrees as soon as possible, and place them at positions they can bring more funding to the university . Still I'm not sure this tuition differential concept is an ideal remedy--perhaps, a short term solution, as this would lead students to drop the courses just because of funding uncertainty . I think, most of the other programs fully fund Their grad students nor make them feel less uncertainty on university's ability to fund them in the future. This unsertsin environment deviate grad students from their main focus, which is unhealthy. Further, this creates very distructuve competition amoung students for " funding", but not for what is excepted from them to become successful future professionals. The brighter side of providing a financial gurentee to graduate students provides cooperative environment--much needed for a research based university!

Charging students more money is not the way to fix what is broken with the UNM system. Many of us are working to support ourselves through school, are single parents, supporting families, etc. Maybe if UNM managed finances better, theyd be in better financial shape & wouldnt have to use the backs of students to fix whats broken.

As a Ph.D. graduate student in STEM, my tuition is covered by my advisor's grants. Every time tuition is raised, the number of positions available in our lab drops and our group shrinks. As these groups shrink, the amount of responsibilities and stress on the students in the lab is raised. This tuition hike would adversely effect myself and my colleagues as it would only serve to lower my stipend, so that my advisor could be more to my tuition, decrease the number of spots available in our lab, and, due to the previously listed adverse effects, lower my departments ability to accept new students overall. Your arguments are further flawed in that, since I'm paid through grants, as are the vast majority of STEM Ph.D. students, you cannot dictate what my stipend is. I already agreed to be paid half of what I was offered at another institution to come to UNM. That advisor could offer me more money from his grants. I came to UNM for the excellence in research, but if my stipend is lowered, I will not be able to stay, and would not recommend new students to come. By taking money from the grants that I help my lab to receive, you are hurting my ability to fund my research and making it harder to pay rent, medical expenses and travel to conferences where I promote this institution. I do not believe that this is a productive or competitive move by our college, and I strongly urge the college to rethink this decision.

Should the proposal for differential tuition be accepted, I believe most of the money generated should be redirected back to students by means of larger stipends and more support for students' own research and the dissemination of this research. I would, however, be against using the money to create more rather than higher stipends.

Graduate students, like all other students, shouldn't have to pay for education to begin with. Instead of charging us more, take the money from administration and the rich.

Tuition should be transparent, if the University can't make it transparent and have to add a differential, then something is wrong.

Given my recent experience with A&S, I will not support any efforts to increase the college's funding. They have alienated students by putting bureaucracy and second-rate professors ahead of student welfare. UNM is a second rate, second tier school that employs second rate professors who could not find better jobs. I attend for convenience. I am beginning to think that a Phoenix PhD is a better investment than a Lobo PhD. You have a serious branding and perception problem, and more money won't fix your problems. Only a wholesale change in leadership and faculty will improve the situation.

It seems to me we spend the money we have on the wrong things. Why did we spend money for an outside consultant to design a new logo? Why does the university pay for the president to live on campus? Don't we pay enough for that person to afford their own home and pay their own bills because I pay my own bills on much, much, much ,much less. How about we spend the money we have more wisely? And we all know you will spend the money on administrators and other foolish things.

Instead of a tuition differential, it may be more cost effective to allocate money used for non-academic purposes (e.g., athletics) that arent successful make up a central part of academic life to supplement the costs that the differential would cover; all students are here to take classes, not necessarily subsidize mediocre sports programs and their overpaid admins.

I DON'T think that increasing fees for graduate students is the ONLY solution. The differential tuition should be implemented for undergraduates too because better research and faculty benefits the undergraduates as well. Undergraduates will take the elective courses that differential tuition would provide. I would support this more if the undergraduates had \$2035 per credit fee as well.

An alternative to find ways to support a better budget in A&S would be to look at the top down than the bottom up. You are targeting the most vulnerable population with differential tuition by placing the bill on students. Maybe you should decide whether or not spending 10 times the median income of the City they work in is worth it to spend on Deans.....

I think I stated my feelings in the previous comment boxes.

How will the differential money be allocated across Arts and Science departments? Will it be evenly distributed or will the science departments receive the bulk of the funds? No mention was made in the literature regarding this. Could someone please provide me with an answer

They money lost going into athletics would do wonders helping students perform research and get their education. You know, helping students succeed in the purpose of the university.

Above all, I'd be loathe to see any tuition differential go to chairs or professors. Stop trying to compete with real schools with real endowments and real facilities and just be you, UNM. Just be you.

All of this hypothetical discussion is absurd. Just TELL us how much the per credit fee would be so we can ACTUALLY have an informed opinion.

The differential tuition shouldnt apply to thesis or dissertation hours. Students often take more credits during thesis/dissertation hours, 9-12 rather than the usual 6, so if differential tuition was applied to those hours it would be an additional 900-1,200 in tuition, which if you are finishing your degree you are often having to reduce the hours you work to focus on your work, so its a time when students are least able to afford such an increase.

I am supportive of the increase, but it is important not to make it to extreme that it with discourage students from attending. UNM is a price competitive yet still 4 year university and it's important to remember that tuition increases hits many low income students where going to college is the only way to make their way to a better career and therefore life. Make sure to keep that in mind when considering the tuition increase.

It seems a little weird to state that the college brings in more money than it gets back and then ask the grad students to pitch in more. I think a number of these suggestions sound great, and if the only way to implement them is the differential, then I guess I grudgingly support it in order to help my fellow students. But it still seems like we are being taken advantage of here shouldn't this support be coming from the central admin? I know that there have been a lot of budget cuts, but this still seems like a big ask.

I feel that a tuition differential will be difficult to implement University wide that appropriately and positively impacts graduate students. The needs are different by Department, and even reading the intent of most of the questions in this survey leaves no doubt that there is poor understanding of the financial struggles of graduate students. And, poor understanding of differences in need between academic disciplines. For example, most Ph.D. Students in the sciences only take a couple of years of classes. Paying tuition for classes ceases to be a concern toward the end of our programs. But, assistantships are critical to surviving graduate school, as is a livable wage. Most of us are earning several thousands of dollars below poverty level. As we age in our programs, we have life commitments that cannot be supported by these salaries.

Look, we both know that once the tuition differential goes into effect, the administration will just cut the baseline funding allocated to those departments, and the net gain will be zero. Don't treat us graduate students like we are idiots. It's a tuition increase. Call it what it is.

It doesn't make any sense to me to make a graduate student pay for money so that professors will get more money, and teach courses. The good, respectable professors at UNM tend to buy out of teaching anyway with money that they receive from grants, so the money you would make graduate students pay would be going to mediocre teachers, which there are enough of at UNM. Also, some graduate students are being paid through grants, and not by being a GA/TA. It isn't fair to these students to make them pay out of their own pocket to ensure that professors, who are heavily compensated to begin with, perform their own teaching requirements. If you want graduate students to graduate faster, ensure that required courses are given EACH semester, and reduce the overall number of courses required. Graduate students should be focusing on research, not being forced to take courses taught by unenthusiastic professors.

This differential idea is one of the most stupid to come down the turnpike by this out-of-touch administration!

While I understand the need for additional funding (particularly funding that is guaranteed to go to student needs and not be used for administrative or overhead--unless these fee differentials are covered by assistantships, \$100/credit hour is likely a huge burden for graduate students: If the student is full time (12 credit hours), that is \$1200 out of pocket. This is almost a full month of pay as a graduate assistant and can seriously impact students' ability to do basic things like pay rent or eat for a month. I would only support the fee if it were to be covered by graduate assistantships.

I am so incredibly opposed to this differential, you can't even realize.

I'm quite skeptical that the funds generated by these added fees would actually benefit the areas I think are important. In order to support this effort, I'd want to see some solid plans from the College for how these funds would be allocated.

Instead of further exploiting students, reduce the number of administrators and their inflated salaries. The extra money should go to faculty and keep tuition costs down. I am absolutely against making students pay even more so that administrative self-serving bureaucrats can make money off an institution of higher education. The trend is epidemic and UNM could stand out by going against such a destructive trend that will result in the demise of universities. But only after reinstating an aristocratic class. Consider, also, helping the graduate students who teach/adjunct many of the classes at poverty wage levels.

Dear CAS, I am vehemently opposed to a CAS-wide graduate tuition differential for several reasons: 1) Graduate students with assistantships are already underpaid. I am in the beginning of my Ph.D. program, with an anticipated 5 years left until graduation. At a rate of \$100/credit hour, I would be expected to pay \$6,000 out of pocket in tuition differential fees (or \$1,200 per year) from now until my graduation. Given that graduate students barely live above the poverty line in New Mexico on nominal assistantship salaries (many of which require more than the 20 hours per week of work for which we are paid), this is unreasonable. Registering for 6 credit hours per semester is also the minimum permitted by my department; however, to complete degree requirements, far higher credit loads per semester are required. In order to graduate with a Ph.D. in Biology, a total of 66 credit hours are necessary (48 class hours, 18 dissertation hours). Assuming a student graduates in the 5 expected years to degree completion, each Ph.D. student must register for more than 6 credit hours per semester. This increases the burden that the tuition differential would inflict. 2) I am opposed to creating a "financial aid" fund with tuition differential money. Why would you ever propose taking tuition differential money from one student and funneling it into a "financial aid" pot that goes to help other graduate students? It is ludicrous to steal \$600/semester (assuming a 6-credit minimum) from one student to then re-allocate that to someone else. Instead of offering tuition differential financial aid packages, I propose you DO NOT increase the costs of tuition THIS eases the financial burden. All graduate students have financial need as is. By increasing the financial burden, you increase financial need. 3) In the off chance that graduate assistantship waivers will cover the costs of the proposed tuition differential, you are then asking me to approve a greatly increased burden for my department, which is already chronically overworked and underfunded (the number of undergraduate Biology majors has increased by ~1,000 students in the last 20 years, while the number of faculty members has remained the same). Why should my department have to shoulder an increased financial burden when it will likely never see a benefit? 4) I do not support a tuition differential for all CAS graduate students because I do not anticipate that my department (Biology) or I will ever see a dime. The approval process for tuition differential funds is lengthy and far too complex; any proposal for tuition differential funds must suffer through this process and then be allocated among ALL graduate students in CAS. This means that precious "financial aid" funds possibly generated through the tuition differential will be competitive among thousands of graduate students in CAS. The chances of me, my peers, or my department ever receiving "financial aid", getting a new faculty member, or being flown to a conference with these funds is so scarce, it is almost laughable. A few problems with wording in this survey: - Questions 9 and 10 are difficult to answer, because both assume that I am in support of the tuition differential, which I am not. I am fully in support of financial aid for students, but as worded, my answer for #10 is "\$0.00" because I do not support the tuition differential proposal (see explanation above for why financial aid proposals in this circumstance are especially ludicrous). Tuition differentials are insidious and represent the erosion of public education. It has been shown in numerous cases that tuition differentials discourage enrollments of minority and female students. Although funds are scarce, if we implement a tuition differential, we will drive away competitive graduate applicants that recognize the lunacy of paying thousands of extra dollars in tuition fees instead, they will choose our peer R1 institutions that currently do not have tuition differentials. UNM's reputation and research output will decrease, while unhappiness from graduate students increases. I urge you to reconsider your proposal for implementing a CAS-wide tuition differential. Sincerely, Concerned Ph.D. Student Department of Biology

Sorry. The whole thing looks like a scam to me. Money is fungible. Claiming that this particular money will only go to things that help student success is meaningless, since you could always just shift money from other sources away from these programs. This is not a plan to help grad students. It is a plan to pay graduate assistants less.

It seems this proposal is a way to limit the number of graduate students in Arts and Sciences. I expect it will work quickly. Should this proposal be implemented, I would drop to the minimum number of credit hours necessary to stay enrolled and finish my dissertation. Perhaps one of the items of consideration in evaluating this proposal should be of grad students in or skirting poverty. All of this notwithstanding, a budget increase is warranted. However, I am not sure this is the best way to go about it.

I would rather a lower differential (or none at all) be implemented than a higher one. I don't think there is a strong case for a college-wide differential as the College of Liberal Arts and Sciences includes many majors and fields of study that do not have a well-defined or secure career path. Many of the majors do not necessarily translate to jobs in the "real world".

I think a per semester fee would go across much easier. That way, students know exactly what the fee is per year and it won't influence course registration. I would be more on board if you pledged to send annual or semesterly reports on where the money has gone. FYI- there appears to be an error in question 7. It wouldn't let me enter my answer if \$20

This increase to tuition will burden my cohort immensely. We struggle to maintain part time jobs with our classes, and pay the tuition with financial aid. We have family's to support and cannot do that when the tuition continues to increase. Please do not make college a financial burden for those who want to better themselves and their family.

I do not think that programs such as Speech Pathology that already have tuition differential costs should be required to pay more. It does not seem fair and would be extremely expensive. I also do not understand why graduate students would be required to pay so much more than undergraduate. \$15 vs \$100 is a lot!

While I've always felt that UNM was a great deal in comparison to other universities, our university's historic tuition increases do not seem to correspond to graduates who are suddenly better prepared or who have suddenly been hired at higher rates after graduation. So, how can we justify these increases? I think more attention should be paid to making BETTER SPENDING DECISIONS. For example, our department procured a small amount of money to renovate our research lab. The university connected us with a furniture supplier that UNM uses frequently. The cost of a simple chair was exorbitant. We ended up purchasing quality items on Amazon, but I doubt that Amazon is typically used university-wide to furnish spaces. My guess is that most university projects go through the "usual" furniture supplier for high prices. Also, do we really need to keep raising tuition to cover the contracts of fired athletic coaches?

UNM is doing a good job with internationals. We would be more at ease if the rules of the game are equal for everyone, and the same opportunities are given to all students, regardless of their status. At this level we are not favored. We get the impression that we must always do twice as much as others to succeed.

I came to UNM for graduate school because of 1) the faculty and 2) my fellowship, which fully covered tuition. I want the faculty to stay, and I want to keep not spending anything on tuition. These are the two most important factors when it comes to me finishing my MA and my PhD in a timely manner at UNM.

A question I need answered in order to be able to answer some of these questions with more confidence is whether tuition coverage for full assistantships will include the tuition differential, or is it out of pocket for students with funding?

I understand that the College needs more funding (given the fiscal climate, the whole University needs more funding). But asking students to pay more is not the way to generate that revenue. We already pay for tuition, a HUGE fee for parking on campus, we have to pay extra fee's for online classes (despite the fact that in theory we're saving on other overhead costs by not being on campus), overpriced books (many of which professors don't fully use), technology fee's (although goodness knows where that money ends up giving the low quality of IT services our campus has) and student association fee's. All of that said, if the differential fee is implemented, I think a large chunk of it should be redistribute in the form of financial aid to students who need it. None of the money should go to wasteful administrative or overhead costs.

The speech and hearing sciences already pays a differential, please do not add another charge at least on to that specific program.

It is disappointing that tuition increases are being considered for all when it seems unlikely that many will really benefit.

RE #9 - again, GRANTS and AWARDS need to be prioritized over assistantships. And I do believe that terminal degree students need to be prioritized. It is expected across higher education that professional degrees (including MAs) are degrees which are not funded, so in AMST MA students should not even be considered for TA GA RAships unless they are absolutely no PhD student who can or is interested in filling those positions. RE #10 - I'm against increasing student tuition if it's not *completely* going to direct student services and geared toward first-generation U.S. college graduates. The GRC was developed on a Title VI grant and never really served that population other than with it's collaborations with El Centro and PNMGC which were minimal. As we can see by their recent newsletter, the majority of the students who take advantage of their services are international students. This is typical as most universities have increased enrollment in this area to generate funds, but it's unfortunate that at an HSI and a flagship university with a large population of Native students there seems to be minimal interest in serving those students in graduate education. If necessary keep applying for outside funding such as Mellon and Robert Wood Johnson awards that can primarily go directly to these students. In my estimation all of the your above possibilities for ways these funds could be spent are things UNM is already funded sufficiently to do for graduate students, but there is huge misallocation of funds and the budgets are top-heavy and thus students benefits are limited. Hire people like Dr. Adriana Ramirez de Arellano, J.D. for full time work - she knows how to support students to finish and yet remains at the margins. Has anyone asked her to complete this survey? She no doubt may have many ideas for how to get students to successfully complete their degrees in a timely manor since her presence with the Mellon initiative has exponentially increased UNM graduate rates of PhD students of color. Ask her. And also, invest your limited funds in professional writing coaches, paid experienced mentors, etc. - if the faculty at UNM don't want to do it, no worries... there are a ton of faculty outside of UNM who've started their own businesses in this area.

I am completely opposed to raising tuition, no matter how the funds would be managed, or put to use. UNM administration can get funds to cover what this proposed tuition increase would satisfy by putting pressure on the State to increase funding. There are always funds always available from the State for big corporations, but never funds available for the University and that is complete bullshit. Because students have no voice and no power, UNM administration is asking us to pay more, when instead UNM administration should be demanded more funds from the State and not taking no for answer. It is unacceptable for UNM administration to passively accept the defunding of our University and then turn around and ask broke and struggling students to pay more tuition. This shows that UNM administration doesn't give a shit about its students. UNM administration only cares about running the University like a corporation that serves the interests of the market-place. That kind of thinking must be immediately rejected. I'm asking that UNM administration do what is right and fight for its students by demanding money from the public sources and not taking no for answer. If this proposal goes forward as it currently stands, we students to mobilize to stop it by any means necessary. And that is a promise we will keep.

I am an international student within the college, and I don't think this \$100 would be covered by the assistantships. Suppose the charge were for the current semester, I am taking a total of 10 credit hours, which would be \$1,000. The stipend I receive, after taxes, is roughly \$1,200. Given paying rent, bills and other living expenses, this really isn't a lot of money to live on, and so if I were having to come up with \$1,000 out of nowhere this would be completely unrealistic and I would likely have to drop out the programme. As international students we cannot have any other jobs and can only live on what we have left after taxes, bills and rent. Spending a months pay check to take the classes I need would mean that I would have no option but to drop out. The effect of this on international students needs to be taken into account, as it has a huge impact.

Like I said above, I am on a full assistantship now so I am biased in supporting the differential. My first year in grad school though I was not fully funded, so I might have had a different response at that time. Thinking back to that first year though, an extra \$1200 per semester would not have affected my decision to attend graduate school (and as I answered above that number could be increased to \$3600, or \$300 per credit hour). Anything above \$300 per credit hour though would have made my tuition/fees bill from UNM go over (or very close to at least) the magical \$10,000 per semester threshold. I believe that once you cross these significant financial markers, you would start to see different choices by not fully funded students who might either choose a different university or to push off their graduate studies until funding becomes available.

College is too expensive. I gained employment with UNM to get a Masters degree at a reasonable cost. This \$100 per credit hour for graduate students punishes people seeking higher education. You will have less skilled staff and lower enrollment. Work to de-politicize the regents of the university to gain financial stability within the college the right way; don't perpetuate the #1 burden to students: cost.

require programs and professors to actually support their students

I am always against raising tuition. One of the things that keeps UNM alive is it's affordability compared to other schools. Especially for non-traditional students who are parents, have full-time jobs, etc. It can be a make or break decision from going back to school. If approved, I would like ALL of the funds to go back to students directly via assistantships, graduate assistant positions, and financial aid.

Frankly, it is absurd and insulting to propose this tuition differential. The Dean of Arts and Sciences makes a quarter of a million dollars. Why not reduce his salary to that of a typical full, tenured professor and use the money for academic purposes? And of course, that is just one example of the administrative bloat saddling the university. If UNM was serious about offering an academic experience, perhaps we could rid ourselves of the six-figure salaries of executive vice presidents, football coaches, and whatever FOUR vice provosts do. I mean, we're paying an assistant football coach who got a DWI last year \$175,000 --- but the university's position is that we can only hire quality faculty and provide classes if the students existing below the poverty line cough up another \$1000 a year? That's bullshit. 100% of our existing tuition should go to enhance teaching quality and ensure student success --- that's the central purpose of the university!

Thanks for all the effort you put in to gather the info. I'd probably use DCE rather than CV to evaluate the WTP!

If this differential comes out of the pockets of graduate students, how is that really helping graduate students? You say you know funding needs to be increased, but you are going to take money out of our pockets to do that? If someone takes 10 hours a semester, that is an additional \$2000 out of their pocket. Technically, that is a huge pay cut.

The notion that 100% of the tuition differential will go towards is conceptually flawed. One needs to keep in mind that there are externalities and opportunity costs involved in any decisions. Say, for instance, that the government initiates a tax differential program in Puerto Rico purporting that 100% of the differential will go towards hurricane rehabilitation. Only a myopic or inadvertently biased person will believe that. Such differential will free the federal government to decrease contributions on their part, thereby putting in more burden to Puerto Ricans. Such is the story of tuition differential. Cut it out!!

Allow GRADUATE STUDENTS TO UNIONIZE!! Being a graduate student at a school with a union before, I have never had less power, less voice and frankly worse treatment than I have since I arrived at UNM.

Many of my fellow graduate students live on tight budgets; while we are supported by assistantships, I am concerned that these extra fees might not be covered by these stipends, and an extra out-of-pocket tuition charge "per credit hour" would be an extensive burden. Students in our department generally take 12 credit hours each semester, so unless assistantships cover this extra charge of \$1200 per semester is a massive burden for students (on assistantships) to maintain along with bills, rent, and general living expenses.

Rather than charging teaching assistants more for tuition, why don't you pay them more for teaching 30+ a week? The university relies on our labor and can't even pay us (or most of its teachers) a living wage. Increasing tuition is not a solution. Instead, cut out waste. Pay your administrators less. Spend more money on teaching and research, and less on marketing, branding, athletics, etc. I understand that this is a college and not the university itself and that you may or may not have the ability to set budgets. But I do not think that charging students an exorbitant fee (designed as a 'differential') is the solution to these budget crises. I do not support the tuition differential. And I do not appreciate this survey which is biased and wholly designed to support your own agenda. Your questions ASSUME that grad students support the differential. This is an unethical survey and in no way reflects best practices of questionnaire design. Such a shame, since your college is supposed to be teaching future researchers how to design valid and reliable research instruments. How can you teach us how to be ethical researchers if you can't model these practices as a college? If you really care what grad students think, then design a survey which actually allows us to express our opinions!

I make \$14,920 per year for a job that is supposed to also cover my tuition. Asking for \$100 per credit hour means requesting for me to give up 4-6% of my income for a job that is supposed to support my living in Albuquerque to pursue my education and support my department's teaching needs. Consider that there are other employees such as VP Roth (\$649,935 annually) or President Abdallah (\$311,937) make dramatically more than my fellow instructors and I do and that it may be more appropriate to consider how they may be in a better position to make a sacrifice than the people who hardly make anything but do make possible the teaching and research possible for this university despite our low pay.

Added costs to the students, with arbitrary allocation, is not the answer. The answer is in rewarding the faculty and students who work the hardest and make the biggest difference in the success of students, through their assistantship or their exceptional teaching. The school needs to listen to the students when they submit reviews at the end of each semester. The current system is not working.

I would not want to retain and pay the professors here more. It appears that the professors don't really like to teach and many of my professors are really horrible at teaching. They also don't really care and have tenure so there isn't much that can be done. What I think should be done is that professors don't get paid as much if they don't have grant money coming in. Professors shouldn't be allowed to be lazy. Every other research institution requires that professors fund part of their salaries through grant money. If they don't, they have to teach or they lose their pay.

Costs for students to attend college are already exorbitant. It is a tenuous correlation between asking students to invest more for better quality education, which is expected to lead to better experiences/outcomes. Asking students (undergraduate, graduate, or professional) to invest more funds, they do not have, is only shifting the burden rather than finding an actual solution to the political shortfalls of higher education funding and budgeting.

I'm concerned that this tuition differential targets the most financially vulnerable population at UNM--graduate students--to pay for the financial difficulties experienced by the university. The College of Arts and Sciences provides a high number of essential services to the university through graduate student labor, and it seems as though a graduate student tuition differential would ask for graduate students to provide additional financial resources to the university in addition to their labor. I would ask that Arts and Sciences administrators continue to push for state and federal funding, as well as potential private donor or other outside sources, to support the success of graduate students.

It seems counter-intuitive to ask graduate students if they want to pay more money in order to pay themselves (those with assistantships) more money. Students with assistantships get a tuition remission. Would this "differential" be an additional cost that they would have to pay? If so, a tuition differential of \$100/unit would constitute at least \$1,800 in fees, which is more than 10% of an assistant's YEARLY take-home pay, which seems exorbitant. If students with assistantships would be exempt from the differential, it seems unfair to ask if they would be willing to heap these fees on their fellow graduate students in order to make more money. As a public institution, it seems that UNM should already be providing a lot of these services to their students, not asking them if they are willing to go more in debt for hypothetical scholarships, research opportunities, equipment, and class availability.

We need better insurance, better technical support for classrooms, and a better salary, especially considering English TAs design, plan, AND teach their own classes, in addition to grading the assignments of 50 students on top of our coursework! I couldn't even afford to buy books for my classes this semester.

I definitely think that other sources of funding should be considered in this request instead of asking already-struggling students to pay more money to go to school. The salaries of top administrative positions, for example, should be explored and an adjustment of those salaries should be considered before charging struggling students more money.

I think Graduate students should have chance to take more research oriented courses that is required for their research rather than taking random courses from the very beginning of their graduate study. Students should have chance to start their research work in their first semester(although it is not possible in some department before passing their qualifying exam) and do course study according to their research work.

It sounds like this is a redistribution program. Take more of our money and then distribute it to other students who you deem need money. This is socialism it does not work! The equivalent would be to give all students a C in order to make things "more equal"

I didn't answer truthfully on question 8. It just seemed like too daunting of a question to think about

"Transgender" is not a separate gender. Many trans people exist within binary genders and they identify as male or female (or sometimes "transmasculine" and "transfeminine"). Also, nonbinary people exist and I am one of them. Additionally, I'm horrified by the fact that you're considering charging your most vulnerable students more money to go to school here. I already have difficulty scraping by every month because of my pay (which, by the way, I know is just enough to insure that I don't qualify for food stamps) and honestly can't afford to give you more money.

The differential tuition proposal does not directly affect my bank account. It affects my advisors grant writing because now they will have to ask for more money for my education. I personally feel that my in-class education at UNM has not been great, I do not think this money will help make classes any better. I'm concerned it will only go toward "keeping high-quality faculty". Please do not increase the salary stipend for graduate student assistantships, we do not need more money. Is the money generated by the differential tuition proposal going to be separated for undergraduate and graduate students, or will it just be one fund? I think it should be separated. And lastly, I have been on committees as a graduate student and I realized how little my opinion mattered so I have little doubt that the annual Graduate Student Advisory Board will have much sway on how the money is distributed. Do not spread the money too thin, focus on one or two things that would make each department better and put all the money into those things so that we can at least have the chance of seeing change.

This is a terrible idea. It was a terrible idea when passed by the other colleges (and the fact that "they do it" doesn't mean that "we should do it, too."), it's a terrible idea now, it will be a terrible idea long into the future. You can't take a class of people who earn next to nothing and then pass around a collection plate and tell them to contribute so they can all have something a little better than they have now, especially when some of those "better" things should already be a part of the package and most of the others redirect funds into places that are bound to be disproportionately represented. Not to pick on Physics, but how much of this funding will go to supply them with the gear they need to do their work in the first place, and how many grad students are there in Physics? How much will go to English, where there are nearly 100 graduate students? Don't punch graduate students in the face and take their lunch money. If you have to punch anyone in the face, punch state senators and congresspeople. Take *their* lunch money. They have more of it, anyway.

If this change (DT) will not improve the overall situation A&S should look for a way to change university policies. For example DT should be accounted not on a student major but on class or a faculty(teacher) college. In other words, if engineering student takes English or Math class, his differential tuition correspondent to those goes to A&S, not to engineering. If Math student takes CS class it goes to engineering. Since there are hybrid classes like Math471\CS471 - DT can be split between A&S and engineering or the lecturer's college should be considered as recipient of this DT. If the situation will still not be improved, College of A&S should consider increasing its autonomy in University of NM. Since A&M teaches almost all required undergraduate courses for students and all required graduate courses for its grad students it can be an efficient independent University. Say New Mexico ASU:)

I completely disagree with anything that has to do with raising the prices for tuition. Tuition is already hard to afford as it is. I don't know who is coming up with these ideas but is obviously not a student or somebody that understands that us as students still struggling to make enough money to afford a Masters program. Please be compassionate think about those of us who are not rich and give us the opportunity to succeed in our careers by letting us continue coming to an affordable school. Thank you!

I still don't understand how will the university allow this to happen. What would be an alternative?

I only say that there should be another proposal to Differential Tuition.

I wish students will not lose partial/full funding when they are in their last year (5th year) because it may bring too much pressure to them.

Prefer maintain 20 hour Assistantship until the end of 5th year.

To reiterate my comments above, the tuition differential will do more to hurt graduate students than to help, despite the noble causes outlined above. Of course increasing student financial aid and improving academic resources is paramount to UNM graduate program flourishing, but NOT at the cost of placing this ridiculous burden on graduate students that already receive some of the lowest financial support in the country. There are other ways to raise money for the college of arts & sciences for these important causes that should not fall on graduate students themselves, who are one of the most thinly stretched groups as it is.

How do we know that these fund would be allocated just for graduate students? Does competitive wages mean within the university or between universities? There should be a set wage within the university so there are an equal amount of advisors and graduate coordinator positions in each department. There should be wage competition between universities, not wage competition between departments at UNM. All departments should receive full support.

I'm strongly against the Tuition Differential proposal. Stipends for graduate students are already low, and the tuition differential would add an extra burden.

If possible, please increase the salary for Assistantships.

Again, I am unequivocally against a tuition differential because it will not benefit all students, and there are other sources of funds that are more appropriate to draw from. Not approving the tuition differential will benefit all students by ensuring that the cost of attendance does not increase.

There is this idea that it must be students who sacrifice, however, if students sacrifice then administration should sacrifice as well. There are positions in Arts & Science that are paid well over \$150,000 a year. That should be reduce. Also, what will happen if the Board of Regents deny this request?

I disagree with this differential tuition plan. Don't don't don't please don't do this!

At \$100 per credit hour, this would double dissertation tuition for students taking 6hrs, and triple it for 12hrs. This is extremely unreasonable because students, like me, who have finished their coursework and are only taking dissertation hours (and will thus not be affected by the mentioned benefits such as new hires and timely offered classes) cannot afford to pay 2 to 3 times as much tuition (not all of us have our tuition paid for by the College or by outside grants, but rather pay our own tuition for at least some of our graduate careers). Charging \$100 per hour for dissertation hours will be an incentive for students to register for as few hours as possible, thus extending the duration of their graduate studies which is in direct contradiction to what the College claims to be committed to as stated in question 4 of this survey: "Reducing the time to degree is critical." The proposed tuition differential should therefore not apply to dissertation hours. It is the University's responsibility to offer classes that are required for a degree, not ours, and therefore this should not be used as an argument to get students to agree to pay more. There are many small schools that offer required classes at a reasonable rate to graduate their students in the usual time. Simply creating a student advisory board that the Dean can choose to ignore does not guarantee that student advice will actually be considered when allocating the money. If the College wants to say that students will be heard (and listened to), there needs to be some guaranteed mechanism in place, such as a vote (for example: each year, the proposed budget for how to spend the money gained by the differential in the previous year can be put to a vote at GPSA council meetings which would then result in proposed amendments to the budget with everything mediated by the newly created student advisory board). It is dishonest to say that students will have a say when there is nothing in place to guarantee it. Regarding question 5, the tuition differential WILL create financial hardship for many students. It seems counterproductive to charge students increased tuition in order to be able to offer financial aid to pay for that increase. The decision process to decide which faculty members will be paid more needs to be extremely rigorous and needs to involve student perspectives. There are many faculty members who are well-respected in their field and held in high regard by the other faculty, who are absolutely incapable of teaching. If the College wants to use the argument that hiring new faculty and paying competitive salaries is helpful to the students, there needs to be a way of strictly verifying that those faculty members are actually effective (and even exceptional) teachers. I personally know of many faculty members that are considered excellent teachers by the other faculty members, but who simply read from textbooks as they lecture or directly deride students for not understanding what they said. Being a good researcher absolutely does not determine whether or not a person is an effective teacher, and retaining or bringing in more people like this will not benefit the students, but will rather perpetuate an academic culture of stress and overworking.

This seems as though it will be fine for TAs whose funding comes from the college of A&S anyway, and for grad students whose tuition is covered by grants. However, without financial aid, this will be detrimental to grad students paying their own tuition as it basically doubles the cost of education. No grad student I know is in a position to double their expenditures on anything. I am on an RA but pay my own tuition, and although I'm not certain of the percentage of students like me, I do know that many students who work at Sandia or are on DOE grants pay their own tuition as well. Differential tuition would force many of us to take a year off to work or drop-out. Differential tuition should not apply hourly to dissertation hours, especially for students who pay out of pocket. The idea that this money will come back to the student in the form of higher quality education is simply not true for students with only dissertation hours. Dissertation students will not take classes from, or likely even meet, any new hires in their department. They will not take, or benefit from, classes being offered more often. They will not get a pay-raise because they are not TAs anymore. \$100 a credit for 6 hours doubles the cost for a dissertation student and the student will likely see none of these funds. It is simply unfair to ask some of the most financially vulnerable members of the university to pay for improvements they will never see. I would be much more likely to vote for differential tuition if there was a clear plan as to how financial aid would be offered to students affected by the cost hike. There is a lot of talk about 'retention' of faculty, and I would just like to point out that salary is not the only factor (or even the largest in many cases) in retention. Faculty are not likely to stay at a university where their peers and administrators expect them to over-work themselves, and they are not likely to stay at a university with a hostile or even unpleasant academic culture. Academic culture is not the topic of this survey, but I would urge decision makers to keep it in mind when told that increasing salaries will increase retention and quality of faculty. As far as where the money should go if this were to be instituted, in my department at least, there is no need for any more high-salaried, big-name, extremely-research-oriented professors. We have plenty, and the resources would be better allocated in finding good teaching faculty. This would also keep the extremely-research-oriented professors from always being angry that they have to teach so much. We also do not need 'research intensive courses'; we can just spend our time doing research. Travel grants are much easier (and cheaper) to obtain than other types of funding; they are not that essential. The current funding landscape is dreary and providing more students with support (be it TA RA GA) would be an excellent way to spend funds.

Our wages barely allow for textbook purchases, let alone additional costs not covered by our tuition remission. This idea is not going to increase graduate student success, but instead contribute to increased financial duress for the institution as grad students began to choose other programs or drop out because of the financial to work ration burdens already placed upon us. We should have fewer students in our classes, have vision and dental coverage, and have a living wage since we sustain this university. Board of regent positions should take a pay cut instead of taking additional money out of students' pockets.

I understand that the idea of charging every student \$100 and selectively (and formulaically) refunding 75% of it in the form of financial aid may be driven by university-imposed structural limitations that may not be easy to change, at least in the short term. However, I think it would be beneficial to work to change those limitations in the longer term. Using such a structure rather than simply charging everyone \$25 almost certainly results in unfair outcomes. It also encourages fuzzy thinking about the problem, very likely to the detriment of finding the best solutions.

I believe this issue was not properly announced to graduate students. Sending emails and hanging flyers are not the appropriate measures to address and explain this important issue. Also, I was unable to attend the tuition differential meeting since I was in class. Having this meeting at 2pm during a workday was not the best choice, as many of us are either in class as students or teaching class. Also, why should we have to pay money out of pocket, especially graduate students who are starting and finishing their thesis/dissertation hours. We are representing UNM with our research, but we have to pay in order to do so, that contradicts the purpose of our departments and universities. We as TAs/RAs do not make enough, about \$16,000 /year, so we are unable to pay close to \$900/semester in order to begin and finish our research. We should not have to take out loans to finish our degree when we were told our tuition would be paid for when we were being recruited for our respective programs. We were not told this was a possibility. Had I known this, I would have attended another university that provided me with more funding, but I chose to come here because the student population fits perfectly with my research interests. If the point is to recruit and provide financial aid to students, you are going about it the wrong way. Why not, as administrators, deans, vice presidents and presidents, take pay cuts for the students who you say you represent? You are having students, who have part-time jobs, and can barely make ends meet, have to pay a 'fee' that was imposed on them. We already make sacrifices, you should do the same.

I highly doubt the average graduate student is informed enough on these issues to be very helpful in a survey like this, myself included.

Politics suck tits.

I feel UNM clearly undervalues their graduate students or there would not a proposed tuition hike on only this portion of the community (apparently annually). We are the name you send into the world. Support your grad students, they are the face and success of this institution.

After meeting about this policy I still have many questions. Given the university has already rolled back funding to the colleges of arts and sciences, what is to keep them from finding a way to get their hands on this money? It seems that they could afford lawyers who would be able to find loopholes. There are a lot of funded MA programs in philosophy now. One of which I was accepted to, however, given that the tuition was low here and I wanted to work with a few of the professors I chose UNM. I was able to make that choice because I had assistance from my family for tuition, many students do not and would have chosen the funded program. I don't see enrollment increases if the cost of tuition goes up, I see it decreasing. Long-term this will shrink the college because it makes the cost of tuition higher and thus narrows the number of students who can afford it. Why is this burden being put on the students from the college which is profitable and not on the colleges mentioned in the meeting that apparently lose money every year. If the money paid in tuition by a&s students is going to supplement X department which doesn't have enough tuition money paid to maintain the program shouldn't the burden be on them? Or at least that program? If it is true that the college of a&s teaches 65% of all courses offered it seems that the college of a&s has the power in this kind of situation. I don't mean to sound like a radical, but why can't we seize the means of education here? Certainly, grad students are on the same side as the professors of the college. We all agree that the burden of education should not be on grad students who don't have a lot of funds and who are in programs that are likely to not yield a lot of money long term. My guess is that we all want to increase the wage to professors and assistant staff as well - so why not come together to find a way to fight this? There are a lot of us. I'm sympathetic to the fact that the board of regents refuse to change the budget or to have a slight increase to tuition campus-wide, but it seems like yielding to their power will lead to more problems down the road. It just seems that there is another solution to this problem that won't burden the students in the college of a&s.

Most of these things should already be what our tuition/fees (student and course) are already going toward and prioritizing. This extra tuition really adds up and I don't think it's right to propose charging full time graduate students almost \$1000 additional.

During the next meeting I would prefer less emotion and humor and more facts. It was insulting to have the main presenter dance around the questions being asked. It was also irritating that whenever a criticism was brought up against the proposal the presenter instead blamed outside forces and to try and get students involved in the colleges own management issues.

I agree with those so long as the tuition differential is 100% guaranteed to be used to improve student success. If at any time, students start to see that this is going for administrative costs or to increase administrative salaries/add more unnecessary administrators, we will most definitely and vehemently object and oppose continued tuition differential.

I completely support more money going to the departments but it is difficult to swallow the idea that there is no money for A&S and other colleges while watching over many years the extreme expansion of six-figure administrative positions, million dollar basketball coaches, and implementation of the expensive re-branding campaign. It sends a message to the academic part of the university: "There is money, but not for you."

Find the money elsewhere. We're barely scraping by on our paychecks as it is. It's great you want to improve the program, but again, we're on a scraping-by budget and you need to work instead on reallocating existing funds and expanding sources of funding. Taking more money from graduate students already living paycheck to paycheck is not an efficient way to help graduate students. Then offering with this money higher assistantship stipends and offering to use this money from others to cover those not under an assistantship is like breaking someone's knees and asking if you should help them get to the hospital. How about don't charge students barely scraping by in the first place? Very little information was given on this tuition differential (literally no information apart from the email leading me here, which has ridiculously limited information, apart from an inconveniently timed single meeting I could have attended). \$100 a credit hour is a ton of money for students living paycheck to paycheck, more information would be the least of courtesies.

Continuing to tap on UNM grown talent for graduate teaching and adjunct positions only serves to strengthen and deepen the educational experience.

I voted NO because honestly the long terms impacts of these differentiated tuition in the Spanish and Portuguese departament do not seem very clear. It seems that for the the Portuguese departament that would be specially harmful.

More information is needed on this matter!! It was difficult to fill out the survey with the little information I have!! I do not want to damage anyone chances to enter and finish a masters or a PhD program!!!! Please do what is best for New Mexico's current and future education

Although the idea of differential tuition is appealing, most of the financial pressure will be felt only by international PhD, ABD students to whom dissertation hours are not paid by any assistantship, so they have to pay their credits out of pocket. For them, \$100per credit means an increment from \$700 to \$1300 approx. which is almost half of a month's salary. Maybe gradstudents could pay \$60 and undergrads \$40.

I would like to complete my program based on the Agreement we signed before I started the program. Potential changes could be made with the new incoming students.

1) International students on a visa (NOT undocumented and NOT DACA students... I repeat, NOT undocumented and NOT DACA students) are never eligible for any kind of financial aid to offset any sort of hardship, other than the tuition waiver carried by their graduate assistantship which, in the case of my department, ceases to exist once we start paying for dissertation hours, which we have to pay fully out of our own pocket. The limited number of weekly hours that we can work and where we can do it due to visa regulations (permanent residents, citizens, undocumented students, and DACA beneficiaries do not have this restriction) already put a significant strain in our finances and the way we have to live; charging us an additional \$100 per credit hour (six hours per semester) in addition to the almost \$700 we already pay for our dissertation hours would, in my case, jeopardize my ability to continue in my Ph D program, resulting in a waste of time and resources. In explaining your differential tuition plan, you keep repeating the idea that "100% of differential tuition revenue will be returned to the College and spent to enhance teaching quality and improve student success"... How are you contributing to the success of international students in Ph D programs on a visa when you would be jeopardizing the ability to complete their degree? 2) I am not saying that we should not pay anything extra; I understand that funds are needed in order to avoid a contraction of the programs in the College; however, a more fair distribution would be to charge at least \$10-\$15 per credit hour in differential tuition to students whose graduate assistantships still cover their tuition (since it's mostly 9 credits per semester for the vast majority of graduate students on assistantships, this would result in a very reasonable \$90-\$135 increase in what they would have to pay out of their on pocket each semester), and also to increase the undergraduate differential tuition from \$15 to \$25 or \$30. I fail to understand what the rationale behind charging graduate students \$100 and undergraduate students \$15 in differential tuition is; what is the reason for that \$85 difference? Is there an assumption that graduate students make more money every semester compared to undergraduate students? How about all the visa regulations that keep us international students from being able to seek employment outside UNM, which students who are permanent residents, citizens, undocumented and on DACA do not have? Why discriminating against international students, who, like me, came here on good faith following all regulations and now find themselves in the most vulnerable position of all students, due to, unlike all the other aforementioned categories of students, financial aid ineligibility and lack of job possibilities? Differential tuition must be distributed more equally among ALL students, so not only one category of student, such as international students on a visa, ends up being the one hit the hardest by this crisis. 3) In point number 4 above, you stated that "The College is committed to graduate student success by offering competitive financial, teaching and research support while graduate students complete their degrees". UNM's graduate assistantship stipends are NOT competitive because they are NOT on par with what are considered other "peer" institutions; in other graduate programs, teaching assistants who are Ph D students have summer appointments guaranteed, along with a much lower teaching load (3 +1), and significantly higher stipends. Also, Ph D students in "peer" institutions do not have to compete against 100+ graduate students for modest grants to attend conferences and present their research. Overloading us financially with this extremely unfair (additional \$100 per credit hr, while other students will not suffer such a significant impact) and possibly making us quit our Ph D programs after years of hard work and sacrifice would NOT constitute a step towards "offering competitive financial, teaching and research support while graduate students complete their degrees". I hope you take all this I've written seriously. Thank you.

It's really hard to wrap my head around this conceptually. Maybe you should have an online forum for people to leave comments and ask questions. I also think a lot of this money should come from public funding.

Please dont take money from SHS students to redistribute to other programs...
