

University of New Mexico

## UNM Digital Repository

---

Faculty Senate Meeting Minutes, 1920 - 2013

Faculty Senate

---

12-10-1996

### Faculty Senate Meeting Minutes, 12/10/1996, p 401-450

UNM Faculty Senate

Follow this and additional works at: [https://digitalrepository.unm.edu/fs\\_minutes](https://digitalrepository.unm.edu/fs_minutes)

---

#### Recommended Citation

UNM Faculty Senate. "Faculty Senate Meeting Minutes, 12/10/1996, p 401-450." (1996).  
[https://digitalrepository.unm.edu/fs\\_minutes/777](https://digitalrepository.unm.edu/fs_minutes/777)

This Minutes is brought to you for free and open access by the Faculty Senate at UNM Digital Repository. It has been accepted for inclusion in Faculty Senate Meeting Minutes, 1920 - 2013 by an authorized administrator of UNM Digital Repository. For more information, please contact [amywinter@unm.edu](mailto:amywinter@unm.edu), [lsloane@salud.unm.edu](mailto:lsloane@salud.unm.edu), [sarahrk@unm.edu](mailto:sarahrk@unm.edu).

CONTENTS

THE UNIVERSITY OF NEW MEXICO

.....	103
.....	262
.....	262

FACULTY SENATE MINUTES

1996-97

VOLUME 21

CONTINUED ON VOLUME 22, 1996-97

# UNIVERSITY OF NEW MEXICO FACULTY SENATE MEETING AGENDA

December 10, 1996  
3:30 - 5:30 p.m.  
Kiva

	AGENDA TOPICS	TYPE OF ITEM/PRESENTER(S)
	1. Approval of Agenda	<b>ACTION</b>
pp. 1-8	2. Approval of Summarized Minutes for November 12, 1996	<b>ACTION</b>
	3. Senate President's Report	<b>INFORMATION</b> Beulah Woodfin
	4. Provost's Report	<b>INFORMATION</b> William C. Gordon
	5. Approval of Degree Candidates, Semester I, 1996	<b>ACTION</b>
	6. Election of Member to Senate Operations Committee (from other than Arts & Sciences and Education)	<b>ACTION</b>
	7. Approval of New Member to Athletic Council	<b>ACTION</b>
	8.13. Recruitment and Retention of Students	<b>INFORMATION/ DISCUSSION</b> David Stuart
pp. 9-11	9.8. Forms C from the Curricula Committee	<b>ACTION</b>
pp. 12-16	<ul style="list-style-type: none"> <li>• revision of B.S. degree in Construction Engineering (Civil Engineering)</li> <li>• revision of B.S. degree in Construction Management (Civil Engineering)</li> </ul>	
p. 17	10.9. Resolution Regarding the UNM Bookstore	<b>ACTION</b> Christiane Joost-Gaugier
p. 18	11.10. Motion on Faculty Salary Inequities from the College of Education Faculty Committee	<b>ACTION</b> Beulah Woodfin

**CONTINUED ON REVERSE SIDE**

- |       |  |                                 |
|-------|--|---------------------------------|
|       | <del>12.11.</del> Update on Post Tenure Review ( <i>Senate Operations Authority to Negotiate</i> ) | <b>ACTION</b><br>Beulah Woodfin |
| p. 19 | <del>13.12.</del> Student Tuition and Fees and Student Aid Report from the Budget Committee        | <b>ACTION</b><br>David Colton   |
|       | 14. Open Discussion and New Business   |                                 |
|       | 15. Adjournment  |                                 |

AMENDED ITEMS ARE SHOWN IN STRIKE THROUGH AND SHADING

**THE UNIVERSITY OF NEW MEXICO  
FACULTY SENATE  
SUMMARIZED MEETING MINUTES**

December 10, 1996

The Faculty Senate meeting was called to order at 3:35 p.m. on December 10, 1996, in the Kiva. Senate President Beulah Woodfin presided.

**Senators present:** Steven Block (Music), Jane Bruker (Gallup), William Buss (Pharmacology), Laura Crossey (Earth & Planetary Sciences), William Dail (Anatomy), Helen Damico (English), Tom DeCoster (Orthopaedics), Victor Delclos (Individual, Family & Community Education), Michelle Diel (Valencia), John Gahl (Electrical & Computer Engineering), Patrick Gallacher (English), Deborah Graham (Health Sciences Library), Jaime Grinberg (Education), Thomas Hagstrom (Biology), Christiane Joost-Gaugier (Art & Art History), Craig Kelsey (Physical Performance & Development), Neeraj Magotra (Electrical & Computer Science), Wanda Martin (English), Christine Nathe (Dental Hygiene), Donald Neamen (Electrical & Computer Engineering), Elizabeth Nielsen (Education Specialities), Eric Nuttall (Chemical & Nuclear Engineering), Jonathan Porter (History), Richard Reid (Anderson Schools of Management), Philip Reyes (Biochemistry), Mario Rivera (Public Administration), Stephanie Ruby (Cell Biology), Sandra Schwanberg (Nursing), Loretta Serna (Education Specialities), Avarham Shama (Anderson Schools of Management), Russell Snyder (Neurology), Joseph Spaeth (Radiology), Nicole Touchet (Family & Community Medicine), Mete Turan (Architecture & Planning), Holly Waldron (Psychology), Paul Weiss (General Library), Beulah Woodfin (Biochemistry), Melvin Yazawa (History), and ex-officio Senate Operations member, Harry Llull (General Library)

**Senators absent:** Diane Dotts (Gallup), Peggy Kelley (Surgery), George Luger (Computer Science), Gloria Sarto (Obstetrics & Gynecology), Scott Taylor (Law), Carolyn Voss (Medicine), Sherman Wilcox (Linguistics)

**Senators excused:** Margery Amdur (Art & Art History), Alok Bohara (Economics), James Boone (Anthropology), Ernest Dole (Pharmacy), Gregory Franchini (Psychiatry), John Geissman (Earth & Planetary Sciences), Larry Lavender (Theatre & Dance), Peter Pabisch (Foreign Languages & Literatures), Christine Sauer (Economics), Pauline Turner (Individual, Family & Community Education), Gerald Weiss (Physiology), Nancy Ziegler (Gallup)

**Guests present:** David Baldwin (General Library), Steve Brewer (*Albuquerque Journal*), Daniel J. Chacon (*Daily Lobo*), Jerome Hall (Civil Engineering), William Raynovich (EMS Academy, SOM), Hugh Witemeyer (English)

**1. APPROVAL OF AGENDA**

The agenda was amended by repositioning agenda item #13 **Recruitment and Retention of Students** to #8. The December 10, 1996 agenda was adopted as

amended.

**2. APPROVAL OF SUMMARIZED MINUTES (November 12, 1996)**

The summarized minutes for November 12, 1996 were amended to insert "Degree granting. . ." at the beginning of the last sentence, first paragraph, on page 7. The minutes were approved as amended.

**3. SENATE PRESIDENT'S REPORT**

Senate President Beulah Woodfin said she would summarize the Senate's accomplishments for Semester I, 1996, along with her announcements:

- President Peck can meet with the Senate at its February, March and May meetings. He has a scheduling conflict for the April meeting.
- The Post-Tenure Review issue is not closed. A response has been received from the Regents. Agenda item #12 for this meeting requests permission for the Senate Operations Committee to negotiate the differences on this issue with the Regents.
- The Task Force dealing with the use of part-time faculty at UNM is meeting regularly. A questionnaire has been devised and will be sent to department chairs and program directors before the start of the Spring 1997 semester.
- The evaluation of administrators policies (Appointment and Continuation of Deans and Chairs) passed by the Senate in April 1992 were never submitted to the Regents for approval, since there was no University Secretary at the time. At its December 3 meeting, the Regents' Academic and Student Affairs Committee requested that these policies be brought back to the current Senate for reaffirmation, and some adjustment of the language to reflect changes in administrators' titles. This will be an item for the Senate's February agenda.
- The Senate passed a resolution on State Science Curriculum Standards this semester. The State Board of Education has acknowledged receipt of the resolution.
- The interim Research Fraud Policy passed by the Senate this semester is being reviewed by the Research Policy Committee for implementation as the final policy.
- The Faculty Conflict Resolution Policy is still under study. It is anticipated it will be completed by the end of 1996-97 academic year.
- The Core Curriculum proposal will be considered in its final draft at the Senate meeting in February. Professor Steen has been contacted by three departments regarding changes to the proposal. He feels the Senate postponement to adopt a final proposal until Spring 1997 has been productive, and the result is a policy that will be more generally acceptable.
- Three Senators have volunteered for the Faculty Advisory Board for the Student Outcomes Assessment.
- President Woodfin has received specific responses to inquiries regarding "academic drift." A report on these concerns should be available in Spring 1997.

- The Parking Resolution passed by the Senate at the November 12, 1996, meeting has been sent to Vice President Mc Kinney. He has responded, but a date for him to meet with the Senate has not yet been set. It is anticipated it will be early in the 1997 Spring Semester. Mr. Mc Kinney has stated that new personnel in UNM's enforcement division will help solve some parking problems at UNM.
- A memo from the Faculty and Staff Benefits Committee regarding improved retirement benefits was distributed at this meeting. The Educational Retirement Board will take this issue to the legislature again this session for consideration. It is not certain that the proposal will pass this year, but it is necessary to keep the issue before the legislature so that when funds are available the proposal will be passed. President Woodfin urged Senators to distribute copies of the memo from the Faculty and Staff Benefits Committee to their departments and to urge colleagues to contact legislators regarding this issue. When contacting legislators, it should be emphasized that the funds for improved retirement benefits should not come out of UNM's compensation package for the 1997-98 academic year, or for any year.
- Concerns about textbook costs for UNM's students, and the College of Education Faculty Committee's concerns about salary inequities are agenda items for consideration at this meeting.
- The American Association for University Professors (AAUP) has a membership drive which will continue until December 31, 1996. New members can join AAUP at half price until the end of this year. Membership applications were distributed at this meeting. Faculty are encouraged to join the AAUP.

4. PROVOST'S REPORT

Provost William Gordon reported on the following two items:

- The draft Academic Master Plan is ready to be distributed to the faculty and individual academic units for them to begin working on. It will be distributed at the end of this semester, or the beginning of next semester. The Academic Master Plan is not a new or independent planning process, it is a follow up to the UNM Strategic Plan which was approved last year. The draft Academic Master Plan is based on ideas from the deans in the Deans' Council. The portion of UNM Strategic Plan that dealt with academics and research excellence has been refined and made more concrete. The charting of very specific steps that can be taken to enable meeting the goals in the UNM Strategic Plan was undertaken in the Academic Master Plan.
- Declines in student enrollment, which began three years ago, have been substantial this year. Consequently, funding to the University will be reduced even if UNM is fully funded by the legislature. The decline in student enrollments is having a significant impact on UNM's budget not only for this year, but for coming years. Tuition and fees revenue is also lost because of declines in student enrollment. The Deans have been asked to consider, and

bring forth ideas, about the best approaches that can be taken for budget reductions for 1997-98. The Budget Subcommittee of the Planning Council will put together the procedures used for the budget planning process for next year.

**5. APPROVAL OF DEGREE CANDIDATES, SEMESTER I, 1996**

The degree candidates listing for Fall Semester 1996 were approved as presented.

**6. ELECTION OF MEMBER TO SENATE OPERATIONS COMMITTEE**

Senator Avarham Shama will be going on sabbatical leave beginning Spring Semester 1997 and will be unable to finish his term on the Senate Operations Committee. President Woodfin called for nominations to fill the vacancy in the Senate Operations membership created by Senator Shama. Senators Christiane Joost-Gaugier and Neeraj Magotra were nominated. Senators Joost-Gaugier and Magotra were asked to speak on behalf of their nominations. Supporting statements were also heard from the nominators. Senate voting, by a showing of hands, resulted in 16 votes for Senator Magotra and 14 votes for Senator Joost-Gaugier. As a result, Senator Magotra was elected to the Senate Operations Committee for the Spring 1997 semester.

**7. APPROVAL OF NEW MEMBER TO ATHLETIC COUNCIL**

The Senate approved the appointment of Virginia Scharff (History) to the Athletic Council, and the appointments of Tom Mouck and Handanhal Ravinder, (Anderson Schools of Management) to the Bachelor of University Studies and Undergraduate Committees, respectively; and Barry Kues (Earth & Planetary Sciences) to the Library Committee.

**8. RECRUITMENT AND RETENTION OF STUDENTS**

Associate Vice President David Stuart spoke about the important issues of recruitment and retention of students at UNM. Handouts distributed at this meeting were: a table summary of *UNM Campus Wide Student Credit Hours, Number of Sections, and Average Class Size, Fall '89 - Fall '96*, and a report from Dr. Stuart to Provost Gordon, dated March 29, 1996, regarding *Final Draft: Enrollments at UNM Main Campus 1990-1996*.

Dr. Stuart asked Senators who have questions above and beyond the information covered in the handouts to contact President Woodfin. She will convey their questions to Dr. Stuart, who will provide answers at Senate meetings next semester.

Dr. Stuart reported this year's freshman class consisted of only 1,660 students. Besides this, nearly 4,600 students in good academic standing left UNM in Spring 1996 and did not reenroll. Total student-credit hours have declined from 270,848 in Fall Semester 1993 to 248,026 in Fall semester 1996. Lower-division credit hours peaked in the Fall 1989. With the rise of two-year alternatives at TVI, UNM's branch colleges, and new two-year schools throughout the state, it is projected that



lower-division hours will not return to their former level. Surprisingly, upper-division credit hours peaked in Fall 1993. The graduate credit hours peaked to 45,933 in Fall 1995, but declined to 44,936 in Fall 1996.

The number of graduate courses has steadily grown though the graduate enrollment has declined. Dr. Stuart said this is a trend that should be watched at the departmental level. The upper-division courses have not grown as anticipated. Lower-division courses have declined in number due to a shift in enrollments at two-year institutions. Another factor is laboratory and other space problems at UNM.

Enrollment trends in New Mexico public institutions of higher education from 1991 to 1995, reflect a rise in student head counts in two-year institutions and a decline in student headcounts in four-year institutions.

Dr. Stuart recommended that his report to Provost Gordon regarding the enrollments at UNM main campus 1990-1996 be taken back to the departments, copied and distributed to colleagues and department chairs. The report summarizes the significant factors contributing to the recent declines in main campus enrollments.

Surveys conducted by Professor Chris Garcia and the Institute of Public Policy, at the request of Dr. Stuart, show that 30% of the students who do not get a class they need reduce their course load or leave UNM. Approximately one-half of the students who leave UNM do so for personal, job or family reasons that have nothing to do with UNM. The other half leave UNM due to problems with parking, course availability and scheduling, availability and access to financial aid, and access and quality of advisement. Last spring, using I-TEL-UNM it was discovered that 10,800 students could not get at least one class that they attempted to enroll in. Dr. Stuart urged faculty to take specific actions to help counteract these trends by:

- Supporting recruitment efforts at UNM.
- Raising class capacities to the size of the classrooms.
- Reviewing 300 level course offerings. UNM is not offering enough 300 level courses for students to graduate on time.
- Reviewing the core courses that new faculty can teach.
- Supporting the Admissions and Registration Committee.
- Supporting the Scholarship, Prizes and Loans Committee.
- Offering a critical, required undergraduate course, at least every three or four semesters, at the 200-400 level in lieu of a graduate seminar.

Because of curriculum management meetings with chairs, deans, Provost Gordon and Dr. Stuart, the number of students who could not get a class has been reduced from 10,800 last spring to 8,200 this fall. There was also a gain of 2,600 seats in required courses. However, many more seats need to be gained in required

undergraduate courses.

**9. FORMS C FROM THE CURRICULA COMMITTEE**

Two Forms C from the Curricula Committee were submitted to the Senate for approval. After discussion with Jerome Hall, Chair, Civil Engineering, the Senate unanimously approved the following curricular requests:

- revision of B.S. degree in Construction Engineering (Civil Engineering);
- revision of B.S. degree in Construction Management (Civil Engineering).

**10. RESOLUTION REGARDING THE UNM BOOKSTORE**

The resolution regarding the UNM Bookstore was introduced by Senator Christiane Joost- Gaugier. The resolution to accompany the motion on page 17, in the agenda packet, was distributed to Senators at this meeting.

Senator Joost-Gaugier said she had heard rumors the UNM Bookstore was over charging on textbooks by a 33% markup. After one of her students brought up the problem, Senator Joost-Gaugier checked the prices on the textbooks required for her courses. She found that several required texts were marked up by 33%. Her concern that students are being surcharged over the price for each text quoted to her by other bookstores in the area was shared by other Senators. Several Senators commented that books required for their classes were substantially more expensive at the UNM Bookstore than in other bookstores or than the books' nationally advertised prices.

President Woodfin met with UNM Bookstore management who indicated the bookstore uses a standard 25% margin, the ratio of a retail price to cost. A problem pointed out is those book publishers do not have wholesale prices for their books; they sell to bookstores at a discount of 20-30% from the list price. President Woodfin said once a book is adopted as a text, the publishers know that they have a captive market and the discount to a university bookstore is less. The UNM Bookstore management informed President Woodfin that they are willing to meet with the faculty regarding the complexities of the issue.

The resolution was amended as follows and was unanimously approved by the Senate.

**RESOLUTION**

**Whereas**, evidence has appeared that the University of New Mexico Bookstore charges more for a required textbook than do other bookstores,

**Be it resolved**, that the UNM Faculty Senate request from the bookstore a printout of wholesale and retail prices for all textbooks for Fall Semester, 1996, and invite bookstore management and Vice-President

David Mc Kinney to address these issues at the March 11, 1997 Faculty Senate meeting.

President Woodfin asked for volunteers to contact the Bookstore for information requested in the resolution.

**11. MOTION ON FACULTY SALARY INEQUITIES FROM THE COLLEGE OF EDUCATION FACULTY COMMITTEE**

The motion from the College of Education Faculty Committee was presented by Senator Loretta Serna. The motion on page 18, of the agenda packet, outlined concerns about:

- Salary inequities between faculty members who have been at the University for a long period of time and new faculty.
- Salary inequities between women and minority faculty members and white male faculty members.
- Salary inequities across academic disciplines.
- Salary inequities between UNM's College of Education and Colleges of Education at other comparable institutions.

The motion was a request for the Senate Operations Committee, with the Office of Institutional Research, to initiate a process to analyze faculty salaries across the University to determine if there is an inequitable distribution of salaries related to the factors listed above.

President Woodfin addressed each item stated in the motion: the first item has been recognized as a serious problem at UNM; information regarding the second item can be obtained from the Office of Institutional Research; the third issue is a problem of market value about the differences in salaries between academic disciplines; the fourth item should be undertaken by the College of Education. The motion requests the Senate Operations Committee to examine these issues. However, since the Senate Operations Committee does not have a staff, it will initiate contact with the Office of Institutional Research for information on items #1 and 2 in the motion.

After discussion, the Senate agreed with President Woodfin's recommendations and did not take action nor a vote on the motion from the College of Education Faculty Committee.

**12. UPDATE ON POST TENURE REVIEW (Senate Operations Authority to Negotiate)**

President Woodfin provided an update on the status of the Post-Tenure Review Policy. The Post-Tenure Review Policy was approved by the Faculty Senate on February 13, 1996. The policy was amended by the Board of Regents on April 11, 1996. On September 12, 1996, the Board of Regents took action to place the full text of the Post-Tenure Review Policy in the *Regents' Policy Manual*.

In a letter to Regent President Rembe, President Woodfin expressed the Faculty Senate's concern about the Regents' action to incorporate the Post-Tenure Review Policy into the *Regents' Policy Manual*. President Rembe has responded the Regents' willingness to come to some consensus about the substance of the policy. She encouraged the Senate Operations Committee to continue discussions with the Regents' Academic and Student Affairs Committee.

There is no precedent on the Senate Operations Committee negotiating over differences in versions on policies passed by the Regents and the Senate. Therefore, the Senate Operations Committee asked the Senate to grant it the authority to negotiate on this issue. After discussion, it was suggested changing the word "negotiate" to "forge." The Senate voted unanimously to grant the Senate Operations Committee authority to forge an agreement with the Regents on the Post-Tenure Review Policy. Any negotiated agreements which differ from the Post-Tenure Review Policy passed by the Senate last spring will be brought back to the Senate for final approval.

**13. STUDENT TUITION AND FEES AND STUDENT AID REPORT FROM THE BUDGET COMMITTEE**

David Colton, Chair, Budget Committee presented the committee's report on *Student Tuition and Fees and Student Aid Report*. Dr. Colton summarized the conclusions and recommendations regarding student tuition and fees at UNM, as outlined in the report. The study for this report focussed specifically on the tuition and fees rate charged to undergraduate, full time, and resident students. According to this report, the student share of the costs has declined since 1970. Dr. Colton stated that the present student share subsidizes students and families who can afford to pay more. Financial aid and scholarships are available to students who cannot pay higher tuition.

Dr. Colton asked the Senate to reaffirm the recommendations in the Budget Committee's report. After discussion, the Senate voted unanimously to recommend that students pay a bigger share of their education by approving the four recommendations from the Budget Committee:

- That the UNM Faculty Senate recommend a tuition and fee policy that (a) the student share of the cost of instruction (i.e., tuition and fees divided by the total I&G expenditures per student FTE) should over time average 30%\* and (b) the student share of the cost of instruction should be permitted to fall as low as 27.5% in years of exceptionally high state appropriations and should increase up to 32.5% in years of exceptionally stringent state appropriations.
- That the UNM Faculty Senate recommend that tuition and fees rates be increased each year an amount such that the expected increase in student share (based on best estimates of the forthcoming year's I&G expenditures) be no less than 1% and that this minimal increase continue each year until the 30% student share of cost of instruction is again achieved.
- That the UNM Faculty Senate recommend to the Administration that all

constituencies participating in budgetary decision making at UNM be pledged (as a condition of that participation) to present, in formal representation of these constituencies, a united front to state government (candidates for office, officials, and agencies) with respect to duly negotiated positions on budgetary matters.

- That the UNM Faculty Senate urge the Administration to undertake a concerted program to communicate with the entire university community regarding the University's needs for significant tuition and fee increases.

\*The FSBC's recommendation of 30% applies to the definition and measure of student share employed by the Committee. This percent may not be comparable to, or appropriate in relation to, definitions and measures employed by other sources.

**14. OPEN DISCUSSION AND NEW BUSINESS**

Senator Crossey expressed concern that the University's name is currently being used in advertising for Indian gaming. It was questioned whether the University had a policy and/or granted permission for this. Senator Crossey was directed to contact the Publications Office for further information on this issue.

**15. ADJOURNMENT**

The meeting adjourned at 5:22 p.m.

Respectfully submitted by:

Mari A. Ulibarri  
Administrative Assistant  
Office of the University Secretary

Approved by:

Vivian Valencia  
University Secretary

**DEGREE/PROGRAM CHANGE FORM C**

Date: September 23, 1996

Jerome W. Hall

(Name of individual initiating curricular change form)

Chairman/7-2722

(Title, position, telephone number)

Civil Engineering

(Department/Division/Program/Branch)

CIP CODE

Assigned by Associate Provost for Academic Affairs

**UNIT PREPARES IN QUADRUPPLICATE**

Routing (All four copies)

1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

UNM  
SEP 14 1996  
Registration

\* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

Undergraduate Degree Program

Graduate Degree Program (For existing degree only)

This form is for Construction Engineering  
Name of New or Existing Program

This program is or would be located in current undergraduate/graduate catalog on page(s) 240

Mark appropriate category

	NEW:	REVISION OF:	DELETION:	NAME CHANGE:
Degree <u>B.S.</u> Type	<input type="checkbox"/> Undergraduate degree only	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*See New Units policy Guidelines book available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached documentation.

Reason(s) for Request (attach additional sheets if necessary).

See attached documentation dated September 23, 1996.

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)

CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)

Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.

Does this change affect in a significant way, any other departmental programs/branch campuses? Yes  No

If yes, have you resolved these issues with department/branch involved? (attach statement)

Effective Date of Proposed Change: Fall, 1997

Required Signatures:	Signature	Date
Department Chairperson	<u>J.W. Hall</u>	<u>9/23/96</u>
Dean of Library Services (if necessary)		
CIRT (if necessary)		
College Curriculum Committee (if necessary)	<u>Charles B. Fledderus</u>	<u>9/24/96</u>
College or School Faculty (if necessary)		
College or School Dean/Director of Instruction	<u>Paul Puffer</u>	<u>9-25-96</u>
FS Graduate Committee (if applicable)	<u>NA</u>	
FS Curricula Committee	<u>NA</u>	<u>11/12/96</u>
Assoc. Provost for Academic Affairs	<u>J.W. Hall</u>	<u>11/15/96</u>
Faculty Senate		

412

Received

Entered (Mainframe)

Entered (Catalog)

Mailed

For Scheduling Office ONLY:

September 23, 1996  
October 11, 1996

**Attachment to Form C**  
For the program in **Construction Engineering**  
(pp 240 in current undergraduate catalog)

Does architect know about these  
deletions  
Yes.

The Department of Civil Engineering has proposed changes to the undergraduate curriculum in Construction Management that will result in the deletion of four courses (CE 171L, CE 471L, CE 473L, and CE 474, for a total of 12 hours) and the introduction of four new courses (CE 277, CE 471, CE 477, and CE 495, for a total of 8 hours). The Forms A and B for these changes are included along with Form C for changing the Construction Management program.

Under the existing curriculum, students in the department's BS program in Construction Engineering are also required to take CE 473L and CE 474. The purpose of this program change is to delete CE 473L, CE 474, and one management elective from the Construction Engineering program, and to replace them with CE 277, CE 477, and CE 495. These changes will introduce students to construction issues in the sophomore year (in CE 277) and require them to participate in a one-credit construction internship (CE 495). The entire Construction Engineering curriculum will decrease from 137 hours to 135 hours.

310

UNIVERSITY OF CALIFORNIA  
DEPARTMENT OF CIVIL ENGINEERING  
CONSTRUCTION ENGINEERING

Course	Hours	Prerequisites	Notes
CE 171L	3		Deleted
CE 471L	3		Deleted
CE 473L	3		Deleted
CE 474	3		Deleted
CE 277	2		New
CE 471	2		New
CE 477	2		New
CE 495	2		New

10

Note: there appears to be some reordering of classes and connections of type or

## UNM DEPARTMENT OF CIVIL ENGINEERING CONSTRUCTION ENGINEERING

*(also, based on what is in the catalog, they appear to be replacing an H&SS elective with an Engineering Science class)*

Name: Proposed Program (8/97)  
Transfer Hours Accepted: \_\_\_\_\_

Student # \_\_\_\_\_

		Fall				Spring				
<b>FRESHMAN YEAR</b>										
			Cr	Gr	Pts		Cr	Gr	Pts	
Engr	101	Comp I: Exposition	3	—	—	Engr	102	Comp II: Analys & Arg	3	—
Math	162L	Calculus I	4	—	—	Math	163L	Calculus II	4	—
Chem	121L	General Chem/Lab	4	—	—	CS	151L	Comp Prog Fund/Lab	3	—
EngrF	122	Intro Engr Methods	3	—	—	Phys	160	General Physics	3	—
H&SS	—	—	3	—	—	H&SS	—	—	3	—
					(17)					
<b>SOPHOMORE YEAR</b>										
			Cr	Gr	Pts		Cr	Gr	Pts	
Math	264L	Calculus III	4	—	—	Math	316	Appl Ord Diff Equas	3	—
Phys	161	General Physics	3	—	—	Phys	262	General Physics	3	—
CE	202	Engineering Statics	3	—	—	CE	270L	Constr Materials Lab	1	—
CE	281L	Engr Measuremnts/Lab	2	—	—	CE	277	Basic Plng & Estim	3	—
Econ	200	Principles of Macro	3	—	—	CE	282L	Geom Trans Sys/Lab	2	—
Mgt	202	Prin of Finan Acctg	3	—	—	ME	306	Dynamics	3	—
					(18)	Engr	219	Technical Writing	3	—
						(18)				
<b>JUNIOR YEAR</b>										
			Cr	Gr	Pts		Cr	Gr	Pts	
Math	314	Linear Algebra	3	—	—	CE	308L	Structural Analysis	4	—
CE	302	Mech of Materials	3	—	—	CE	310L	Structural Design I	4	—
CE	303L	Mech of Mater Lab	1	—	—	CE	360L	Soil Mechanics/Lab	3	—
CE	331L	Fluid Mechanics/Lab	4	—	—	CE	470	Const Mthds & Equip	3	—
CE	350	Engineering Economy	3	—	—	H&SS	—	—	3	—
CE	352	Comp Appl Civil Engr	3	—	—	(17)				
					(17)					
<b>SENIOR YEAR</b>										
			Cr	Gr	Pts		Cr	Gr	Pts	
CE	472	Constr Contracting	3	—	—	CE	479L	Mthds Improvemnt Lab	3	—
CE	477	Advanced Plng & Estg	3	—	—	CE	490	CE Prof Practice	1	—
CE	478	Temp Support Struct	3	—	—	CE	499L	Design of CE Systems	3	—
CE	495	Construc Internship	1	—	—	Mgt Elect	—	—	3	—
Mgt	303	Acct—Mangt Control	3	—	—	H&SS	—	—	3	—
H&SS	—	—	3	—	—	EngrSciElct	EECE 203 or ChNE/ME 301	—	3	—
					(16)	(16)				

New CE Courses

Repeated Courses

None	3	—	—
	3	—	—
	3	—	—

**NOTES**

1. H & SS and Mgt Electives from approved lists.
2. CE 499L must be taken during the final two semesters of the program.

OVERALL CREDITS 135



DEGREE/PROGRAM CHANGE FORM C

Date: September 23, 1996
Jerome W. Hall
Chairman/7-2722
Civil Engineering

CIP CODE

Assigned by Associate Provost for Academic Affairs

UNIT PREPARES IN QUADRUPPLICATE Routing (All four copies)
1. Dean of Library Services (if necessary)
2. CIRT (Comp & Inform Res & Tech), (if necessary)
3. College Curriculum Committee (if necessary)
4. College or School Faculty
5. College or School Dean/Director of Instruction
6. FS Graduate Committee (if applicable)
7. FS Curricula Committee
8. Associate Provost for Academic Affairs
9. Faculty Senate

GRADUATE OFFICE UNIVERSITY OF NEW MEXICO

\* Plan for curricular process to take at least 12 months.

Mark appropriate Program:

- Undergraduate Degree Program [X]
Graduate Degree Program (For existing degree only) [ ]

This form is for Construction Management
This program is or would be located in current undergraduate/graduate catalog on page(s) 240-241

Mark appropriate category

Table with columns: Degree Type, NEW, REVISION OF, DELETION, NAME CHANGE. Rows include Undergraduate degree only, Major, Minor, Concentration, Certificate, Emphasis, Department.

\*See New Units policy Guidelines book available from the Provost's Office.

Give exact title and requirements as they should appear in the catalog. See current catalog for format within the respective college (attach additional sheets if necessary). Identify in bracket form what is being changed.

See attached documentation.

UNM
OCT 23 1996
Registration

Reason(s) for Request (attach additional sheets if necessary).

See attached documentation dated September 23, 1996

Library Impact Statement. Name of librarian consulted and attached signed impact statement. (If necessary)
CIRT Impact Statement. Name of individual consulted and attached signed impact statement. (If necessary)
Budgetary and Faculty Load Implications (attach statements). Long-range planning statement.
Does this change affect in a significant way, any other departmental programs/branch campuses? Yes No X
If yes, have you resolved these issues with department/branch involved? (attach statement)
Effective Date of Proposed Change: Spring 1997

Required Signatures: Department Chairperson [Signature] Date: 9/23/96
Dean of Library Services (If necessary) [NA] Date:
CIRT (If necessary) [NA] Date:
College Curriculum Committee (If necessary) [Signature] Date: 9/24/96
College or School Faculty (If necessary) [NA] Date: 9-25-96
College or School Dean/Director of Instruction [Signature] Date:
FS Graduate Committee (If applicable) [NA] Date: 11/12/96
FS Curricula Committee [Signature] Date: 11/15/96
Assoc. Provost for Academic Affairs [Signature] Date:
Faculty Senate [Signature] Date:

Received

Entered (Mainframe)

For Scheduling Office ONLY: Entered (Catalog)

Mailed

September 23, 1996

October 11, 1996

**Attachment to Form C**For the program in **Construction Management**

(pp 240-241 in current undergraduate catalog)

Since the mid-1980's, the Department of Civil Engineering has offered a BS degree program in Construction Management. In contrast to the department's more traditional program in Construction Engineering, the Construction Management program is intended for students who seek a broad education in the technical and managerial aspects of construction. For the past decade, the department has required that Construction Management students satisfy the calculus and some of the science requirements that must be met by all students in the CE department. The department's Construction Management program was reviewed in the Fall 1994 by an accreditation team from the American Council for Construction Education (ACCE). While visitors applauded our Construction Management program (it was subsequently was accredited for a five year period), they recommended several curriculum changes that we are implementing with the accompanying deletions of existing courses, the introduction of new courses, and the resultant degree program changes:

- \* Change to the non-engineering calculus courses (replace Math 162 and 163 with Math 180 and 181) and a lower level of statistics (replace Math 345 with Math 245).
- \* Change to the non-calculus physics and require only one course (Physics 151)
- \* Introduce a basic planning and estimating course at the sophomore level (CE 277), and an advanced course on this topic in the senior level (CE 477). This pair of courses replaces the former CE 473L and CE 474, which are being deleted.
- \* Introduce a one credit construction internship (CE 495) that will expose both Construction Management and Construction Engineering students to the real-world aspects of construction.
- \* Replace the currently required course on the aspects of professional practice (CE 490), which is only relevant to engineers, with a one credit course (CE 471, Construction Professional Practice) oriented to the needs of Construction Management students.
- \* Because Construction Management students will not have the necessary math skills for certain engineering courses (CE 202, CE 302, CE 303L, and CE 360L) that were formerly required, the revised program will utilize several courses from the School of Architecture that treat these same topics with less-rigorous math. The School of Architecture has agreed to allow Construction Management students in ARCH 285, 381, 385, and 485. *Has civil eng. investigated the frequency of these offerings, time of day etc.*
- \* Reduce the total number of hours required for graduation from 133 to 128.

The net effect on civil engineering course offerings is to replace four courses (CE 171L, old 471L, 473L, and 474) for a total of 12 credit hours with four other courses (CE 277, new 471, 477, and 495) for a total of 8 credit hours. Form A to delete CE 471L was submitted on 9/4/96 and Form A to delete CE 171L was submitted on 9/10/96. Form A for deleting CE 473L and CE 474, and for adding CE 277, CE 471, CE 477, and CE 495 are included along with this submittal. Two pages highlighting the deletions, replacements, and additions in the construction management program are

*Since the two 471s are so different, can we use a different number.*

*\*\* This is quite a weakening of the program. Will this allow more students to major in construction management? Will it weaken the skills of the students completing the program?*

UNM DEPARTMENT OF CIVIL ENGINEERING  
CONSTRUCTION MANAGEMENT

attached.

The deletion of CE 473L and CE 474 will affect the department's BS program in Construction Engineering. A separate Form C is being processed for the Construction Engineering program to take advantage of the new courses.

The Department of Civil Engineering provides a computer laboratory used by all students in the department. Because the new courses are replacing existing courses with similar technical content, there will be no changes in the services provided by CIRT or the library.

Based on the success of Construction Management programs at other universities, and input from ACCE and New Mexico's construction industry, the department believes that this revised program will attract a greater number of students interested in construction management.

*Answers to previous question.*

*Some of the courses are also rearranged with respect to when they are taken.*

*Should the honors calculus/physics be recommended to the more able students? It lets them search major if they want?*

*One General & SS elective*

*Are Architecture courses given the semester you need them in your program?*

## UNM DEPARTMENT OF CIVIL ENGINEERING CONSTRUCTION MANAGEMENT

Name: Existing Program (9/96)  
Transfer Hours Accepted: \_\_\_\_\_

Student # \_\_\_\_\_

**Fall** **Spring**

### FRESHMAN YEAR

			Cr	Gr	Pts				Cr	Gr	Pts
Chem 121	General Chemistry I		4			Arch 104	Intro Design Skills		3		
Math 162	Calculus I		4			Phys 160	General Physics I		3		
Engl 101	Writing/Exposition		3			Math 163	Calculus II		4		
CE 171	Constr Orientation		3			Engl 102	Analytical Writing		3		
CS 151	Intro Comp Science		3			Psych 105	General Psychology		3		

### SOPHOMORE YEAR

			Cr	Gr	Pts				Cr	Gr	Pts
Phys 161	General Physics II		3			Engl 219	Technical Writing		3		
Geol 101	Physical Geology		3			Econ 201	Prin. of Economics		3		
CE 202	Statics		3			CE 282L	Geom/Trans Systems		2		
CE 281L	Engr Measurements		2			Mgt 202	Accounting		3		
Econ 200	Prin. & Problems		3			H&SS			3		
H&SS			3			H&SS			3		

### JUNIOR YEAR

			Cr	Gr	Pts				Cr	Gr	Pts
Arch 382	Arch Structures II		3			CE 360L	Soil Mechanics		3		
CE 270L	Constr Materials		1			CE 479L	Methods Improvement		3		
CE 302	Mech of Materials		3			Mgt 303	Accounting for Mgt		3		
CE 303L	Mech of Mater Lab		1			Mgt 310	Legal Environ Mgt		3		
CE 350	Engineering Economy		3			Mgt Elect			3		
H&SS			3								
Mgt 290	Statistical Methods		3								
or Math 345	Statistical Methods										

### SENIOR YEAR

			Cr	Gr	Pts				Cr	Gr	Pts
CE 470	Constr Meth & Equip		3			Arch 487	Environmental Controls		3		
CE 472	Constr Contracting		3			CE 471L	Building Construction		3		
CE 474	Planning & Scheduling		3			CE 473L	Constr Cost Analysis		3		
CE 478	Design Temp Struct		3			CE 490	Aspects Prof Pract		1		
Mgt Elect			3			Mgt Elect			3		
Tech Elective			3			Mgt 361	Organization Theory		3		
						or Mgt 495	Small Business				

Course replaced by another course  
 Course to be deleted from the program

**Repeated Courses**

None	3		
	3		
	3		

**NOTES**

1. H & SS and Mgt Electives from approved lists.
2. See Department for list of other approved technical electives. Approval of Advisor required.

OVERALL CREDITS

## UNM DEPARTMENT OF CIVIL ENGINEERING CONSTRUCTION MANAGEMENT

Name: Proposed Program (1/97)  
Transfer Hours Accepted: \_\_\_\_\_

Student # \_\_\_\_\_

	Fall	Spring
--	------	--------

FRESHMAN YEAR											
			Cr	Gr	Pts				Cr	Gr	Pts
Chem	121	General Chemistry I	4	_____	_____	Math	181	Calculus II	3	_____	_____
Math	180	Calculus I	3	_____	_____	Phys	151	General Physics I	3	_____	_____
Engl	101	Writing/Exposition	3	_____	_____	CS	151	Intro Comp Science	3	_____	_____
EngrF	122	Engineering Methods	3	_____	_____	Engl	102	Analytical Writing	3	_____	_____
H&SS	___	_____	3	_____	_____	Psych	105	General Psychology	3	_____	_____

SOPHOMORE YEAR											
			Cr	Gr	Pts				Cr	Gr	Pts
Arch	285	Construction I	3	_____	_____	Engl	219	Technical Writing	3	_____	_____
CE	281L	Engr Measurements	2	_____	_____	Econ	201	Prin. of Economics	3	_____	_____
CE/Arch Elect	_____	_____	3	_____	_____	CE	270L	Construction Materials	1	_____	_____
Econ	200	Prin. & Problems	3	_____	_____	CE	277	Basic Plan & Estimating	3	_____	_____
H&SS	___	_____	3	_____	_____	Mgt	202	Accounting	3	_____	_____
						Mgt Elect	_____	_____	3	_____	_____

JUNIOR YEAR											
			Cr	Gr	Pts				Cr	Gr	Pts
Arch	381	Structures I	3	_____	_____	Math	245	Fund Prob & Statistics	3	_____	_____
Arch	385	Environmental Controls	3	_____	_____	Arch	382	Structures II	3	_____	_____
Arch	485	Construction II	3	_____	_____	CE	282L	Geom/Trans Systems	2	_____	_____
CE/Arch Elect	_____	_____	3	_____	_____	CE	470	Constr Meth & Equip	3	_____	_____
CE/Arch Elect	_____	_____	3	_____	_____	Mgt	303	Accounting for Mgt	3	_____	_____
CE	350	Engineering Economy	3	_____	_____	Mgt	310	Legal Environ Mgt	3	_____	_____

SENIOR YEAR											
			Cr	Gr	Pts				Cr	Gr	Pts
CE	472	Constr Contracting	3	_____	_____	Arch	487	Environmental Controls	3	_____	_____
CE	477	Adv Plan & Estimating	3	_____	_____	CE	471	Constr Prof Practice	1	_____	_____
CE	478	Design Temp Struct	3	_____	_____	CE	479L	Methods Improvement	3	_____	_____
CE	495	Constr Internship	1	_____	_____	Mgt Elect	_____	_____	3	_____	_____
CE/Arch Elect	_____	_____	3	_____	_____	H&SS	___	_____	3	_____	_____
Mgt Elect	_____	_____	3	_____	_____	Mgt	361	Organization Theory	3	_____	_____
						or Mgt 495	Small Business				

Existing UNM course incorporated in the program  
 New CE courses

Repeated Courses		
None	3	_____
	3	_____
	3	_____

**NOTES**  
1. H & SS and Mgt Electives from approved lists.  
2. See Department for list of other approved technical electives. Approval of Advisor required.

OVERALL CREDITS 128

To: Beulah Woodfin, President, Faculty Senate  
From: Christiane L. Joost-Gaugier, Senator at Large

26 November 1996

MOTION

It has come to my attention that the University of New Mexico Bookstore may be marking up textbooks 33% rather than the customary 25% normally added by other bookstores to the publisher's price for a book. If true, this means that textbooks, which constitute required reading for university courses, are sold at prices above the nationally advertised prices for these books. Since the U.N.M. Bookstore purchases textbooks in bulk, such a profit is doubly unfair to the students of this University who, if anything, might be offered a break.

One of my students, who happens to be a C.P.A. formerly with a large New York City C.P.A. firm, brought this to my attention. The issue at hand was a required text that was nationally advertised by Yale University Press at \$35.00, for which the U.N.M. Bookstore is charging \$37.50. This is a markup of 33% over the publisher's price to U.N.M. (which is \$28.00). The student complained to the Manager of the Textbook Department but his complaint was discouraged. At this point I personally visited the Bookstore and left a note for the Manager, asking him to call me; however I was not called. Since then I have personally checked two selected texts from each of the two courses I am currently teaching. The results indicate that the students are surcharged over the price for each text quoted to me by other bookstores in the area.

If this practice is widespread in the ordering of university textbooks and not limited to my particular courses, which I have no reason to believe is the case, then this is a deplorable practice as I am certain all faculty senators would agree.

In order to be assured that the cost of books is as reasonable as possible for our students I urge the following:

- 1) That officials of the Faculty Senate request a printout of all textbooks, with wholesale and retail prices, for Fall Semester 1996.
- 2) If examination of this printout confirms the widespread nature of this practice, student organizations should be notified so as to give them the opportunity to pass supporting resolutions. The Daily Lobo should also be notified, as well as the Regents.
- 3) If in fact it is the practice of the U.N.M. Bookstore to overcharge students, University officials should be requested to designate another bookstore for the ordering of necessary texts for U.N.M. courses.

UNIVERSITY OF NEW MEXICO  
FACULTY SENATE

MOTION

26 November 1996

Year	Course	Textbook	Wholesale Price	Retail Price	Markup
SENIOR YEAR	CE 470	Corporate Finance	\$35.00	\$37.50	33%
	CE 471	Corporate Finance	\$35.00	\$37.50	33%
	CE 472	Corporate Finance	\$35.00	\$37.50	33%
	CE 473	Corporate Finance	\$35.00	\$37.50	33%
	CE 474	Corporate Finance	\$35.00	\$37.50	33%
	CE 475	Corporate Finance	\$35.00	\$37.50	33%
	CE 476	Corporate Finance	\$35.00	\$37.50	33%
	CE 477	Corporate Finance	\$35.00	\$37.50	33%
	CE 478	Corporate Finance	\$35.00	\$37.50	33%
	CE 479	Corporate Finance	\$35.00	\$37.50	33%
JUNIOR YEAR	CE 370	Corporate Finance	\$35.00	\$37.50	33%
	CE 371	Corporate Finance	\$35.00	\$37.50	33%
	CE 372	Corporate Finance	\$35.00	\$37.50	33%
	CE 373	Corporate Finance	\$35.00	\$37.50	33%
	CE 374	Corporate Finance	\$35.00	\$37.50	33%
	CE 375	Corporate Finance	\$35.00	\$37.50	33%
	CE 376	Corporate Finance	\$35.00	\$37.50	33%
	CE 377	Corporate Finance	\$35.00	\$37.50	33%
	CE 378	Corporate Finance	\$35.00	\$37.50	33%
	CE 379	Corporate Finance	\$35.00	\$37.50	33%
SOPHOMORE YEAR	CE 270	Corporate Finance	\$35.00	\$37.50	33%
	CE 271	Corporate Finance	\$35.00	\$37.50	33%
	CE 272	Corporate Finance	\$35.00	\$37.50	33%
	CE 273	Corporate Finance	\$35.00	\$37.50	33%
	CE 274	Corporate Finance	\$35.00	\$37.50	33%
	CE 275	Corporate Finance	\$35.00	\$37.50	33%
	CE 276	Corporate Finance	\$35.00	\$37.50	33%
	CE 277	Corporate Finance	\$35.00	\$37.50	33%
	CE 278	Corporate Finance	\$35.00	\$37.50	33%
	CE 279	Corporate Finance	\$35.00	\$37.50	33%
FRESHMAN YEAR	CE 170	Corporate Finance	\$35.00	\$37.50	33%
	CE 171	Corporate Finance	\$35.00	\$37.50	33%
	CE 172	Corporate Finance	\$35.00	\$37.50	33%
	CE 173	Corporate Finance	\$35.00	\$37.50	33%
	CE 174	Corporate Finance	\$35.00	\$37.50	33%
	CE 175	Corporate Finance	\$35.00	\$37.50	33%
	CE 176	Corporate Finance	\$35.00	\$37.50	33%
	CE 177	Corporate Finance	\$35.00	\$37.50	33%
	CE 178	Corporate Finance	\$35.00	\$37.50	33%
	CE 179	Corporate Finance	\$35.00	\$37.50	33%

NOTES: Existing U.N.M. courses included in the program

**DATE:** November 15, 1996  
**TO:** Beulah Woodfin, President of the Faculty Senate  
 and The Senate Operations Committee  
**FROM:** College of Education Faculty Committee:  
 Gary Anderson, Mary Harris, Elizabeth Nielsen,  
 Pam Olson, Steve Preskill-Chair, Loretta Serna,  
 Virginia Shipman, Joe Suina, Don Zancanella  
**RE:** Salary Inequities

The faculty in the College of Education have become increasingly concerned about faculty salary inequities. These inequities include the following:

- \*\*\* Salary inequities between faculty members who have been at the University for a long period of time and new faculty.
- \*\*\* Salary inequities between women and minority faculty members and white male faculty members.
- \*\*\* Salary inequities across academic disciplines
- \*\*\* Salary inequities between UNM's College of Education and Colleges of Education at other comparable institutions.

While each type of inequity may have its own particular causes, we believe that they are essentially intertwined and must be dealt with in a comprehensive manner. Finally, we believe that despite these apparent inequities, no adjustment has been made in faculty salaries since 1986. We think it is time once again to investigate this issue closely and systematically.

Therefore we are requesting that the Senate Operations Committee in conjunction with institutional research initiate a process to analyze faculty salaries across the University to determine if there is an inequitable distribution of salaries related to the factors listed above. We would also appreciate any data emerging from this process that pertains specifically to faculty salaries in the College of Education. We furthermore request that if it is found that these factors have an adverse impact on faculty salaries, that steps be taken immediately to address this matter. Finally, we do not believe that a thorough study can be undertaken unless all salary files are released for analysis. We urge the Senate Operations Committee to take whatever actions are necessary to insure that salary files are available for systematic analysis across the University.

COPIES OF THE

STUDENT TUITION AND FEES AND STUDENT AID REPORT

WERE DISTRIBUTED AT THE

NOVEMBER 12, 1996

FACULTY SENATE MEETING

Multiple copies	
Other	
Other	
Example: The number of copies of 20,000 (23 years of service) (prior to retirement)	

The Faculty Senate wishes to express its appreciation to the members of the Faculty Senate who assisted in the preparation of this report. The Faculty Senate also wishes to thank the following staff members for their assistance in the preparation of this report:



To: ALL UNM FACULTY AND STAFF  
From: The Faculty, Staff and Benefits Committee  
Date: 12/10/96  
Re: Faculty and Staff Alert -- Retirement Benefits

The Faculty, Staff and Benefits Committee (FSBC) is alerting all UNM faculty and staff regarding changes the Education Retirement Board (ERB) is proposing to our retirement benefits.

The state legislature will again be considering changes to educational retirement benefits (ERA). In the past two years, there has been no action taken on bills to upgrade ERA benefits. These bills were tabled because there were no state funds identified to pay for them. The FSBC has felt the funds for this shouldn't come out of UNM's compensation package.

ERA benefits have consistently lagged behind those of other state employees (PERA). Although the latest proposal won't bring ERA to parity with PERA, it will be a first step and actuarially sound. There are real concerns about the fiscal stability of PERA. The FSBC has supported ultimate parity with PERA.

The FSBC has **not** supported an increase in retirement benefits **at the expense of a salary increase**. Currently, the state employer contribution is 16.59% to PERA and UNM's contribution is 8.65% to ERA. **If you support an improved retirement benefit but do not wish that your salary be affected, contact your legislators and emphasize there should be special appropriations to make this adjustment.**

	ERA	PERA	*ERA Proposal
Multiplier Index	2.35%	3.0%	2.5%
COLA	age 65	3 years after retirement	[unspecified increases**]
COLA Cap	50% of CPI max 4%	75% of CPI	50% of CPI no Cap
Example: Pre-retirement salary of 30,000 (25 years of service, 5 years prior to retirement)	\$17,625/year at retirement	\$22,500/year at retirement	\$18,750/year at retirement

COLA = Cost of Living Allowance CPI = Consumer Price Index  
\*Proposal recommended for fiscal years 1994-95, 95-96 if funded by state. \*\*Increases not yet determined by actuaries

The FSBC wishes to emphasize that fringe benefits are an important recruitment and retention tool for attracting staff. **Call UNM Benefits office at 277-2341 if you have questions about the above.**

*Distributed at 12-10-96 Faculty 42A Meeting*

December 10, 1996

**NEW APPOINTMENTS TO FACULTY SENATE STANDING COMMITTEES**  
*(Additions and/or changes to list approved at November 12, 1996 Faculty Senate Meeting)*

**ATHLETIC COUNCIL**

Virginia Scharff (History) --term ends 1997

**BACHELOR OF UNIVERSITY STUDIES**

Tom Mouck (Anderson) --terms ends 1999

**STUDENT CONDUCT**

Cheryl Fresch (English) --term ends 1997

**UNDERGRADUATE**

Handanhal Ravinder (Anderson) --term ends 1998

Committee	Member	Term
Faculty Senate	Virginia Scharff	1996-1997
Bachelor of University Studies	Tom Mouck	1996-1999
Student Conduct	Cheryl Fresch	1996-1997
Undergraduate	Handanhal Ravinder	1996-1998

*(Faint text, likely a list of other committees or a note regarding the appointments.)*

Distribute at Dec 10, 1996 Faculty Senate Mtg 425

UNIVERSITY OF NEW MEXICO  
ACADEMIC AFFAIRS  
Room 263 Student Services Center 277-0896

CONFIDENTIAL

DATE: March 29, 1996  
TO: William Gordon, Provost  
FROM: David E. Stuart, Associate Vice President, Academic Affairs  
(With input from Assoc. Provost J. Roebuck, Registrar Fred Chreist, Director of Admissions Cynthia Stuart, Enrollment Research Analyst Jep Choate, and Assoc. Director for Institutional Research Tom Field)  
RE: Final Draft: Enrollments at UNM Main Campus 1990 through 1996

There are probably four or five significant factors accounting for recent declines in main campus enrollment. They are:

- Significant expansion of Higher Education alternatives in Bernalillo County
- Growth of Branch Campus and duplicated academic programs statewide
- The best job market in Bernalillo County since World War II
- Increasing cost/declining availability of Financial Aid
- Demographics/Admission Standards: the number of high school graduates is declining and admission standards have been raised (in accord with UNM 2000 and Regent's Policy)

Each of these factors merits further discussion.

**Significant expansion of Higher Education alternatives in Bernalillo County**

Prior to 1986-87, the University of New Mexico had only one sizeable academic competitor-- University of Albuquerque on the Westside. Due to financial difficulties and a declining market for Catholic affiliated education, U of A closed.

In the Fall of 1987, Albuquerque T-VI's College Division opened in earnest. In that year, 143 courses were offered, mostly 100 level classes, and generated about 15,000 credit hours. At the same time proprietary schools like Chapman College, Webster College, and the University of Phoenix began to move into the Albuquerque Market.

By the Fall of 1989, T-VI had increased its college offerings to 395 classes (Fall of '89) generating 26,130 credit hours. Growth in UNM Main Campus enrollments slowed. National

College, another proprietary school, also entered the Albuquerque higher education market about this time.

By Fall of 1993, when UNM enrollments had peaked at 270,848 main campus credit hours, T-VI had again expanded to 685 courses generating 49,230 credit hours. Thereafter, UNM Main Campus enrollment declined. College of Santa Fe was offering courses from the old University of Albuquerque facility. Highlands University began exploring expansion on the Westside (in addition to the Masters of Social Work already offered at Kirtland AFB).

By the Fall of 1995, UNM's main campus credit hours had declined to 256,833. T-VI had again expanded, offering 784 courses in its College Division and generating 53,475 credit hours. By the Fall of 1995, University of Phoenix had also expanded and built new buildings. Chapman College and Webster College had also expanded and are aggressive in garnering enrollments. At several special enrollment events staged by David Stuart to bring in non-traditional evening students and Anderson School of Management Fast-Track students, sign-up sheets disappeared mysteriously. We know that representatives of both of those institutions were (posing as students) at those events. In short, while the proprietary schools do not share data with us (ours is public by law; their's is private), we do know that they are expanding and very aggressive in winning "market share."

**Growth of Branch Campus Enrollments and Duplicated Academic Programs, Statewide**

In the last decade there has been a substantial expansion statewide in the size and number of two-year programs. Among them are our own branches and off-campus Graduate Centers. For example, in the Fall of 1987, UNM's branches and Graduate Centers generated 22,983 credit hours offered to 3647 students.

By the Fall of 1993, when UNM Main Campus enrollment peaked, UNM's Graduate Centers and branches generated 42,423 credit hours offered to 5308 students. By the Fall of 1995, when main campus credit hours had declined to 256,833 UNM's Graduate Centers and branches generated 48,202 credit hours offered to 6499 students.

It is reasonable to argue that UNM has done as much to redistribute it's lower division enrollments outward, geographically, to its own branches as it has "lost enrollments on the main campus". Moreover it is unreasonable to use the peak enrollments of Fall 1993 as the proper statistical mark against which subsequent enrollments should be measured. From Fall of 1990 through Fall of 1995, enrollments in the UNM system have been remarkably stable except for 1993 (a total of 310,882 system credit hours). In those other four years, UNM's Fall semester system-wide credit hours have fluctuated narrowly between 301,000 and 303,000 credit hours. We expect that they will continue to do so. The last real, sustained growth in the UNM system as a whole came between 1990 and 1991.

Duplication of undergraduate academic programs is out of control in New Mexico. For example, this state has four full, undergraduate programs in Anthropology--a field in which job opportunities have been limited for a generation. Recently, engineering programs have been expanded at both New Mexico Tech and Highlands University. These in addition to the large engineering schools at both UNM and NMSU--four engineering degrees in a state of 1.4 million!

Do we then wonder why UNM's Main Campus engineering enrollments have declined? There are many examples of such duplication in New Mexico.

As an entire system, UNM has done a good job of maintaining its overall size and credit hour production in the face of vastly increased academic competition during the last decade. It is more accurate to view UNM as having disbursed some of its lower division enrollments to T-VI, its own branches and other two year competitors while moving main campus enrollments toward more graduate and upper division programs.

### The Best Job Market in Bernalillo County since World War II

Traditionally, Bernalillo County has had a weak job market (reflected in lower salaries) when compared to the nation as a whole. When national rates of unemployment are at about 6%, Bernalillo County has typically been at about 8% or 9%. Moreover, employment in Bernalillo County has been marked by dramatic cyclicity, due in part to the historical lack of diversification in the general economy.

There are two exceptions to this generalization, the peak of the World War II years when male labor was scarce, and the last three years (1994-1996). By 1994, the Albuquerque Metropolitan Standard Area unemployment rate had declined to 4.7%, well below the national average of 6.1%. **By January of 1995, the unemployment rate for Albuquerque MSA had declined to 4%, dramatically better than the national rate of 5.7%.**

Anyone raised in the traditional economic climate of either New Mexico or Bernalillo County has been raised in a culture where good jobs are hard to get. It is obvious this remarkable job market exerts a substantial "pull" on our student population--when our enrollments peaked in Fall of 1993, the Albuquerque unemployment rate stood at 6.8%. It is reasonable to argue, given UNM's disproportionate Fall 1995 headcount decline among part-time students, that a number of these students are now fully employed and not in University. If this assessment is correct, then we should expect a decline in 1996 Summer Session main campus credit hours-- national studies have directly tied the success of university summer schools to just these kinds of job market dynamics.

In addition, Tom Field (Institutional Research) has reviewed UNM enrollment and unemployment figures from 1961 through 1995. His analysis is complex but strongly suggests that **for every 1% increase in employment, UNM's headcount declines by 293 students.** In other words, the decline in unemployment from Fall of 1993 (6.8%) when our enrollments were at a record high to Fall of 1995 when unemployment stood at 4% predicts a loss of 820 students in UNM's headcount. In fact, UNM lost 903 students in actual headcount during that period (from 25,334 Fall 1993 to 24,431 Fall 1995). Since each student enrolls for about 12 credit hours, the employment market alone in Bernalillo County could account for the lion's share of UNM losses in both headcount and credit hours.

The good news is that when the job market worsens in Bernalillo County, UNM should again gain some enrollments. Nonetheless, that factor alone will probably not reverse the trend towards smaller **main campus** freshman classes, characteristic of the last few years. Again, the declining freshman and sophomore enrollments on main campus are **partly** a function of geographical redistribution of UNM's student body to its branches.

### Increasing Cost/ Declining Availability of Financial Aid

This may surprise some, but in the Fall of 1994 nearly 4600 students in good academic standing left UNM and did not re-enroll for Spring '95. David Stuart and F. Chris Garcia worked with the Registrar's Office to identify those students, then created and completed a sample survey of them to determine why they had left UNM. The sample survey had a plus or minus error of 3% in reliability (Report by F. Chris Garcia available). A subsequent, less formal survey, conducted by University College staff for this year's "walk-away" students reconfirms the pattern of responses documented in the first survey and outlined below as contributing to their decision to leave UNM:

1. Approximately half of the students leaving were driven by personal decisions that had little to do with the University. This is good.
2. The other half, who were influenced by factors related to the University, indicated that cost of tuition/ availability of financial aid (many of these were non-traditional students) was the most important factor in their decision to leave UNM. UNM undergraduate tuition costs 73.2% of tuition charged by UNM's peer institutions (the formal CHE peer group) but per capita income in New Mexico is very low (\$17,025.00 per year) and ranks 48th of 50 states in the nation. Undergraduate tuition is **not cheap** when one compares per capita income to cost. In contrast, UNM **graduate** tuition is cheap by any standard. Moreover, the availability of financial aid to a student population which is habitually under-employed (70% of all UNM undergraduates work) and of "Non-traditional" age, should not be under-estimated as a factor influencing retention.

There has also been a substantial shift from "grants" to "loans," nationally in student financial aid. Working, non-traditional students who already have household debt are often deterred by that from taking on more debt for education. Overall, loans accounted for 55% of the financial aid awarded to UNM students in 1994/1995. That compares to 48% in 1992/1993 and an even lower figure in 1990/1991. Registrar Fred Christ has prepared additional details.

3. Additional reasons listed and determined to be statistically significant included (in order of importance): a) availability and scheduling of classes (Associate Vice President, David Stuart is heavily involved in a project to fix this.); b) parking (yes, they get frustrated too!), and c) availability and quality of advisement (Associate Provost, Jan Roebuck is working on this.)

### Demographics/Admission Standards

The total number of graduating high school seniors in New Mexico has been decreasing since 1982. In Spring of 1994, there were 15,817 students who graduated from New Mexico (public and private) high schools. That is a **12.5%** decrease since 1982-1983. Moreover, as the number of traditional high school graduates has been decreasing, UNM has been systematically **increasing its freshman admission requirements**. Nearly three years ago, the Office of Admissions formally projected that UNM's freshman class might decline 10 to 12% after the minimum GPA of 2.25 had been fully implemented. Preliminary data indicate that this projection may be fairly accurate for the upcoming Fall 1996 freshman class. The most recent increase in admission standards (GPA 2.25) was implemented in the Fall of 1995, with the next significant increase in standards (2.5 GPA) scheduled for Fall of 1998.

It is useful to recall that New Mexico State University has suffered even greater enrollment declines than UNM. Between Fall 1994 and Fall 1995, NMSU's Main Campus FTE's dropped 3.8%. Between Spring of 1994 and Spring of 1995 the decline was even greater, minus 5.7% in FTE's. In short, enrollment is declining more dramatically at the large schools than the newer, two-year schools. This too reflects a national trend.

Finally, it is important to note that in 1986, **71% of all students who started post-secondary education** at New Mexico's Institutions of Higher Education started at **four-year schools**. By Fall of 1995, according to tentative estimates from the Commission on Higher Education, **60% of the Fall 1995 freshman class in New Mexico started at two-year schools**. Students who start college at a two-year school are less likely to ever finish a four-year college degree than those who start at a four-year school.

The three trends commented on above--the declining number of graduating seniors, substantially higher admission standards and a shift to beginning college careers at two-year schools--all have profoundly limiting effects on the size of UNM's Main Campus freshman class and the subsequent number of transfers to UNM Main Campus (particularly from two-year schools).

SUMMARY

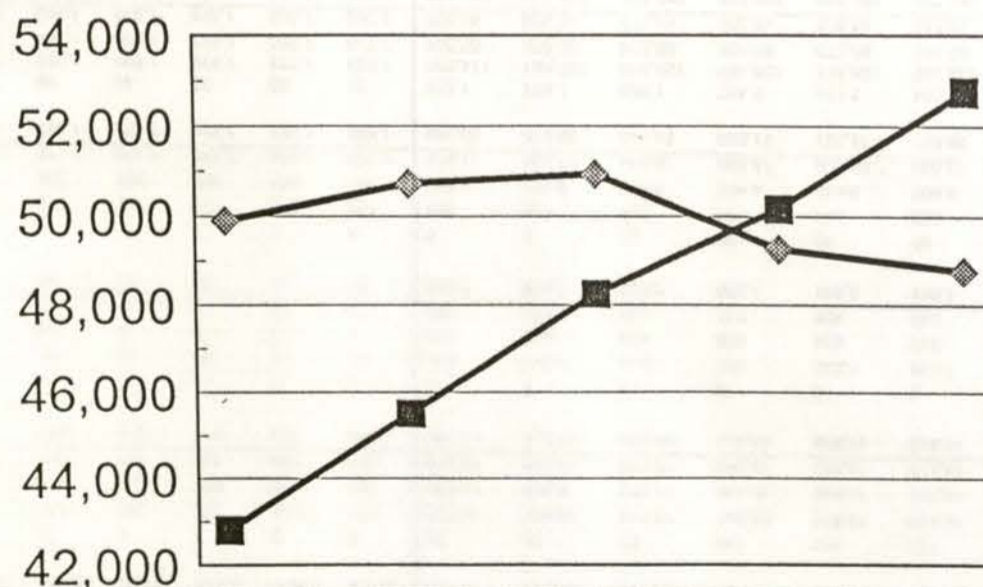
As a system, including its branches and graduate centers, UNM has done a remarkable job of stabilizing total credit hour production at between 301,000 and 303,000 credit hours each Fall since 1990. The one aberrant Fall semester was 1993, which generated 310,000 credit hours, just **before the job market really took off in Bernalillo County**. To repeat, UNM's Main Campus lower division enrollments and its freshman class have been partly disbursed to its own two-year branches and T-VI, while another portion has been lost to academic competition from other proprietary and two and four-year schools. Moreover, the planned increase in Fall 1998 Admission Standards (minimum GPA raised to 2.5) could have an additional negative impact on the size of that, and subsequent, freshman classes.

UNM is suffering first from a fragmentation of the academic market in the state of New Mexico and second, from a retention/graduation rate problem. Given the degree of fragmentation in the last decade, UNM has done well, not badly, in holding on to a stable student base. The freshmen no longer come to Main Campus in the numbers they once did. In their place are more graduate students and upper division transfers from two-year schools- as planned in UNM 2000. UNM could and should be more aggressive in recruiting larger freshman classes but it neither controls the general level of fragmentation in the academic market nor major demographic changes. That is a statewide political/policy problem.

NM P...

# NM Public Higher Education Enrollment Trends 1991 to 1995

Student Headcount



	Fall91	Fall92	Fall93	Fall94	Fall95
2-Year Institutions ■	42,807	45,511	48,247	50,161	52,760
4-Year Institutions ◆	49,897	50,720	50,926	49,259	48,768

Source: Institutional Registrar's reports per CHE



# UNM - Campus Wide

## Student Credit Hours, Number of Sections, and Average Class Size Fall '89 - Fall '96

	Student Credit Hours								Number of Sections								Average Class Size							
	Fall Semester								Fall Semester								Fall Semester							
	1989	1990	1991	1992	1993	1994	1995	1996	1989	1990	1991	1992	1993	1994	1995	1996	1989	1990	1991	1992	1993	1994	1995	1996
<b>Day</b>																								
Devel.	3,250	3,339	2,372	1,908	2,232	1,856	1,614	1,471	49	54	71	35	34	32	30	28	33	29	20	19	23	21	21	21
Lower	120,632	118,141	118,273	117,214	115,721	110,883	106,597	100,648	1,401	1,324	1,319	1,302	1,263	1,265	1,185	1,185	36	37	36	36	37	36	36	34
Upper	59,109	61,505	61,457	64,426	65,213	62,596	62,390	61,101	988	973	956	979	1,026	972	945	934	21	22	22	23	22	22	23	23
Grad.	10,923	11,768	12,887	13,240	14,082	13,666	13,599	13,748	311	320	365	362	401	402	411	383	12	13	12	13	12	12	11	12
<b>Evening</b>																								
Devel.	442	367	131	154	145	51	60	84	8	6	3	4	3	2	2	2	23	23	13	12	14	9	10	14
Lower	16,906	18,246	18,137	16,681	18,041	12,749	14,451	12,225	277	284	249	242	247	213	221	212	25	26	29	27	29	23	25	22
Upper	15,426	16,148	16,707	16,933	18,439	17,552	18,417	19,738	281	298	285	299	338	326	351	402	19	19	20	19	19	18	18	17
Grad.	12,221	13,832	14,510	14,551	13,885	13,678	14,351	13,813	332	394	380	404	389	405	415	434	13	12	13	12	12	12	12	11
<b>Saturday</b>																								
Devel.	99	96	0	0	0	0	0	0	2	2	0	0	0	0	0	0	17	16	0	0	0	0	0	0
Lower	2,521	1,905	1,118	1,232	861	1,212	1,200	893	44	33	26	28	28	24	24	24	22	23	18	18	14	21	20	16
Upper	279	466	342	604	458	403	684	776	9	14	9	13	16	15	19	20	10	12	13	15	12	12	14	16
Grad.	201	346	195	405	241	137	454	163	6	15	7	9	10	7	13	7	11	9	10	16	9	8	15	10
<b>TBA</b>																								
Devel.	213	45	81	48	30	21	0	0	5	1	1	1	1	1	0	0	19	15	27	16	10	7	0	0
Lower	1,029	742	669	684	784	701	416	465	131	131	116	127	125	112	106	98	5	5	5	4	5	5	3	4
Upper	4,162	4,232	3,907	3,610	3,826	5,125	5,071	5,689	437	465	422	409	389	410	431	422	4	4	4	4	4	4	4	5
Grad.	15,775	15,637	15,994	15,409	16,890	16,898	17,529	17,212	1,117	1,166	1,123	1,133	1,172	1,221	1,191	1,216	4	4	4	4	3	4	4	4
<b>TOTALS</b>																								
Devel.	4,004	3,847	2,584	2,110	2,407	1,928	1,674	1,555	64	63	75	40	38	35	32	30	30	28	20	18	22	20	20	20
Lower	141,088	139,034	138,197	135,811	135,407	125,545	122,664	114,231	1,853	1,772	1,710	1,699	1,663	1,614	1,536	1,519	32	33	33	32	33	32	32	30
Upper	78,976	82,351	82,413	85,573	87,936	85,676	86,562	87,304	1,715	1,750	1,672	1,700	1,769	1,723	1,746	1,778	16	17	17	17	17	17	17	17
Grad.	39,120	41,583	43,586	43,605	45,098	44,379	45,933	44,936	1,766	1,895	1,875	1,908	1,972	2,035	2,030	2,040	7	7	7	7	7	7	7	7
	263,188	266,815	266,780	267,099	270,848	257,528	256,833	248,026	5,398	5,480	5,332	5,347	5,442	5,407	5,344	5,367	19	19	19	19	18	18	18	17

Notes:

- All figures are taken from the 21-Day extract files.
- Beginning in 1992, developmental courses are offered in conjunction with T-VI.
- Each department listing a cross-listed course is credited with having offered a section, and student credit hours are apportioned to the department through which the students register.
- \*Campus Wide\* indicates Main as well as North Campus programs.

UNM Institutional Research  
Scholes Hall, Rm. 306 (ph. 277-5115)  
September 30, 1996

431  
Distrubuted at Dec 10, 1996 - Faculty Senate Mtg

The University of New Mexico Faculty Senate

Resolution

to accompany Joost-Gaugier motion  
(Agenda, December 10, 1996; p.17)

Whereas, evidence has appeared that the University of New Mexico Bookstore charges more for a required textbook than do other bookstores in the Albuquerque area,

Be it resolved that the UNM Faculty Senate request from the bookstore a printout of wholesale and retail prices for all textbooks for Fall Semester, 1996.

If examination of this information confirms that the practice is widespread,

Be it further resolved that the UNM Faculty Senate notify student organizations, the Daily LOBO, and the UNM Board of Regents, and

Be it further resolved that the UNM Faculty Senate request that University officials be requested to designate other bookstore(s) for the ordering of necessary texts for UNM courses.

UNM - Campus Wide

Student Council Minutes, Minutes of Senate and Executive Council

Table with multiple columns and rows, containing faint text and numbers, likely a ledger or record book.

Table 1. Student Tuition and Fees at UNM

Year	Tuition	Fees	Total
1995-96	1,200	300	1,500
1994-95	1,100	280	1,380
1993-94	1,000	260	1,260
1992-93	900	240	1,140
1991-92	800	220	1,020
1990-91	700	200	900
1989-90	600	180	780
1988-89	500	160	660
1987-88	400	140	540
1986-87	300	120	420
1985-86	200	100	300
1984-85	150	80	230
1983-84	100	60	160
1982-83	80	50	130
1981-82	60	40	100
1980-81	50	30	80
1979-80	40	20	60
1978-79	30	15	45
1977-78	20	10	30
1976-77	15	8	23
1975-76	10	6	16
1974-75	8	5	13
1973-74	6	4	10
1972-73	5	3	8
1971-72	4	2	6
1970-71	3	2	5
1969-70	2	1	3
1968-69	1	1	2
1967-68	1	1	2
1966-67	1	1	2
1965-66	1	1	2
1964-65	1	1	2
1963-64	1	1	2
1962-63	1	1	2
1961-62	1	1	2
1960-61	1	1	2
1959-60	1	1	2
1958-59	1	1	2
1957-58	1	1	2
1956-57	1	1	2
1955-56	1	1	2
1954-55	1	1	2
1953-54	1	1	2
1952-53	1	1	2
1951-52	1	1	2
1950-51	1	1	2
1949-50	1	1	2
1948-49	1	1	2
1947-48	1	1	2
1946-47	1	1	2
1945-46	1	1	2
1944-45	1	1	2
1943-44	1	1	2
1942-43	1	1	2
1941-42	1	1	2
1940-41	1	1	2
1939-40	1	1	2
1938-39	1	1	2
1937-38	1	1	2
1936-37	1	1	2
1935-36	1	1	2
1934-35	1	1	2
1933-34	1	1	2
1932-33	1	1	2
1931-32	1	1	2
1930-31	1	1	2
1929-30	1	1	2
1928-29	1	1	2
1927-28	1	1	2
1926-27	1	1	2
1925-26	1	1	2
1924-25	1	1	2
1923-24	1	1	2
1922-23	1	1	2
1921-22	1	1	2
1920-21	1	1	2
1919-20	1	1	2
1918-19	1	1	2
1917-18	1	1	2
1916-17	1	1	2
1915-16	1	1	2
1914-15	1	1	2
1913-14	1	1	2
1912-13	1	1	2
1911-12	1	1	2
1910-11	1	1	2
1909-10	1	1	2
1908-09	1	1	2
1907-08	1	1	2
1906-07	1	1	2
1905-06	1	1	2
1904-05	1	1	2
1903-04	1	1	2
1902-03	1	1	2
1901-02	1	1	2
1900-01	1	1	2

Student Tuition and Fees and Student Aid at UNM

1995-96

Student Tuition and Fee Rates at the University of New Mexico in Relation to Inflation, Indices of State Resources, the Cost of Instruction, and the Peer Comparison Group

Student Aid (per Student FTE) at the University of New Mexico in Relation to Inflation and the Rate of Tuition and Fees

A Report of the Faculty Senate Budget Committee of the University of New Mexico

March 8, 1996

The rate of inflation is a key factor in determining the real value of tuition and fees. The U.S. Department of Commerce publishes the Consumer Price Index (CPI) for all urban consumers (CPI-U) which is used as a measure of inflation. The CPI-U for all urban consumers in 1995 was 161.5, up from 150.0 in 1990. This represents an increase of 7.7% over the five-year period.

The rate of inflation is a key factor in determining the real value of tuition and fees. The U.S. Department of Commerce publishes the Consumer Price Index (CPI) for all urban consumers (CPI-U) which is used as a measure of inflation. The CPI-U for all urban consumers in 1995 was 161.5, up from 150.0 in 1990. This represents an increase of 7.7% over the five-year period.

	Page
The Report .....	1
Conclusions .....	4
Recommendations .....	5
Table 1: Student Tuition and Inflation .....	6
Figure 1: Tuition and Fees Lag Behind CPI and HEPI .....	7
Table 2A: Tuition and State Capacity and Effort: Percents.....	8
Table 2B: Tuition and State Capacity and Effort: Lags.....	9
Table 3: Tuition and Student Share of Costs.....	10
Figure 2: Tuition and Fees as a Percent of Total I & G .....	11
Table 4: Tuition at Peer Institutions .....	12
Table 5: Student Aid and Inflation .....	13
Figure 3: Student Aid Per FTE Compared to Aid Increased at HEPI Rate .....	14
Table 6: Student Aid in Relation to Tuition and Fees .....	15
Figure 4: Student Aid as a Percentage of Tuition and Fees .....	16

This report is an update of the 1992-1993 report prepared by the Faculty Senate Budget Committee. Its recommendations 1, 2, and 4 (see page 5) were approved by the UNM Faculty Senate on March 9, 1993.

The operation of the University of New Mexico is financed by the Instructional and General (I&G) fund. This fund is used to pay for administrative, faculty, and staff salaries, for the operation of the library, computing center, and physical plant, and for the utilities, materials, and supplies which enable the instructional operation of the University.

In 1994-95, UNM main campus I&G expenditures were \$173,603,300 while state appropriations (to Main campus I&G) were \$108,580,400 and student tuition and fee revenues were \$39,581,500. Expressed as a percent, state appropriations paid for 62.5% and student tuition and fees paid for 22.8% of main campus I&G expenditures.

Student tuition and fees are an important source of revenues to the University. And it is very appropriate to be concerned with the degree to which students are paying their fair share of I&G expenditures. This is especially the case during periods of economic stringency for universities.

In this Report we will deal specifically with the following questions:

(1) How well have tuition and fee rates at UNM kept pace with the rate of inflation—especially the rising cost of operating universities?

(2) To what degree have tuition and fee rates at UNM kept pace as a percent of per capita income and other indicators of state capacity and effort with respect to higher education?

(3) To what degree have tuition and fee rates at UNM kept pace as a percent of the cost of instruction (i.e., I&G expenditures)?

(4) How do tuition and fee rates at UNM compare with those of our peer institutions when these rates are expressed as a percent of state capacity and effort in the area of higher education? And how do recent increases at UNM compare with increases at peer institutions?

(5) To what degree have major forms of student aid and total student aid at UNM (per Student FTE) kept up with inflation and rising tuition and fee rates?

### The Study

Our first analyses focus on student tuition and fees rates. Throughout this study we will use, specifically, the tuition and fee rate charged undergraduate, full time, and resident students.

### Tuition and Inflation

The rate of inflation in the U.S. is commonly indexed or measured by the Consumer Price Index of the U.S. Department of Labor. In fact, however, there are different types of rising costs. The rising cost of living to urban consumers measured by the CPI, specifically, may not accurately reflect the rising cost of operating a university. To measure the latter, Research Associates of

Washington, have developed and regularly publish the Higher Education Price Index (HEPI). We have examined analyses of UNM's tuition and fee rates as a function of both the CPI and HEPI. In Table 1 we present UNM's rates in actual dollars and in 1970 dollars deflated both by CPI and HEPI. We include data going back to this year in order to give some historical perspective and to extend back before the period of acute inflation in the American economy.

From academic 1970-71, tuition and fees at UNM (in deflated 1970 dollars) declined significantly--over \$100 by 1975-76. They declined even further and remained at strikingly low levels until 1986-87. They have risen sharply since that time. Figure 1 provides a graphic representation of these trends. The rate of increase in tuition and fees at UNM compared to 1970-71 levels caught up with the CPI in 1991-92 and HEPI in 1994-95. UNM students now pay slightly more (in constant 1970 dollars) for tuition and fees than did their counterparts in 1970-71.

### Tuition and State Capacity and Effort

The capacity and effort of states in the area of higher education can be indexed by such indicators as (1) personal per capita income, (2) per capita total tax revenues, (3) per capita expenditures on higher education, and (4) per student state allocation to the University's Instruction and General Fund.

We present in Table 2A UNM Tuition and Fee Rates (TANDF) as a percent of these factors. There it may be seen that tuition rates declined steadily as a percent of these factors between 1970 and 1979, remained fairly static for most of the 1980's, and have increased very slowly in the last 8-10 years. Over the 25 year period, tuition rates as a percent of state per capita resources declined significantly with respect to Personal Per Capita Income (from 14.0 to 11.5%), Per Capita Total Tax Revenues (from 141.7 to 93.4%), Per Capita Expenditures on Higher Education (from 417.1 to 383.7%) and State Appropriations per Student FTE to I&G (from 44.7 to 33.1%).

We present in Table 2B the annual dollar lag of tuition and fees behind what tuition and fee rates would have had to be to stay even with Personal Per Capita Income, Per Capita Total Tax Revenues, Per Capita Expenditures on Higher Education, and State Appropriations per Student FTE to UNM I&G. In 1994-95 this lag was \$411 for Per Capita Income, \$231 for Per Capita Total Tax Revenues, \$360 for Per Capita Expenditures on higher Education, and \$757 for State Appropriations per FTE to I&G.

### Tuition and Student Share of the Cost of Instruction

Student share of the cost of instruction can be variously indexed. The tuition and fee rate may be expressed as a percent of expenditures on I&G per student FTE. Consistently, we present in Table 3 tuition and fees as a percent of total main campus I&G expenditures per student FTE. From 1970-71 to 1984-85 tuition and fees as a percent of Total I&G Expenditures (per FTE) declined from 30.4 to 16.6%. This is a significant (45.4%) decline in the share of the cost of instruction borne by students at UNM. In the most recent 10-year period, as shown by the graph in Figure 2, student share has increased considerably, from 16.6% to 23.6%. Although significant, this recent increase still leaves student share 22.4% below the level found in

1970-71.

### Tuition and the Peer Comparison Group

In 1990, UNM and the New Mexico Commission on Higher Education developed a new comparison group. This was the result of a cluster analysis to identify state universities most like UNM in size and programs. (Certain restrictions were placed on the final group such as a limit on the number from East of the Mississippi).

Tuition and fee data for the 17 institutions of this comparison group are presented in Table 4. Academic years 1990-91 and 1995-96 are shown, with schools ranked according to 1995-96 amounts. The UNM tuition and fee rate of \$1997 ranks 15th among this comparison group. In dollar amounts, UNM fell farther behind the peer mean during this period. Whereas UNM was \$412 below the peer mean in 1990-91, that amount increased to \$732 for 1995-96. In terms of dollar increase over this period UNM fared little better. Its five-year increase of \$544 was 14th highest within the comparison group. At UNM, financial support through tuition and fees appears to contribute inadequately to the institution's ability to provide academic and research services on the level of the peer group to which it aspires.

### Student Aid per Student FTE and Inflation

The issue of tuition and fees at UNM has become increasingly associated with the question of access to the University by low income groups—especially those among minority populations of the state. Access to UNM by low income students can be achieved by two alternative mechanisms: (1) by keeping tuition and fee rates low for all students or (2) by providing appropriate levels of aid to students who need it to attend the University. Keeping tuition and fee rates low for all students has the major disadvantage of denying the University vitally needed revenues from that portion of the student body which can afford to pay their fair share of the cost of instruction. Providing access by means of the student aid mechanism does not have this disadvantage and has the additional advantage of serving the entire student body with the quality of education which additional revenues can provide.

To support the student aid alternative, it is important to be assured that student aid is keeping pace with need. We ask the question: Has student aid at UNM kept pace with inflation and rising tuition and fee rates? For data on student aid at UNM we are indebted to UNM's Office of Student Aid which provided us with information for the last 26 year period on Pell Grants, Work Study, Stafford Loans, and Total Student Aid.

We divided each academic year's aid by the total student body enrollment (total year full time equivalents for) each academic year. The results are shown in Table 5. Pell Grant money per FTE (starting in 1974-75) rose from \$38 to \$591 in 1995-96. From 1970-71 to 1995-96 Work Study money per FTE rose from \$31 to \$456, Stafford Loan assistance from \$58 to \$2416 and Total Student Aid from \$228 to \$4054 in actual dollar amounts.

Student aid per FTE was analyzed in relation to inflation using the Higher Education Price Index. Specifically, student aid was inflated at the rate of HEPI to determine what it would be if it kept

pace with this measure of inflation. The actual gain in each category (Pell, Work Study, Stafford Loan, and Total Aid) was determined by subtracting the actual aid per FTE amount from that projected to stay even with inflation. These Gains are also shown in Table 5. By 1995-96 Pell money per FTE was \$447 per FTE above inflation. Work Study money per FTE was \$308 above inflation. Stafford Loan money was \$2139 per FTE above inflation. Total Aid per FTE was \$2964 above inflation.

The growth in student aid at UNM relative to tuition and fees and inflation is shown graphically in Figure 3. The total student aid for 1995-96 of \$4054 per FTE (see Table 5, column 5) is nearly four times the \$1090 it would have been had it risen at the rate of inflation (see Table 5, column 9). Over the same 26-year span, however, tuition and fees increased almost exactly at the rate of inflation as measured by HEPI.

### Student Aid in Relation to Tuition and Fee Rates

In Table 6 each type of student aid per FTE is presented as a percent of student tuition and fee rates for the year in question. This percent increased dramatically with respect to each type of aid from 1970-71 to 1995-96. Figure 4 graphs student aid as a percentage of tuition and fees. Student aid increased from 52% to 203% of tuition and fees during that period. Clearly, although tuition at UNM has risen significantly recently, student aid has risen much faster.

### Conclusions

We believe that the following conclusions are in order:

- (1) Relative to every objective indicator considered, tuition and fee rates at UNM continue to be set too low.
- (2) The University needs a policy of steady gains in tuition and fee rates relative to appropriate indicators.
- (3) The appropriate mechanism for dealing with student access to UNM by low income students is adequate student aid and not keeping tuition and fee rates low for large numbers of students who can afford to pay their fair share of the cost of instruction.
- (4) Student aid at UNM has more than kept pace with both inflation and with increases in tuition and fees.



### Recommendations

(1) That the UNM Faculty Senate recommend a tuition and fee policy that (A) the student share of the cost of instruction (i.e. tuition and fees divided by the total I&G expenditures per student FTE) should over time average 30%\* and (B) the student share of the cost of instruction should be permitted to fall as low as 27.5% in years of exceptionally high state appropriations and should increase up to 32.5% in years of exceptionally stringent state appropriations.

(2) That the UNM Faculty Senate recommend that tuition and fee rates be increased each year an amount such that the expected increase in student share (based on best estimates of the forthcoming year's I&G expenditures) be no less than 1% and that this minimal increase continue each year until the 30% student share of cost of instruction is again achieved.

(3) That the UNM Faculty Senate recommend to the Administration that all constituencies participating in budgetary decision making at UNM be pledged (as a condition of that participation) to present, in formal representation of these constituencies, a united front to state government (candidates for office, officials, and agencies) with respect to duly negotiated positions on budgetary matters.

(4) That the UNM Faculty Senate urge the Administration to undertake a concerted program to communicate with the entire university community regarding the University's needs for significant tuition and fee increases.

\* N.B.: The FSBC's recommendation of 30% applies to the definition and measure of student share employed by the Committee. This percent may not be comparable to, or appropriate in relation to, definitions and measures employed by other sources.

Year	Student Share (%)	Total I&G Expenditures	Tuition and Fees
1977	27.5	1,000,000	275,000
1978	28.5	1,100,000	313,500
1979	29.5	1,200,000	354,000
1980	30.0	1,300,000	390,000
1981	30.5	1,400,000	426,000
1982	31.0	1,500,000	465,000
1983	31.5	1,600,000	504,000
1984	32.0	1,700,000	544,000
1985	32.5	1,800,000	585,000

TABLE 1  
 Student Tuition and Fees (Rate) and Inflation  
 Tuition and Fees Deflated to 1970 Dollars by CPI and HEPI  
 and if Increased at the Rate of CPI and HEPI

ACADEMIC YEAR	ACTUAL TANDF (1)	TANDF DEFLATED BY CPI (2)	TANDF DEFLATED BY HEPI (3)	TANDF IF KEPT UP w/ CPI (4)	TANDF IF KEPT UP w/ HEPI (5)	TANDF LAG BEHIND CPI (6)	TANDF LAG BEHIND HEPI (7)
70-71	438	438	438	438	438	0	0
71-72	453	439	427	452	465	1	-12
72-73	456	427	406	468	492	-12	-36
73-74	456	393	386	508	517	-52	-61
74-75	456	350	360	571	554	-115	-98
75-76	456	327	332	611	601	-155	-145
76-77	520	356	352	640	647	-120	-127
77-78	520	333	330	683	689	-163	-169
78-79	520	306	310	745	735	-225	-215
79-80	624	324	346	844	789	-220	-165
80-81	666	307	337	950	866	-284	-200
81-82	720	305	329	1034	960	-314	-240
82-83	768	313	320	1074	1050	-306	-282
83-84	774	304	303	1115	1117	-341	-343
84-85	816	308	306	1159	1170	-343	-354
85-86	888	323	315	1203	1235	-315	-347
86-87	1020	367	346	1216	1292	-196	-272
87-88	1152	397	375	1270	1345	-118	-193
88-89	1272	420	397	1326	1405	-54	-133
89-90	1372	433	404	1388	1487	-16	-115
90-91	1453	432	404	1472	1577	-19	-124
91-92	1554	449	410	1518	1658	36	-104
92-93	1656	464	424	1562	1711	94	-55
93-94	1788	492	436	1591	1797	197	-9
94-95	1884	506	447	1632	1849	252	35

(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student

Source: Chronicle of Higher Education

(2) CPI = Consumer Price Index. CPI-U (December), 1983 = 100

Source: U.S. Dept. of Labor

(3) HEPI = Higher Education Price Index, 1983 = 100

Source: "Higher Education Price Indices (Latest) Update"

Research Associates of Washington

Figure 1

# Tuition and Fees Lag Behind CPI and HEPI

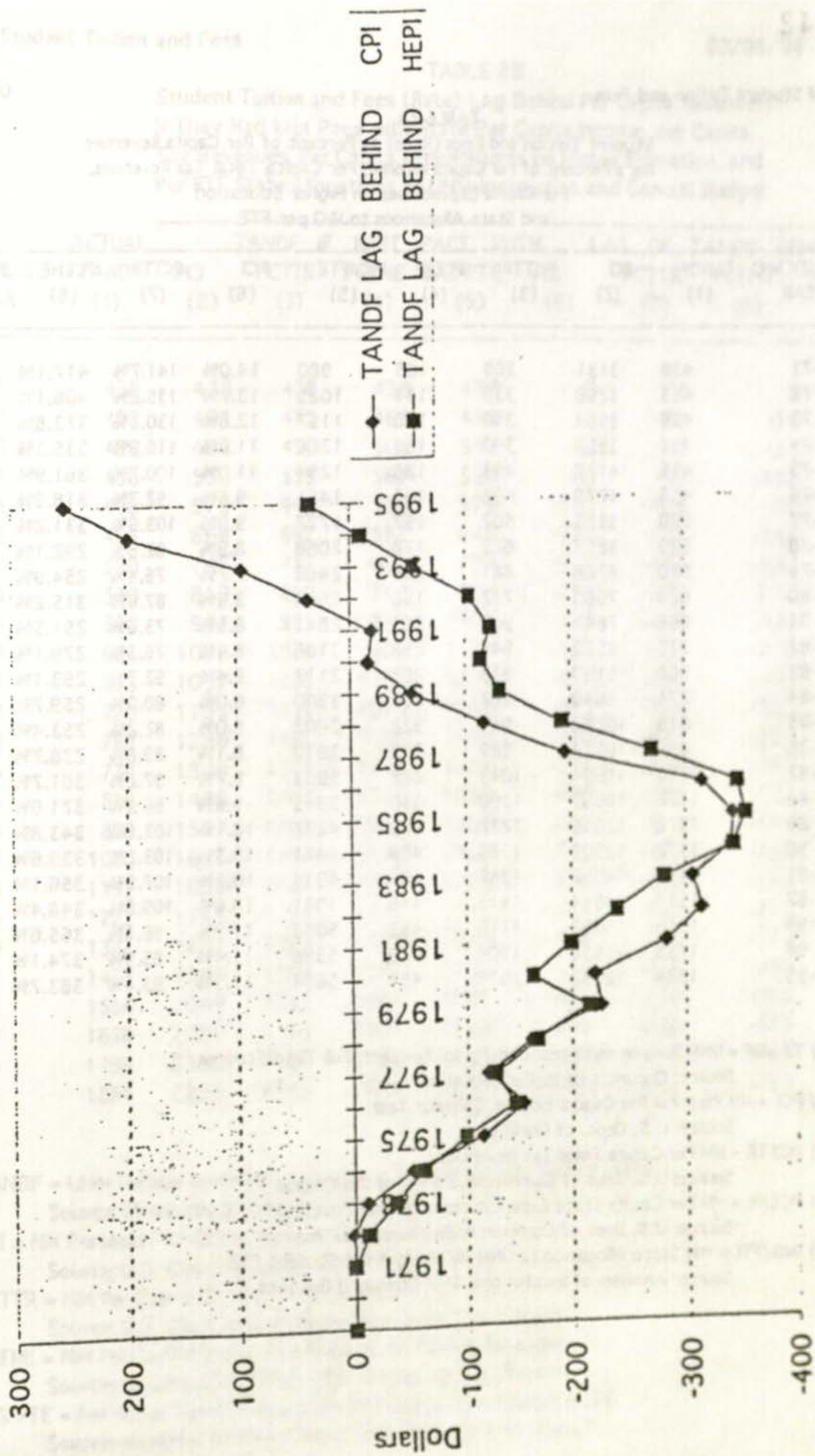


TABLE 2A  
 Student Tuition and Fees (Rate) as Percent of Per Capita Revenues  
 As a Percent of Per Capita Income, Per Capita Total Tax Revenues,  
 Per Capita Expenditures on Higher Education  
 and State Allocations to I&G per FTE

ACADEMIC YEAR	TANDF (1)	PCI (2)	PCTTR (3)	PCEHE (4)	ING/FTE (5)	PCI (6)	PCTTR (7)	PCEHE (8)	ING/FTE (9)
70-71	438	3131	309	105	980	14.0%	141.7%	417.1%	44.7%
71-72	453	3298	335	111	1025	13.7%	135.2%	408.1%	44.2%
72-73	456	3564	350	122	1157	12.8%	130.3%	373.8%	39.4%
73-74	456	3853	390	136	1206	11.8%	116.9%	335.3%	37.8%
74-75	456	4137	453	126	1294	11.0%	100.7%	361.9%	35.2%
75-76	456	4775	492	143	1451	9.5%	92.7%	318.9%	31.4%
76-77	520	5323	502	157	1777	9.8%	103.6%	331.2%	29.3%
77-78	520	5857	628	178	2068	8.9%	82.8%	292.1%	25.1%
78-79	520	6728	681	204	2466	7.7%	76.4%	254.9%	21.1%
79-80	624	7560	712	198	2604	8.3%	87.6%	315.2%	24.0%
80-81	666	7841	905	265	2841	8.5%	73.6%	251.3%	23.4%
81-82	720	8529	941	258	3106	8.4%	76.5%	279.1%	23.2%
82-83	768	9190	833	262	3112	8.4%	92.2%	293.1%	24.7%
83-84	774	9640	967	298	3300	8.0%	80.0%	259.7%	23.5%
84-85	816	10262	993	322	3802	8.0%	82.2%	253.4%	21.5%
85-86	888	10914	989	372	3810	8.1%	89.8%	238.7%	23.3%
86-87	1020	11694	1049	282	3953	8.7%	97.2%	361.7%	25.8%
87-88	1152	12063	1190	310	3945	9.5%	96.8%	371.6%	29.2%
88-89	1272	12615	1237	370	4277	10.1%	102.8%	343.8%	29.7%
89-90	1372	13302	1329	404	4471	10.3%	103.2%	339.6%	30.7%
90-91	1453	14052	1347	408	4914	10.3%	107.9%	356.1%	29.6%
91-92	1554	14644	1415	446	4991	10.6%	109.8%	348.4%	31.1%
92-93	1656	15002	1718	453	5068	11.0%	96.4%	365.6%	32.7%
93-94	1788	15656	1904	478	5396	11.4%	93.3%	374.1%	33.1%
94-95	1884	16392	2018	491	5684	11.5%	93.4%	383.7%	33.1%

(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student

Source: Chronicle of Higher Education

(2) PCI = NM Personal Per Capita Income, Calendar Year

Source: U.S. Dept. of Commerce

(3) PCTTR = NM Per Capita Total Tax Revenues

Source: U.S. Dept of Commerce, Bureau of the Census

(4) PCEHE = NM Per Capita State Expenditures on Higher Education

Source: U.S. Dept of Commerce, Bureau of the Census

(5) ING/FTE = NM State Allocation to UNM I&G Budget per Student FTE

Source: Analysis of Institutional 'I&G' Operating Budgets."

TABLE 2B

Student Tuition and Fees (Rate) Lag Behind Per Capita Revenues:  
If They Had kept Pace with State Per Capita Income, per Capita  
Tax Revenues, Per Capita Expenditures on Higher Education, and  
Per FTE State Allocations to UNM Instruction and General Budget

ACADEMIC YEAR	ACTUAL	TANDF IF KEPT PACE WITH			LAG OF TANDF BEHIND				
	TANDF (1)	PCI (2)	PCTTR (3)	PCEHE (4)	ING/FTE (5)	PCI (6)	PCTTR (7)	PCEHE (8)	ING/FTE (9)
70-71	438	438	438	438	438	0	0	0	0
71-72	453	461	475	463	458	-8	-22	-10	-5
72-73	456	499	496	509	517	-43	-40	-53	-61
73-74	456	539	553	567	539	-83	-97	-111	-83
74-75	456	579	642	526	578	-123	-186	-70	-122
75-76	456	668	697	597	649	-212	-241	-141	-193
76-77	520	745	712	655	794	-225	-192	-135	-274
77-78	520	819	890	743	924	-299	-370	-223	-404
78-79	520	941	965	851	1102	-421	-445	-331	-582
79-80	624	1058	1009	826	1164	-434	-385	-202	-540
80-81	666	1097	1283	1105	1270	-431	-617	-439	-604
81-82	720	1193	1334	1076	1388	-473	-614	-356	-668
82-83	768	1286	1181	1093	1391	-518	-413	-325	-623
83-84	774	1349	1371	1243	1475	-575	-597	-469	-701
84-85	816	1436	1408	1343	1699	-620	-592	-527	-883
85-86	888	1527	1402	1552	1703	-639	-514	-664	-815
86-87	1020	1636	1487	1176	1767	-616	-467	-156	-747
87-88	1152	1688	1687	1293	1763	-536	-535	-141	-611
88-89	1272	1765	1753	1543	1912	-493	-481	-271	-640
89-90	1372	1861	1884	1685	1998	-489	-512	-313	-626
90-91	1453	1966	1909	1702	2196	-513	-456	-249	-743
91-92	1554	2049	1983	1844	2231	-495	-429	-290	-677
92-93	1656	2099	1988	1981	2260	-443	-332	-325	-604
93-94	1788	2190	2036	2129	2413	-402	-248	-341	-625
94-95	1884	2295	2115	2244	2641	-411	-231	-360	-757

(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student  
Source: Chronicle of Higher Education

(2) PCI = NM Personal Per Capita Income, Calendar Year  
Source: U.S. Dept. of Commerce

(3) PCTTR = NM Per Capita Total Tax Revenues  
Source: U.S. Dept. of Commerce, Bureau of the Census

(4) PCEHE = NM Per Capita State Expenditures on Higher Education  
Source: U.S. Dept. of Commerce, Bureau of the Census

(5) ING/FTE = NM State Allocation to UNM I&G Budget per Student FTE  
Source: Analysis of Institutional 'I&G' Operating Budgets."

TABLE 3  
 Student Tuition and Fees (Rate): Share of Cost of Instruction  
 As a Percent of Total I&G Expenditures per Student FTE

ACADEMIC YEAR	ACTUAL TANDF (1)	ACTUAL TIGEPFTE (2)	TANDF AS % TIGEPFTE (3)	TANDF IF KEPT UP w/ TIGEPFTE (4)	TANDF LAG BEHIND TIGEPFTE (5)	STUDENT FTE (6)	TANDF INCOME LOST (7)
70-71	438	1443	30.4%	438	0	15.5	0
71-72	453	1623	27.9%	493	-40	16.7	-662
72-73	456	1703	26.8%	517	-61	16.9	-1030
73-74	456	1692	27.0%	514	-58	17.1	-985
74-75	456	1888	24.2%	573	-117	17.4	-2037
75-76	456	2108	21.6%	640	-184	18.0	-3309
76-77	520	2433	21.4%	738	-218	17.6	-3846
77-78	520	2699	19.3%	819	-299	17.6	-5267
78-79	520	3125	16.6%	949	-429	16.7	-7157
79-80	624	3387	18.4%	1028	-404	17.0	-6869
80-81	666	3773	17.7%	1145	-479	17.3	-8291
81-82	720	4131	17.4%	1254	-534	17.4	-9290
82-83	768	4285	17.9%	1301	-533	17.9	-9534
83-84	774	4393	17.6%	1333	-559	17.6	-9846
84-85	816	4911	16.6%	1491	-675	17.6	-11874
85-86	888	5037	17.6%	1529	-641	18.0	-11536
86-87	1020	5254	19.4%	1595	-575	18.1	-10403
87-88	1152	5415	21.3%	1644	-492	18.4	-9046
88-89	1272	5877	21.6%	1784	-512	18.5	-9367
89-90	1372	6287	21.8%	1908	-536	18.8	-10029
90-91	1453	6686	21.7%	2029	-576	18.8	-10837
91-92	1554	6948	22.4%	2109	-555	19.2	-10655
92-93	1656	7064	23.4%	2243	-587	19.2	-11273
93-94	1788	7555	23.7%	2332	-544	19.3	-10499
94-95	1884	7983	23.6%	2421	-537	18.6	-9988

(1) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student

Source: Chronicle of Higher Education

(2) TIGEPFTE = Total UNM Main Campus I&G Expenditures per Student FTE

Source: "Analysis of Institutional 'I&G' Budgets - CHE

(6) FTE = Student Total Year Enrollment: Full Time Equivalents in thousands

Source: Analysis of Institutional 'I&G' Operating Budgets."

(7) INCOME LOSS = Income Loss Due to Failure to Keep TANDF Up with Main Campus Expenditures on 'I&G'. In thousands.

# Tuition & Fees as a Percent of Total I&G Expenditures Per Student FTE

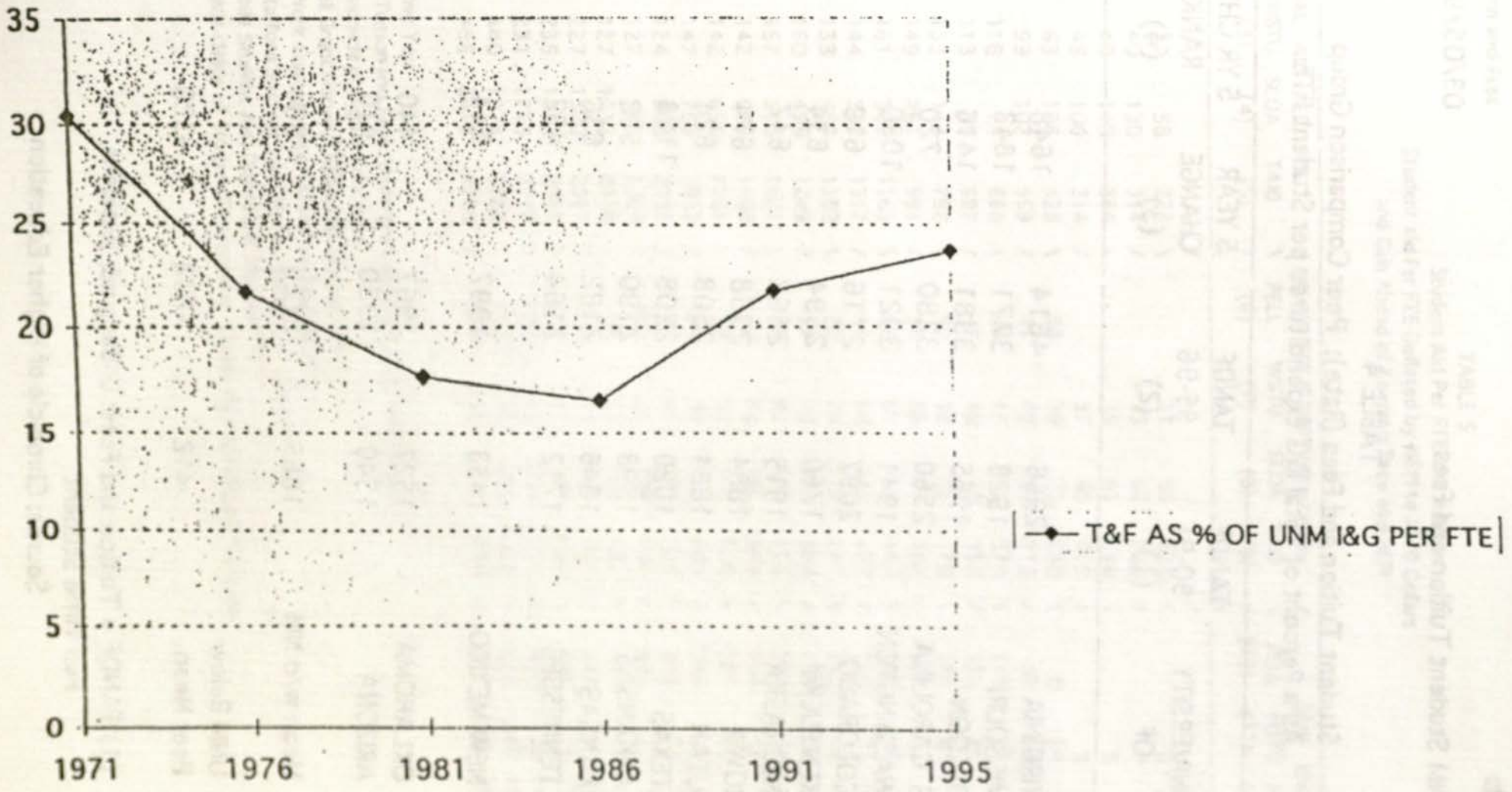


TABLE 4  
 Student Tuition and Fees (Rate): Peer Comparison Group  
 As a Percent of Total I&G Expenditures per Student FTE

UNIVERSITY OF	TANDF 90-91 (1)	TANDF 95-96 (2)	5 YEAR CHANGE (3)	5 YR CHNG RANK (4)
VIRGINIA	2966	4614	1648	2
MISSOURI	1928	3771	1843	1
OREGON	1965	3381	1416	3
S. CAROLINA	2560	3280	720	7
WASHINGTON	1941	3021	1080	5
COLORADO	2097	2716	619	12
KENTUCKY	1760	2594	834	6
NEBRASKA	1915	2562	647	9
IOWA	1884	2558	674	8
UTAH	1884	2508	624	11
TEXAS	1020	2208	1188	4
ARKANSAS	1598	2190	592	13
KANSAS	1546	2182	636	10
TENNESSEE	1712	2164	452	15
NEW MEXICO	1453	1997	544	14
OKLAHOMA	1527	1967	440	16
ARIZONA	1540	1950	410	17
Mean w/o NM	1865	2729	864	
UNM Below Peer Mean	-412	-732	-320	

(1) TANDF = Tuition and Fees: Undergrad, Resident,  
 Full Time Student

Source: Chronicle of Higher Education



TABLE 5  
Student Aid Per FTE and Inflation  
Student aid Per FTE Deflated by HEPI to 1970 Dollars  
and Gain Ahead of Keeping Pace with HEPI

YEAR (1)	ACTUAL AID PER FTE				/ AID PER FTE IF KEPT UP w/ HEPI				GAIN OVER HEPI				
	PELL (2)	WSTU (3)	SLOA (4)	TAID (5)	PELL (6)	WSTU (7)	SLOA (8)	TAID (9)	PELL (10)	WSTU (11)	SLOA (12)	TAID (13)	
70-71		31	58	228		31	58	228			0	0	0
71-72		40	130	314		33	62	242			7	68	72
72-73		40	140	354		35	65	256			5	75	98
73-74		45	106	314		37	69	269			8	37	45
74-75	38	63	136	428	38	39	73	288	0	24	63	140	
75-76	98	99	102	559	41	43	80	313	57	56	22	246	
76-77	189	118	74	698	44	45	85	334	145	73	-11	364	
77-78	183	113	69	697	47	48	90	355	136	65	-21	342	
78-79	181	133	143	792	50	52	96	379	131	81	47	413	
79-80	246	149	261	991	54	56	104	408	192	93	157	583	
80-81	242	161	385	1163	59	61	114	449	183	100	271	714	
81-82	214	144	589	1317	66	68	127	497	148	76	462	820	
82-83	184	133	467	1182	72	74	139	547	112	59	328	635	
83-84	188	160	495	1249	77	79	148	582	111	81	347	667	
84-85	229	157	593	1521	81	83	156	613	148	74	437	908	
85-86	284	142	666	1708	86	88	165	649	198	54	501	1059	
86-87	310	142	655	1783	89	92	172	676	221	50	483	1107	
87-88	339	147	756	1932	93	96	179	703	246	51	577	1229	
88-89	445	124	888	2183	97	100	187	735	348	24	701	1448	
89-90	508	127	909	2204	103	106	198	780	405	21	711	1424	
90-91	555	127	1013	2370	108	112	209	821	447	15	804	1549	
91-92	661	227	1370	2917	114	117	220	863	547	110	1150	2054	
92-93	699	235	1512	2081	117	121	227	890	582	114	1285	1191	
93-94	605	231	1715	3277	122	125	234	919	483	106	1481	2358	
94-95	590	440	1976	3726	132	135	255	1000	458	305	1721	2726	
95-96	591	456	2416	4054	144	148	277	1090	447	308	2139	2964	

(1) YEAR = Academic Year

(2) TANDF = UNM Tuition and Fees: Undergrad, Resident, Full Time Student

Source: Chronicle of Higher Education

(3) PELL = UNM Pell Grant Money, Dollars per Student FTE \*

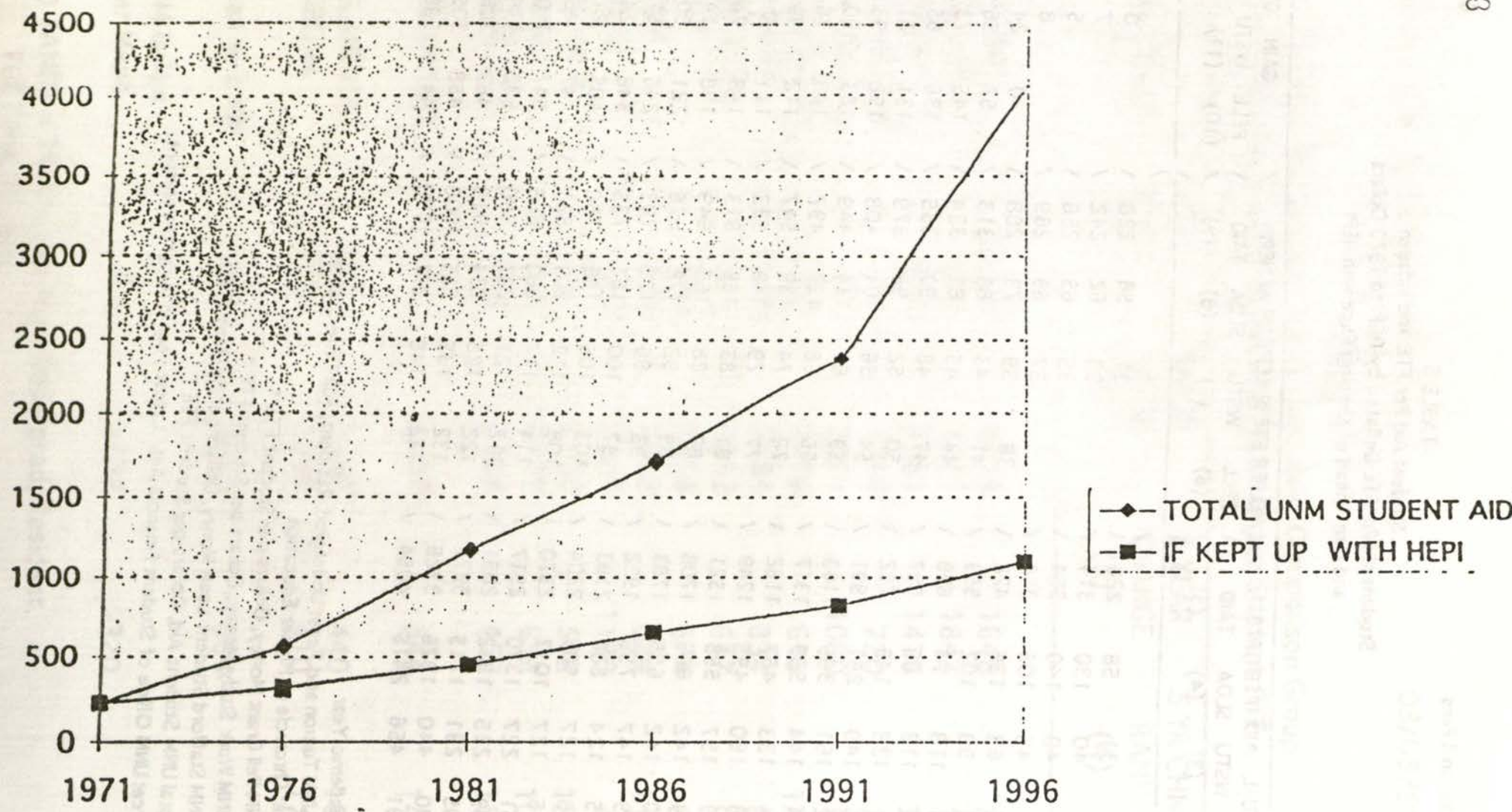
(4) WSTU = UNM Work Study Money, Dollars per Student FTE \*

(5) SLOA = UNM Stafford Student Loan Money, Dollars per Student FTE \*

(6) TAID = Total UNM Student Aid, Dollars per Student FTE \*

\*Source: UNM Office of Student Financial Aid. Latest year is budgeted amount.

# Actual Student Aid Per FTE Compared to Aid Increased at HEPI Rate



443

TABLE 6  
Student Aid in Relation to Tuition and Fees (Rate):  
As a Percentage of Tuition, Inflated with Tuition, and Gain

YEAR (1)	AID PER FTE AS % OF TUITION				/	AID PER FTE IF KEPT UP w/T&F				/	AID PER FTE GAIN OVER T&F			
	PELL (2)	WSTU (3)	SLOA (4)	TAID (5)		PELL (6)	WSTU (7)	SLOA (8)	TAID (9)		PELL (10)	WSTU (11)	SLOA (12)	TAID (13)
70-71		7.2	13.2	52	\		31	58	228	\		0	0	0
71-72		8.8	28.8	69.2	/		32	60	236	/		8	70	78
72-73		8.8	30.6	77.7	\		32	60	237	\		8	79	117
73-74		9.9	23.2	68.8	/		32	60	237	/		13	45	76
74-75	8.4	13.8	29.8	93.9	\	38	32	60	237	\	0	30	76	191
75-76	21.5	21.8	22.3	122.7	/	38	32	60	237	/	60	67	42	322
76-77	36.4	22.8	14.1	134.2	\	43	37	69	271	\	146	82	5	427
77-78	35.2	21.7	13.3	134.1	/	43	37	69	271	/	140	76	0	426
78-79	34.8	25.5	27.5	152.3	\	43	37	69	271	\	137	96	74	522
79-80	39.4	23.9	41.8	158.8	/	52	44	83	325	/	194	105	178	666
80-81	36.4	24.1	57.9	174.6	\	56	47	88	347	\	187	114	297	816
81-82	29.7	20	81.8	182.9	/	60	51	95	375	/	154	93	493	942
82-83	23.9	17.4	60.8	153.8	\	64	54	102	400	\	120	79	365	782
83-84	24.3	20.6	63.9	161.4	/	65	55	102	403	/	124	105	392	846
84-85	28.1	19.3	72.7	186.4	\	68	58	108	425	\	161	99	485	1096
85-86	32	16	75	192.4	/	74	63	118	462	/	210	79	549	1246
86-87	30.4	14	64.2	174.8	\	85	72	135	531	\	225	70	520	1252
87-88	29.5	12.7	65.6	167.7	/	96	82	153	600	/	243	65	604	1333
88-89	35	9.8	69.8	171.6	\	106	90	168	662	\	339	34	720	1521
89-90	37	9.3	66.3	160.7	/	114	97	182	714	/	393	30	727	1490
90-91	38.2	8.7	69.7	163.1	\	121	103	192	756	\	433	24	820	1613
91-92	42.5	14.6	88.1	187.7	/	130	110	206	809	/	531	117	1164	2108
92-93	43.2	14.2	91.3	186.5	\	138	117	219	862	\	590	113	1239	2211
93-94	33.8	12.9	95.9	183.3	/	149	125	235	929	/	456	106	1480	2348
94-95	31.3	23.4	105	197.8	\	157	132	248	979	\	433	308	1728	2247
95-96	29.6	22.8	121	203	/	166	140	263	1038	/	425	316	2153	3016

(1) YEAR = Academic Year

(2) PELL = UNM Pell Grant Money, Dollars per Student FTE \*

(3) WSTU = UNM Work Study Money, Dollars per Student FTE \*

(4) SLOA = UNM Stafford Student Loan Money, Dollars per Student FTE \*

(5) TAID = Total UNM Student Aid, Dollars per Student FTE \*

\*Source: UNM Office of Student Financial Aid. Latest year is budgeted amount.

Figure 4

Student Aid as a Percentage of Tuition & Fees (T&F = 100%)

