

Differential Tuition Request

College/School:	School of ENgineering
Dept./Program:	All
Contact Name:	Donna Riley
Phone:	505 277 5521
Email:	Riley1@unm.edu

Level: Undergraduate Graduate

Note: *Proposed New Differentials will be applied by student type (major). For Main Campus units, all differential tuitions will be charged by student type (major) and will follow the tuition block.*

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

Student Type	Current Differential	Proposed Differential	Increase/Decrease or New Differential
Residents	\$15.80	\$30.80	\$15.00
Non-Residents	\$15.80	\$30.80	\$15.00
Other	\$	\$	\$

Effective Academic Year: 2024-2025

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 increased/Decreased or new differential tuition. Please refer to policy **UAP 8210 2.2** for qualifying justification for differential tuition.*

It is well established that the costs of providing high-quality engineering and computer science programs in the US have increased dramatically in recent years, while tuition revenues and state allocations have lagged behind. This is true as well for the School of Engineering at UNM; we compete with other universities regionally and nationally to hire and retain faculty, to provide excellent laboratory and computing facilities, and to ensure that our undergraduate students have access to the best classroom facilities and technology. As a consequence, the School of Engineering is facing increasing challenges in continuing to deliver the high-quality engineering and computer science undergraduate education that our students deserve.

All of the undergraduate BS programs in SoE are accredited by one of the accreditation commissions of ABET, the organization that accredits engineering, computer science, applied science, and technology degree programs world-wide. Such accreditation

provides assurance that our undergraduate engineering, construction management, and computer science programs meet the quality standards established by the profession for which the program prepares its students. The standards set by this accreditation are a major reason why the salaries of our engineering, computer science, and construction management faculty are among the highest of all undergraduate majors. Our accreditation requires that we have high-quality classrooms equipped with appropriate learning technology; well-equipped, modern, and safe teaching laboratories; excellent professional academic advising; and a low enough student/faculty ratio that provides for meaningful interactions outside of the classroom.

One component of a high-quality engineering and computer science education in the US is TAs who provide the undergraduate courses with direct instruction, laboratory instruction, and support to faculty. Historically, SoE at UNM has not been able to fund TA lines to the extent that our peers at other research universities have. This issue was exacerbated during the recent pandemic as funding cuts were implemented in large part by eliminating TA lines to the point where this critical component of undergraduate success has been virtually eliminated. Much of the increase in differential tuition sought in this proposal will be dedicated to providing TA support in critical undergraduate courses, directly benefitting our undergraduate students.

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.*

Most undergraduate engineering and computer science programs nationwide charge differential tuition because of the additional costs of providing a high-quality engineering/computer science education compared to other majors. Additional costs of undergraduate engineering/computer science education include: laboratory equipment acquisition, laboratory supplies, computing facilities, technicians and laboratory personnel to maintain teaching laboratory equipment, safety requirements for teaching laboratories, higher salaries of engineering faculty compared to other disciplines, and increased advising costs due to engineering accreditation requirements. Perhaps the best indicator of the higher costs for engineering and computer science education can be found in the analysis of engineering differential tuition at our peer institutions. Of the 22 institutions on the list, all but three charge differential tuition for engineering, and all of those that have differential tuition charge amounts larger than what UNM undergraduate engineering and computer science students currently pay. In fact, all of the UNM peer institutions charge higher differential tuition for engineering students than the amount our students will pay if the proposed increase is approved. Undergraduate students in SoE

currently pay \$379/year in differential tuition, far below the median differential tuition at our peer institutions, which is \$1800/year (both numbers are based on 12 credit hours per semester). Even with the proposed new differential tuition rate, the cost of a UNM Engineering undergraduate education is lower than the cost at all but three of our peer institutions.

Student Consultation: *A preliminary request should be submitted to the provost office (Main Campus) or Chancellor's Office (Health Sciences Center (HSC)) no later than October 1st. Per policy it must 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.*

Please provide an explanation on how you plan to communicate the proposed differential tuition request to students, and the feedback you have already received from students on this request if any.

The proposed differential tuition increase was presented to the Engineering Student Council by Dean Riley and Associate Dean Fleddermann on Friday, October 6. The Engineering Student council consists of the leadership of the 23 student organizations sponsored by the School of Engineering. These organizations include student chapters of national/international Professional Engineering organizations (for example, the Institute of Electrical and Electronics Engineering and the Association for Computing Machinery) national engineering organizations (such as the Society of Women Engineers, the Hispanic Engineering and Science Organization, the American Indian Science and Engineering Society, and the National Society of Black Engineers), and chapters of the honorary societies (for example, Tau Beta Pi). The feedback from the students at this meeting was overwhelmingly positive, especially with regard to using the funding to increase the number of TAs in the School, and ensuring that these TAs would provide high-quality instruction by mandating that the TAs attend the Graduate Teaching Academy sponsored by the Center for Teaching and Learning at UNM.

Deans Riley and Fleddermann will also hold a Town Hall meeting on October 27 with all interested SoE undergraduate students to solicit their feedback on the proposal. A summary of this feedback will be included in the final version of this proposal.

We are preparing a flyer that describes the proposed differential tuition increase including how the increased funding will be used to benefit undergraduate education.

This flyer will be posted throughout the engineering buildings on campus. We will also post a copy of this proposal on the School of Engineering web site.

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

Financial Aid Set Aside Amount: 20 %
Proposed Annual Revenue

Differential Tuition (per student credit hour)	\$30.80
Projected # of Student Credit Hours (all student credit hours taken by student majors in the program)	45,000
Total Revenue	\$1.386 M

Proposed Annual Expenditures

Financial Aid Set Aside (%)	\$277,200 (20%)
Faculty Expense	\$
Advising Personnel	\$505,000
Support Staff Expense	\$603,800 Teaching assistants, graders, and tutors
Operating Expenses	\$
Total Program Costs	\$1.386 M

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

\$277.2k (20%) of the revenue will be devoted to need-based financial aid. This is a doubling of the amount of financial aid compared to current need-based aid from UG differential tuition.

\$505k for professional advising (based on FY 2024 salaries). In FY 2023, 51% (~\$407k) of the differential tuition revenue was used to subsidize the salaries of the professional advising staff in SoE. We do not intend to increase the dollar amount allocated to advising (except for mandated staff raises) if the proposed increase in differential tuition is approved. This will mean that the percentage of differential tuition revenue allocated to advising will decrease to ~30%. This essentially means that none of the new funds generated by differential tuition will go to advising salaries.

\$453.8k to TAs to support undergraduate education throughout SoE. This will provide approximately 15 new TA positions that will be distributed strategically as part of a broader initiative to improve student retention and success.

\$50k to hire undergraduate graders and embedded peer mentors to support instruction.

\$100k to the Engineering Student Success Center (ESS) to support workshops, hire tutors, support engineering student organizations, student research experiences, etc.

Potential future uses of differential tuition revenues include funding materials/supplies and staffing for a maker space within the School of Engineering as a means to facilitate student project work.

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

The 20% financial aid set-aside is used to offset the differential tuition paid by SoE students with demonstrated need. Differential tuition will not affect the affordability for students with demonstrated financial need.

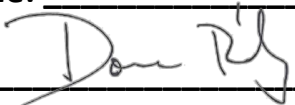
Peer Comparison Chart: *Please complete the Excel peer comparison spreadsheet. If the peer institutions listed does not have a similar college/school or department/program add an institution that most closely resembles your unit. Please note this adjustment below.*

See attached spreadsheet with 2023-24 tuition, fees, and differential tuition at SoE peer institutions.

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

Dean/Director Approval:

Printed Name: Donna Riley

Signature:  **Date:** 10/20/2023