

DIFFERENTIAL TUITION REQUEST

College/School: College of Arts and Science

Department/Program: N/A

Contact: Mark Peceny, Dean

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Level: Graduate

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

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

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$0	\$50	\$50
Non-Residents	\$0	\$50	\$50
Other	\$0	\$0	\$0

The proposed differential only applies to regular course credit hours. Graduate students taking Dissertation hours will be charged a flat fee of \$100.

Effective Academic Year: AY2018-19

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

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

The College of Arts and Sciences produces the greatest number of student credit hours (SCH) as well as the most research of any main campus unit. As the College delivers the lion's share of common core and introductory courses for all units and students at the University, including its own 21 Departments, one School, eleven interdisciplinary Programs, and many more majors, a strong College of Arts and Sciences is essential for the success of every unit at UNM. It has always been difficult for the College to provide the high quality instruction on which every unit on main campus depends, given that the College has been chronically underfunded for years and provides a revenue subsidy to other units at UNM. The recent significant decline in state funding, following a nationwide trend of falling state government support for public higher education, has made it more difficult for the College to attract and retain the highest quality faculty, staff, advisors, and graduate students. Graduate students in particular are attracted to the University by faculty with national and international stature, as well as the

institution's commitment to, and support for, research. UNM still offers one of the most affordable Carnegie Research 1 category educations in the nation, but must find ways to sustain the excellence in education our students deserve. Augmenting the College budget with a modest tuition differential spent in ways that directly benefit the academic mission is a crucial part of how we must re-engineer UNM to maintain and build on our past successes.

Both the State and our students require greater transparency and accountability from the University, and justifiably so. They wish to know how their money is spent, and seek the best value in terms of quality outcomes for students. For graduate students quality means working with the best faculty, support for research, and opportunities to teach. While financial aid for graduate students often pays tuition, graduate students should still expect a tuition differential to go directly to increasing the quality of instruction and research, and they should have a say in how the money is allocated.

Graduate students provide invaluable services to the University. As a Carnegie Research 1 university, UNM relies heavily on graduate students to work with faculty on the cutting edge research done here. Graduate students are both students, taking courses from faculty, working with faculty, and being mentored by faculty, and also teachers. As teachers they are also mentors and role models for our undergraduates. Many graduate students in the College have Teaching Assistantships, while others are Graduate Assistants and Research Assistants. At current funding levels the College is unable to attract the most qualified and promising graduate students. We seek additional revenue to go directly to support graduate students with more awards, higher stipends, and greater teaching opportunities.

UNM Policy 8210 requires justification of differential tuition on a cost basis, and/or a value/benefit basis. Every department suffers the problem of not paying faculty competitive market salaries. The many departures of excellent faculty over recent years are testament to this problem. Our departments also cannot offer graduate students competitive support packages, and they lose the best applicants to our peer institutions. Many New Mexico students, having graduated from UNM, wish to remain in the state and pursue their graduate work at UNM, but are lured away by more attractive offers. Graduate education is costly to the institution, however it is key to UNM retaining its Carnegie Research 1 ranking. With respect to benefits and value, it is a fact that graduate degrees offer the highest rate of return to education, and that graduates can expect high starting salaries and high career earnings growth. All Arts and Sciences graduate degrees offer tremendous value for our students, not just those in STEM that might come to mind more easily.

The College is committed to allocate every dollar from differential tuition on graduate student credit hours to assist our students have the graduate education and research experience they expect, and deserve, from a Carnegie Research 1 university.

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

Graduate students in the College deserve to be taught by the best faculty we can hire and retain, and currently the College is unable to offer salaries competitive with peer institutions. They require adequate financial support and opportunities to assist faculty in research and opportunities to gain valuable teaching experience.

At the current funding level, the College is losing faculty to other institutions, and departments cannot hire their most preferred candidates with below-market salary and startup packages. The recent study by UNM's Provost Office of the CUPA data for 77 comparable institutions shows that 30% of UNM faculty are below the 25th percentile for salaries. The situation is worse in the College of Arts and Sciences. Six departments (English, American Studies, Chicano Studies, Economics, Foreign Languages and Literature, and Communications and Journalism) have significantly more than half their faculty below the CUPA median. Another four departments (Physics and Astronomy, Spanish and Portuguese, Earth and Planetary Science, and Biology) have approximately half their faculty below the CUPA median. The College has suffered significant losses of excellent faculty as a result. For example, 22 faculty have left the College in the last two years in part because of attractive offers we could not match, or even provide a preferred alternative to. Additional revenue from the tuition differential will allow us to be more competitive against our peers.

Graduate education is very expensive. Student to faculty ratios are very low, and all graduate students benefit from access to faculty mentors. Instructional costs per graduate student far exceed those of undergraduates. According to national data from the Delta Cost Project graduate degrees in Science are the most expensive to produce, (even more expensive than Engineering) with an average cost of \$100,000 per degree in 2013. From the same source, in general, every graduate degree in the College costs more on average than degrees in Business and Education.

The primary measure of the value of a degree is post-graduation earnings, and graduates with Masters and PhDs do extremely well compared to the standard bachelor degree (which itself is much higher than for a high school diploma). The difference in earnings from higher degrees is called the wage premium, and the graduate degree wage premium is the highest for Biology and life sciences. The next largest wage premium accrues to graduate degrees in the Physical Sciences, then the Social Sciences. Other than for the Arts, the graduate wage premium is lowest for Architecture and Engineering. Not only do graduate students earn more over their work lifetime, but they generally accrue less debt thanks to the financial support they receive during their degrees. The College intends to allocate at least 70% of the graduate tuition differential to graduate student financial aid, to continue and expand the support of our students.

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

The College is committed to extensive consultation with students regarding this Request. The following activities have been undertaken during the month of October throughout the College.

1. Presentation of the Request to undergraduate and graduate students in the College. The Senior Associate Dean presented the Request to students in twenty departments throughout the College. Both undergraduate and graduate student feedback was noted and used to revise the Request for the November 1 final submission.

2. Student survey.

Concurrent with the presentations, the College conducted an online survey of graduate students across all degree programs to determine students' willingness to pay a tuition differential and their preferences regarding the allocation of the differential tuition funds if the Request is approved. In all 297 students submitted a response for a response rate of 24.3%.

3. Student leadership presentations.

The Request was presented to the GPSA Council where it attracted considerable interest and questions from student leaders.

4. Per the Policy requirements, the Request has been posted on the College website since October 1, 2017 and has been open for comments from all stakeholders via a dedicated email address.

A discussion of the student feedback, and how it has been incorporated into this revised submission, is included in the Other Information section of this Request below.

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

Financial Aid Set Aside Amount: 100%

Proposed Annual Revenue

Differential Tuition (per SCH)	\$50
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Flat fee for Dissertation hours	\$100
Projected # of SCH – Coursework (\$50)	13,623
Students taking Dissertation hours (\$100)	502
Total Revenue	\$731,405

Proposed Annual Expenditures (\$)

Tuition Waivers for GA, TA	\$320,850
Increased support for graduate students	\$410,555
Administrative and Expenses	0
Total Revenue	\$731,405

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

All revenue from the tuition differential will go to improving the educational experience for all College graduate students. The money will be used to attract graduate students with competitive financial support packages, and support graduate students during their progress toward graduation. Every dollar will be allocated directly to graduate students, and not one dollar will go to administration.

1. Differential tuition waivers for GAs and TAs.

Students receiving financial support through GA-ships and TA-ships receive tuition waivers paid for by the College. The College will allocate some portion (approximately 44%) of revenue to pay the differential tuition for these students. These students are critical to the educational mission of the College by assisting faculty and teaching classes. These positions are the primary means, along with Research Assistantships, by which graduate students fund their education, and the College wishes to prevent any additional financial burden from the tuition differential.

2. Increased support for graduate students.

Over 55% of the tuition differential revenue will be spent on increasing support for graduate students. While these decisions will be primarily at the discretion of individual departments, the revenue could be used to increase the number of GA or TA positions, to increase the stipends for existing students, to increase the length of time support is available to students, and to increase the support for Masters students via targeted GA-ships.

3. Operating and Administrative expenses

Absolutely none of the tuition differential revenue will be allocated to cover operating or administrative expenses in the College.

Accountability and reporting

The College believes the students who pay the tuition differential not only deserve transparency and accountability, but also should have input as to how the money is allocated. The dollar values of differential tuition in this proposal are based upon student survey responses and feedback during consultation sessions. The College will provide an annual report of how the tuition differential was spent on its website. In addition, a Student Advisory Board will be established to review the annual report and advise the Dean regarding the allocation of the tuition differential.

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

UNM takes pride in being affordable and as shown below, our graduate tuition is the lowest of our peers. But affordability is more than the net tuition. For graduate students, affordability means getting a good value on an excellent education. And an excellent graduate education means higher quality instruction, opportunities to work with the best researchers, larger financial aid packages, and shorter times to graduation.

While differential tuition increases immediate costs, the majority of graduate students do not pay their own tuition. Tuition is paid for when they receive various financial support packages: GA-ships, TA-ships, and RA-ships. Differential tuition improves the pass-through efficiency of tuition by reducing the implicit tax the UNM budget process imposes, and allows the College to target student needs.

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

The table below provides comparisons to UNM's 22 HED-approved peer universities. Even with the differential tuition the College of Arts and Sciences offers the lowest cost graduate education of the entire group. We follow the template provided by UNM Academic Affairs. Data for the 22 peer institutions were obtained from University websites in September 2017 for the current academic year. According to the template comparisons should be made for 9 credit hours per semester. At the proposed rate that is \$450 per semester for students taking course work. Finally, the completed template is based on resident graduate, but note that our request applies to both resident and nonresident graduates. For nonresidents, the differential tuition is the same increment and per SCH amount. Consistent across our peers, nonresident tuition is much higher than resident tuition.

As noted by Academic Affairs in their template, it is difficult to make apples-to-apples comparisons across universities. Many public universities have moved away from a single price (tuition) model and there is greater use of price discounting and price

differentiation. Many of our peer institutions do not have a comparable College of Arts and Sciences. Consequently we made the most appropriate comparison of UNM’s tuition to each institution’s differential tuition and/or program fee. Footnotes are provided to explain in greater detail the choices made.

With the proposed differential tuition the College of Arts and Sciences at UNM charges the lowest graduate tuition of all our peer institutions. After the addition of a modest tuition differential the value offered to graduate students of a flagship Carnegie Research 1 education from the College of Arts and Sciences remains as strong as before.

The University of New Mexico

2016-17 Tuition with 2017-2018 Differentials/Program Fees Added

Arts and Sciences

Program: Arts and Sciences (all)

Graduate Resident

	Resident	Tuition (i)	Differential for Peer College/Program (ii)	FY 2016 Projected Tuition @ 2% Increase	Proposed Differential	Total Proposed Tuition
	University of New Mexico	\$4,443	n/a	n/a	\$900	\$5,343
	Peer Median	\$8,180	n/a	n/a	n/a	\$8,344
1	Arizona State University*	\$11,624	\$1,028	\$253	n/a	\$12,905
2	Florida International University*	\$8,202	\$-	\$164	n/a	\$8,366
3	New Mexico State University*#	\$7,689	\$-	\$154	n/a	\$7,843
4	Oklahoma State University*#	\$6,328	\$862	\$144	n/a	\$7,334
5	Texas A&M University*#	\$6,882	\$71	\$139	n/a	\$7,092
6	Texas Tech University*	\$7,390	\$-	\$148	n/a	\$7,538
7	The University of Tennessee	\$12,356	\$-	\$247	n/a	\$12,603
8	The University of Texas at Arlington*	\$8,710	\$808	\$190	n/a	\$9,708
9	The University of Texas at Austin**	\$8,402	\$1,942	\$207	n/a	\$10,551
10	The University of Texas at El Paso*	\$5,507	\$-	\$110	n/a	\$5,617
11	University of Arizona*	\$13,862	\$-	\$277	n/a	\$14,139
12	University of California-Riverside%	\$11,220	\$-	\$224	n/a	\$11,444
13	University of Colorado-Boulder**	\$12,262	\$-	\$245	n/a	\$12,507

14	University of Colorado-Denver**	\$6,408	\$-	\$128	n/a	\$6,536
15	University of Houston**	\$8,406	\$516	\$178	n/a	\$9,100
16	University of Iowa **	\$11,440	\$-	\$229	n/a	\$11,669
17	University of Kansas*	\$8,159	\$-	\$163	n/a	\$8,322
18	University of Missouri-Columbia*	\$13,096	\$720	\$276	n/a	\$14,092
19	University of Nebraska-Lincoln*	\$6,458	\$-	\$129	n/a	\$6,587
20	University of Nevada-Las Vegas*#	\$7,775	\$-	\$155	n/a	\$7,930
21	University of Oklahoma-Norman Campus*#	\$6,243	\$471	\$134	n/a	\$6,849
22	University of Utah**	\$6,721	\$-	\$134	n/a	\$6,855

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

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

*includes student fees

**rates vary depending on field of study

indicates number is attempted correction from AA template, which appears to mistakenly be for just one semester; corrected to Fall +Spring using 17/18 base value.

% indicates number is attempted correction by CAS from AA template, which appears to mistakenly treat a quarterly system for a semester system; corrected for 3 quarters using 17/18 values.

& Peer Median Calculation, from AA template, was corrected to not include UNM.

Notes for Grad Peer comparisons (numbered by Peer Institution in Table)

1. CLAS - rough comparison to UNM A&S; Has 10 different graduate programs with annual differential tuition or program fees: Appl. Beh. Analysis MS (+\$5000); Biochemistry MS (+ \$600); Computational Bioscience (+\$1950); GIS MAS (+\$7200); Infant Family Practice MAS (+\$5200); Liberal Studies MLS (+\$3600); Marriage and Family Therapy (+8550); Urban and Environmental masters (+2500); Nanoscience PSM (+\$2000); and Transborder Studies MAS (+\$4500). The unweighted average of these was calculated as: \$4,110. Taking an assumed estimate that 20 percent of all graduate students in CLAS paid this average differential provided a value of : \$1028.

2. Only rough comparison to UNM A&S; FIU has College of Arts, Sciences and Education (e.g., includes Education but excludes C&J).

3. Only rough comparison to UNM A&S; their CAS includes the Fine Arts (e.g., Music and Theatre) but excludes Economics.

4. A&S comparison but does not include economics. Calculated value is \$47.90 per SCH for A&S (composed of \$10 program service fee and \$39.90 general program fee for A&S). Note: Economics has a \$6 per SCH program fee as part of business school.

5. No simple A&S comparison available; their Liberal Arts (CLA) does not include either Sciences, or Geosciences, which are separate colleges. Against a base annual tuition of \$6,881.5, the calculated comparison value (\$71=6952.66-6881.5) is unweighted average of the differences with: (i) \$6962 for Liberal Arts; (\$6936.64 for Sciences; and (ii) 6955.74 for Geosciences. This calculated value does not include additional program charges of: (i) \$3000 annually for MS in Economics, \$10,000 annually in MS analytics, or \$1334.07 annually in Bush School of Government.

6. Relatively close comparison to UNM A&S in their CAS, except excludes C&J and Applied Economics. C&J and Applied Economics both have a differential tuition vs CAS of \$270 annually, which is not listed above.
7. Loose comparison to UNM A&S excludes economics and C&J and social work.
8. No clear comparison to UNM A&S; their CLA excludes sciences, psychology, social work and economics, but includes some arts. Calculated value of \$808 annually include graduate program differential tuition and graduate program enhancement fee.
9. No clear comparison to UNM A&S; their CLA excludes separate colleges of: (i) Sciences; (ii) Geoscience; and (iii) Communication. For our calculated value (\$1942), we take the annual Business School graduate tuition and fees, annually of \$8,378 as the base, and then take the unweighted average of four annual differences: (i) CLA - \$212; (ii) Nat. Sci. - \$490; (iii) GeoSci - \$912; and (iv) Communications -\$1312.
10. No clear comparison to UNM A&S; their CLA excludes sciences and economics, but includes fine arts. For Masters in Economics there is a total tuition program cost of \$36,000 (assuming 30 sch, this is 1200 per SCH). For Masters in Public Administration there is a \$1000 cost per course.
11. No simple A&S comparison available. New collaborative College of Letters, Arts & Sciences. Separate colleges of (i) Sciences (ii) Social & Beh. Sciences, and (iii) Humanities. The absence of estimated value fails to account for the following annual differences: (i) \$2500 for Masters in Public Policy; (ii) \$1400 for Masters in GIS; (iii) \$1400 for Masters in Journalism; (iv) \$500 in Masters in Human Language; and (v) \$2500 - Masters in Public Administration.
12. College of Humanities, Arts and Social Sciences is closet comparison, but excludes natural sciences.
13. A&S rough comparison; does not include and C&J. Absence of estimated value fails to account for these annual differential tuition differences from base: (i) \$1584 –graduate in Media and Communication; (ii) \$7740 – Masters in Applied Mathematics; (iii) \$5520 Masters of Environment; and (iv) \$6714 – Strategic Communication.
14. Relatively close comparison to UNM A&S in their CLAS.
15. CLASS+ : rough comparison to A&S minus the phys. Sciences. The calculated value of \$516 is estimated as 2/3rds of \$774, which is the annual differential tuition of CLASS+ and the base tuition of Natural Sciences.
16. A&S comparison but does not include economics. Not listed in table above, but Economics has a \$3,596 differential relative UI A&S.
17. Comparison to CLAS, which is larger than A&S UNM in that it also includes the Arts.
18. Relatively close comparison to UNM A&S, except UM A&S includes Arts, Art History and Theatre, and excludes Journalism (which is its own separate school). Calculated value is for additional \$40 per sch college fee (9X2X\$40=\$720 annually) for all courses above 2000 level.
19. Close comparison to A&S.
20. No simple comparison to A&S available.
21. A&S, but no simple comparison to A&S available. The calculated program fee value of \$470.70 annually (\$26.15X18), does not include consideration of larger values for: (i) \$970 for Earth and Energy; (ii) \$882 for Atmospheric and Geosciences; and (iii) \$1381.50 for Communication and Journalism.
22. No simple A&S comparison available. Does not consider \$200 annual program fee of MS in GIS.

Unlike regular tuition dollars, which are subject to implicit taxation in moving through a university financial system and the inherent trade-offs in an annual budget process, differential tuition dollars go directly to the College, and due to administrative efficiencies, every dollar will go to instructional and student support.

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

The College asked all students via an online survey instrument their position on, and hopes for, the Differential Tuition. The survey was implemented using *Opinio* software

over a 10-day period from Friday October 13 to Sunday October 22. An initial email invitation from the College was followed by two email reminders. Of the surveyed population of 1,257 there were 306 responses for a response rate of 24.3%. Of the respondents 35% were Masters students and 65% were PhD students.

Students were asked what issues were of greatest importance to them, and then how to allocate the differential tuition revenue among those. Results are shown in the summary table below for both: (i) the percentage of respondent who support each; and (ii) the average amount of each dollar that respondents allocated to each category:

	Potential Category for Use of Graduate Differential Tuition	(i) the % of respondents who support a category	(ii) fraction of each dollar going to a category¹
A.	Filling all open graduate program coordinator positions , and paying them competitive wages	30.4%	\$0.05
B.	Offering required classes when needed	54.7%	\$0.08
C.	Expanding field and elective course offerings taught by leading faculty researchers	43.6%	\$0.06
D.	Retaining high-quality faculty in your program with competitive wages	63.2%	\$0.13
E.	Ensuring smaller research intensive courses are offered	34.15	\$0.04
F.	Increasing support for graduate students to attend conferences and present their research.	71.6%	\$0.11
G.	Improving lab facilities and technical support in your program	36.1%	\$0.05
H.	Increasing the number of Teaching & Graduate Assistantships available	55.1%	\$0.11
I.	Increasing the number of Research Assistantships available	59.1%	\$0.09
J.	Increasing the salary stipend paid for Assistantships	75.5%	\$0.21
	Other (various provided, no single prominent example)		\$0.01

In summary, graduate students' strongest focus was on using any directed tuition revenues in the College towards **increasing the salary stipend paid assistantships**, which was the 1st highest category of support (with either measure). There was also strong support for using the differential tuition to allow graduate students to **attend**

¹ Does not add up to \$1 due to rounding, and some small proportion of respondents not allocating the full dollar.

conferences, and to retain high quality faculty, which altered between 2nd and 3rd ranked, depending on the measure.

After being introduced to the possible categories for allocating resources to promote student success, and allowed to think about what they would support, students were asked if they would support the tuition differential if set at the (then) value of \$100 per credit hour. This follows a well-established and researched method of eliciting willingness to pay called the *contingent valuation method* (CVM) developed and used in Economics.

First, the survey scenario described a college-wide differential tuition proposal, with the stated purpose of “sustaining and enhancing graduate education” in the College:

The College would commit to not spending any of the differential tuition on administrative or overhead costs. All the money generated would go towards student success (retaining faculty, supporting research, increasing graduate student support, reducing time to graduation). The College expects a large fraction of the money would go to 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.

Student respondent support for the differential tuition set at \$100 per credit hour was on balance *against* the charge. Of the 296 voting responses, there were 115 or 39% voting in favor (Yes) and 181 or 61% voting against (No).

In a follow up question students were asked what they would be willing to pay in the form of a differential tuition to support graduate students in the College. The follow-up question is referred to as an open-ended *willingness to pay* (WTP) question:

What is the maximum you would be willing to pay per credit hour to support a differential tuition charge? (if nothing, then say \$0)

\$ _____

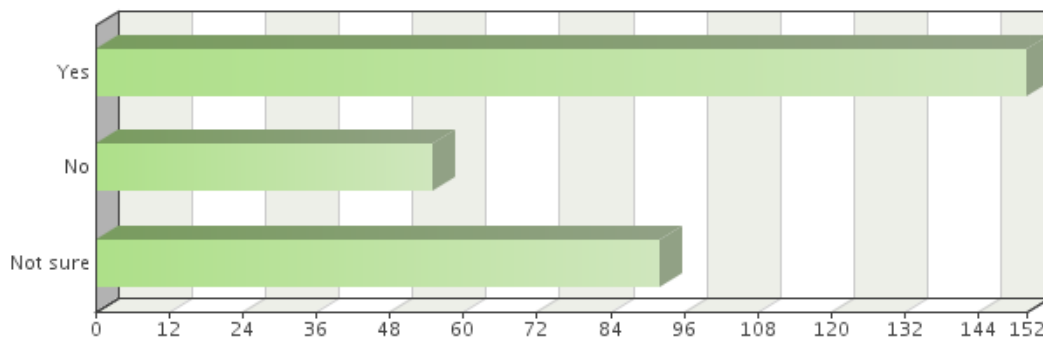
The mean WTP response was \$55.40 per credit hour.² This mean value was considerably below the initial posted value of \$100. Further, to avoid any upward bias or skewing by several large and unrealistic responses, we also calculated the median WTP measure, and a “trimmed mean” WTP measure (where we dropped the two largest response values [\$1500 and \$800]). Survey results indicate that for our differential

² The response field for the WTP question on the graduate survey instrument allowed some respondents to enter text and not just numerical values. As reported here, we converted any obvious textual answer into its corresponding numerical value to retain as many responses as possible (e.g., “0% I work hard enough...” was re-coded as 0; \$100 per credit hour was re-coded as 100, etc.). Doing this allowed 267 total WTP responses as opposed to 255. However, it did significantly affect the mean WTP estimate, which was \$55.66 without this re-coding (n=255), and \$55.41 with this re-coding.

tuition proposal to sustain and enhance graduate student success the median WTP value was \$26 per credit hour, and the “trimmed mean WTP value was \$47.14. For Masters students, the raw mean WTP was \$66.51, the median was \$30 and trimmed mean WTP was \$51.02. For PhD students, the raw mean WTP was \$49.36, the median was \$20 and trimmed mean WTP was \$46.01.

With regard to student support for reallocating some portion of any differential tuition revenues to provide financial aid to students, roughly half thought this a good idea.

Do you think that any portion of the money collected from a differential tuition charge in the College should be re-distributed to graduate students with financial need, **who are not on full assistantships** (since any tuition differential would be paid for these students)?



A follow-up question about “what percent of the money collected from differential tuition would you like to see allocated to student financial aid?” was also asked. (Respondents who had answered No to the initial financial aid question were instructed to answer “0%” to this follow up question). Of 243 responses to this follow-up question, the mean percentage indicated was 35.42%, with a median value of 30% (and no statistically significant difference between Masters and PhD students).

Finally, the survey also provided respondents with opportunities to comment on the Request. All anonymous comments are available on the College website. Here we offer several summary notes. First, as expected we received both positive and negative comments. When there are positive comments, there are often conditions on how respondents would like to see the money used. And, even if a majority of respondents support some positive increase, as with any price increase for higher education, there are comments expressing opposition to *any* increase. These statements are often justified on affordability issues, but also included expressions of the notion that society more generally should bear a higher proportion of the costs of higher education. The following examples are used to demonstrate the range of positive and negative responses:³

³ Some of the examples are partial selections, but each is from a different student respondent.

The differential tuition shouldn't 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.

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.

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.

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.

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.

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.

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.

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.

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, \$100 per credit means an increment from \$700 to \$1300 approx. which is almost half of a month's salary. Maybe grad students could pay \$60 and undergrads \$40.

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."

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...

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'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.

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.

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.

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.

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!

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. ...

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.

Unfortunately, despite statements that the differential tuition would be covered for students on College-funded GA and TA-ships, many students—even those with assistantships—expressed opposition to the request on the basis that their out-of-pocket costs would rise. This revised Request reiterates, and states clearly that those graduate students with GA and TA-ships will not see any increase in tuition due to the differential tuition charge.

In closing, a majority (72%) of survey respondents expressed a positive WTP value for some College differential tuition for graduate students. However, the initial proposed value was typically viewed as too high; a majority of respondents (61%) voted against the initial proposed charge of \$100 per credit hour. In contrast, the trimmed mean WTP from the survey respondents was \$47 per credit hour. This \$47 trimmed mean WTP per credit hour was obtained, despite evidence in the comments that many respondents did not understand or believe that it would be covered by assistantships. It was also especially important to many respondents to reconsider how the charge would be applied to thesis or dissertation hours. In response the final proposal also includes the modification that a fixed charge of \$100 would be applied to thesis or dissertation hours.

Dean/Director Approval:

Printed Name: Mark Peceny

Signature: 

Date: Nov. 1, 2017