

Proposal for Differential Tuition for School of Management Degrees at UAF

August 23, 2013

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NOTE: The information in this document is the same as in the proposal provided to the Board of Regents in advance of the April 2013 meeting, with the exception that implementation is delayed until Fall 2014.

According to a study conducted at the University of Michigan "...differential pricing will soon become a standard model in higher education" (Stange 2012, p.2).

Introduction: The School of Management (SOM) is asking to move ahead and seek differential tuition for its upper division and graduate courses in order to sustain its programs. Differential tuition for business schools is now widespread and necessary due to the high costs of the faculty needed to sustain programs where graduates have significantly greater employment opportunities, and at salaries much higher, than the average university student (NACE 2012, Newman 2012). This model is common across the United States as business schools seek to maintain high-quality high-cost programs.

Reason for Differential Tuition: The School of Management is not able to maintain the quality of its programs and maintain accreditation under current fiscal realities. SOM has faced a substantial increase in costs associated with a six-year period where student credit hours grew by sixty percent and majors grew by seventy percent. At the same time SOM has had to cover 50% of its annual labor cost increases, has had annual UAF budget pullbacks and now will face the upcoming reduction of the annual tuition rate increases. The current funding model is not adequate to sustain SOM. The increased student load is only partially covered by increased tuition revenue which makes up just 25% of the SOM revenue base. With salaries comprising 94% of SOM expenditures, rapidly increasing costs must be largely covered by cuts to a very small operating (non-salary) budget.

SOM offers a high-quality education. Its dual accreditation places SOM in the top 1.4% of business schools worldwide. On the premier national Educational Testing Service business exam, which has been taken by business students at over 700 business schools across the nation, the UAF School of Management (SOM) has excelled. Over the last ten years, average placement has been at the 91st percentile scoring near the top in subjects such as Accounting, Economics, Finance, International Business, Business Law, Quantitative Analysis and Marketing. On the CPA exam, on average UAF's accounting students pass rate is highest in the state and above the national average. We wish to continue to sustain this commitment to excellence.

In Fall 2012, the SOM Strategic and Executive Management Committee held a series of emergency sessions cutting its operating budget from \$440,000 to \$290,000. This spring, a tenure track faculty member was non-retained. Even maintaining these cuts this year and beyond, which greatly reduces our

ability to offer students a high-quality education, SOM is still projecting a debt that will reach over a million dollars by the end of the decade. If these deficits cannot be further reduced, the next cuts will be to staff and faculty positions as well as high-demand program eliminations.

Differential tuition will allow us to maintain our current number of in-class and online courses (many in-class and online courses are already at maximum capacity) and might allow some online expansion. This is critical for us to continue to increase our retention and graduation rates. In 2011, SOM conducted a comprehensive survey of students and alumni and asked “What makes it difficult to graduate in four years? What can SOM do to help students graduate faster?”- The dominant answer was to offer more sections of courses at varying times and especially online. This was reiterated at several SOM Student Advisory Council (SAC) meetings. The business students understand that the earlier they graduate the more money they will earn in high paying jobs and the less university expenses they will pay. According to Nelson (2008), when the reasons for differential tuition are explained to the students, 83% of students either are neutral or support a tuition surcharge. Not a single surveyed school noticed any decline in student numbers resulting from differential tuition and only 3% felt that there was any change in enrollment for “low socioeconomic status students”.

SOM is in danger of losing accreditation through the Association to Advance Collegiate Schools of Business (AACSB international). SOM is one of just 178 universities worldwide to have the prestigious dual school and accounting accreditation. SOM has held that accreditation since 1988 and places it in the top 1.4% of all business schools worldwide. However, to accommodate the substantial student increases, SOM has replaced several open tenure-track faculty positions with lower-cost term instructors and adjuncts. This has decreased the percent of courses taught by academically qualified faculty (those with doctorate degrees that are publishing) well under the minimum threshold required by AACSB. With current budget purchasing power being reduced by the equivalent of one faculty member a year, the school cannot maintain AACSB accreditation under these conditions.

In general, two reasons are cited for instituting differential tuition for business schools. I have added two additional reasons.

1. Business graduates have a higher success rate of obtaining a job in their career field, and at higher salaries, than the average university student.
2. Faculty in business schools are higher paid than the average faculty member due to more lucrative alternative opportunities that they have in the business world.
3. AACSB accredited business schools offer educational opportunities far above the typical classroom experience.
4. Differential tuition allows business schools to offer more high-quality in-class and online courses which greatly increase the students ability to obtain a course schedule that allows them to graduate in a timely fashion.

An article in the U.S. News & World Report (Newman 2012) states the following about business degrees:

Business. “This is the most popular major, and it's one that lines up well with opportunities in the economy... Industry-research firm IBISWorld predicts strong growth over the next five years in industries such as business services, human resources, and management consulting. If anything, there's a case for more students majoring in business.”

Differential Tuition is Widespread. Tuition differentials are common for business schools. A 2008 University of Nebraska dissertation examined undergraduate programs at public flagship universities with a Carnegie Classification of Doctoral/Research (Nelson 2008). The study found that approximately one-third of the 165 Public Research Institutions had differential tuition for undergraduate business degrees (by far the largest percent for any majors) and many more schools were considering adding a tuition surcharge. At the time of this study, institutions with differential tuition comprised 35 states, although since then Nevada and Florida have implemented differential tuition and Washington State is considering it. On average, differential tuition made up 14% of the total tuition. Only 3% of these schools found any negative impact to specific majors or students in a low socioeconomic status. Ninety percent found that the differential tuition model yielded additional revenue (with 10% unsure). Finally, well over half of the respondents said that students, faculty, administration and governing boards had a positive reaction to differential tuition. A list of business, computer science and engineering schools in this survey that had differential tuition is found in Appendix A.

A 2011 Cornell Study (CHERI 2012) found that 143 U.S. Universities that offered, at minimum, a bachelor degree had differential tuition for at least one program and over 50% of doctoral-granting universities (that are flagship schools) have differential tuition with the most common majors being business, engineering and nursing. This number has been steadily growing since 1976 (see figure 1).

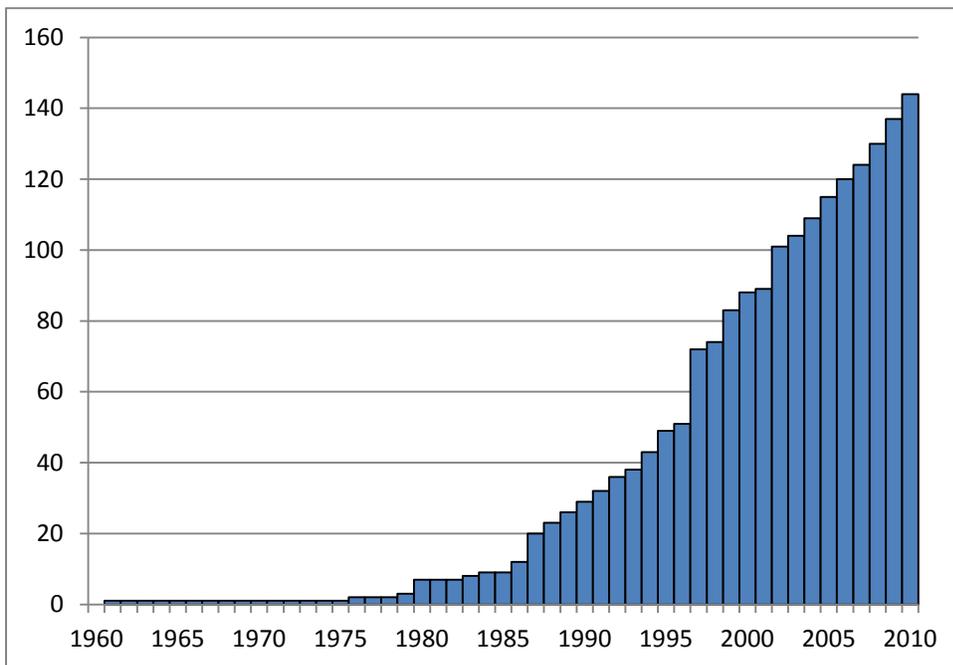


Figure 1. Number of U.S. Universities with Differential Tuition in a Year.

For example, all the Big Ten business schools now have differential tuition (Fox 2012). Two of the three SOM aspirant schools for AACSB accreditation (Oregon State and Utah State) have differential tuition for business (New Mexico State does not). Of the eleven UAF Academic Peer schools eight have differential tuition for business and/or engineering. Thirteen of the twenty-one (62%) schools listed as University of Alaska peer schools have differential tuition.

Proposal: We propose that differential tuition be implemented for the School of Management upper-division undergraduate and graduate courses. The surcharge would be 25% over regular tuition, incremented in two years with annual increases at 10 and 15 percent starting with AY15. At AY12 tuition rates, the final tuition surcharge would be approximately \$50 per SCH at the upper division undergraduate level and \$96 at the graduate level. For a full-time undergraduate student the increased tuition fees would amount to approximately \$3,000 in total for their degree. For graduate students the surcharge would be slightly less (because their degree requires fewer credits, total). The savings from an increased opportunity to graduate substantially faster, and with a higher-quality education, would far outweigh these additional expenses. SOM would receive 100% of the tuition surcharge with 80% going to general funds and 20% to needs-based scholarships to offset the financial burden to lower income families (see Appendix B).

For the School of Management, if student credit hours were at their AY12 levels, this would bring in an additional \$387,000 annually which would partially offset future projected deficits, allow us to continue with important student programs, keep us from cutting course sections, keep our required number of academically qualified faculty in the classroom (allowing us to maintain accreditation) and fund needs-based financial aid.

Looking towards the future, differential tuition will also allow us to continue to improve our teaching methods in the face of overwhelming evidence that the traditional style lecture course is no longer the most appropriate way to teach students (Lambert 2012). SOM has been providing many out-of-class learning opportunities for students, but recent cuts to SOM's operating budget included substantial cuts to rural outreach and student organizations that contribute real-world experiences to students' education. Not only has the School of Management been changing the way it teaches its courses, by taking advantage of new research, but it has been a leader in contributing to this research (Wall 2012a, 2012b, Schrock 2012). University of Alaska (UA) President Patrick Gamble says the traditional lecture classroom model is rapidly losing its status as the preferred student choice. President Gamble advocates teaching methods, such as the flipped classroom, that many in the School of Management fully embrace. These changes will assure that when students choose to take business and engineering courses they are receiving a high-quality educational opportunity that rivals the best that our nation has to offer.

The path to differential tuition has already begun. The School of Management has the support of its Business Advisory Council and also that of the Student Advisory Council, which is made up of the student leaders in SOM, representing every school academic program. The issue has also been discussed and received favorably by students in the larger student body. This should not be a surprise as when properly explained, students in affected programs have often endorsed the tuition increase (Nelson 2008, Roney 2011, Redden 2007, Evensen 2012).

The School of Management continues to seek ways to solve its budgetary problems and differential tuition is an important tool.

Supplementary Material: Many programs that have tuition differentials have a Frequently Asked Question (FAQ) page (see Appendix C. for example). Appendix D contains a listing of all materials, and their web links, used as information for this report.

References

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Appendix A

Flagship Doctoral Schools with Undergraduate Differential Tuition as of 2008

School **% Differential Tuition Over Base**

Business

Temple	2
Rutgers, New Brunswick	2
University of Colorado, Denver	2
University of Arkansas at Little Rock	3
Louisiana Tech	3
University of Toledo	4
Rutgers, Newark	4
Virginia Commonwealth	6
University of North Dakota	6
Penn State University	6
University of Houston	6
University of Kentucky	6
Miami	7
University of Northern Colorado	7
Portland State University	7
University of New Hampshire	8
Montana State University	8
Kansas State University	8
University of Illinois, Chicago	8
University of Wisconsin, Milwaukee	9
Oregon State University	9
Colorado State University	9
Indiana U, Purdue U Indianapolis	10
Arizona State University	10
University of Oregon	10
Wichita State University	11
Tennessee State University	11
University of Minnesota	11
University of Hawaii, Manoa	12
Ohio State University	12
University of Memphis	12
University of Texas, Arlington	13
Purdue University, West Lafayette	13
Indiana University, Bloomington	14
University of Arkansas, Fayetteville	14
University of Missouri, Columbia	14
U of Missouri, St. Louis	14
West Virginia	15
University of Wisconsin, Madison	16
University of Arizona	16
University of Texas, Austin	16
Clemson	17
Oklahoma State University	18

The University of Montana	22
University of Missouri, Rolla	23
University of South Dakota	30
Utah State University	31
<u>School</u>	<u>% Differential Tuition Over Base</u>

Business Cont.

University of Utah	35
University of Kansas	40
University of Illinois at U-C	45
University of Colorado, Boulder	59

Business Mean 14

Computer Science

University of Houston	3
Penn State University	6
Colorado State University	6
University of New Hampshire	8
University of Oregon	8
North Dakota State University	10
Michigan Tech	11
University of Texas, Dallas	15
Temple University	21
Portland State University	24

Computer Science Mean 11

Engineering

Utah State University	2
University of Louisville	3
University of Texas, Arlington	4
University of Minnesota	4
Montana State University	5
University of Toledo	5
The Ohio State University	6
University of Houston	6
University of Rhode Island	6
Penn State University	6
Colorado State University	6
University of South Carolina	7
University of Michigan, Ann Arbor	7
University of New Hampshire	8
University of South Alabama	8
Purdue University West Lafayette	8
University of Wisconsin, Milwaukee	9
University of Tennessee, Knoxville	10
University of Memphis	10
Wichita State University	10
Michigan Tech	11
Rutgers, New Brunswick	11
University of Arizona	12

University of Texas, Austin	12
University of North Dakota	12
Virginia Tech University	12
North Dakota State University	13
University of Colorado, Denver	14
University of Texas, Dallas	15
Kansas State University	15
University of Kansas	16
West Virginia University	16
University of Arkansas, Fayetteville	16
University of Iowa	19
Iowa State University	19
University of Missouri, Columbia	22
University of Missouri, St. Louis	22
University of Missouri, Kansas City	22
University of Missouri, Rolla	23
University of Nebraska –Lincoln	24
South Dakota State University	24
Portland State University	24
University of Illinois, Chicago	25
Oklahoma State University	26
Oregon State University	30
Virginia Commonwealth University	31
University of Colorado, Boulder	38
University of Illinois at U-C	45

Engineering Mean 15

Appendix B: Potential Tuition Increases for Differential Tuition for SOM

(1) These are upper bound as they assume the same number of students as FY12 and the same tuition rate as FY13. An increase in tuition may mean the reduction of some enrollment.

(2) These figures are based on adding a fixed amount to each student credit hour.

(3) **Upper Division:** Status quo is tuition of \$200, in-class SCH 4,172, distance credit hours 872, total SCH 5,044.

(4) **Graduate:** Status quo is tuition of \$383 and total SCH 1,414.

Upper Division Tuition Differential

% Increase	Tuition Increase (\$/SCH)	Resulting Tuition (\$/SCH)	100% recovery (Total \$)
5%	10	210	50,440
10%	20	220	100,880
15%	30	230	151,320
20%	40	240	201,760
25%	50	250	252,200
30%	60	260	302,640
35%	70	270	353,080
40%	80	280	403,520
45%	90	290	453,960
50%	100	300	504,400

Graduate Division Tuition Differential

% Increase	Tuition Increase (\$/SCH)	Resulting Tuition (\$/SCH)	100% recovery (Total \$)
5%	19	403	27,078
10%	38	423	54,156
15%	57	443	81,234
20%	77	463	108,312
25%	96	483	135,391
30%	115	503	162,469
35%	134	523	189,547
40%	153	543	216,625
45%	172	563	243,703
50%	192	583	270,781

Combined Tuition Differential

% Increase	Upper Division Increase (\$/SCH)	Graduate Increase (\$/SCH)	100% recovery (Total \$)
5%	10	19	77,518
10%	20	38	155,036
15%	30	57	232,554
20%	40	77	310,072
25%	50	96	387,591
30%	60	115	465,109
35%	70	134	542,627
40%	80	153	620,145
45%	90	172	697,663
50%	100	192	775,181

Appendix C.

IOWA STATE UNIVERSITY

COLLEGE OF BUSINESS

DIFFERENTIAL TUITION INFORMATION

The College of Business at Iowa State University charges differential tuition, which is a rate of tuition above that which the university charges. Sometimes referred to as 'supplemental' tuition, the college uses this revenue to reduce class sizes in core business courses and support skills development programs for its students.

Please see the following FAQs. For further questions, email Dr. Michael Crum, Interim Raisbeck Endowed Dean, at mcrum@iastate.edu.

1. WHO PAYS DIFFERENTIAL TUITION?

Students will pay differential tuition only if they are in the professional business program with 60 or more credits. Typically this is the last two years of students' four years at Iowa State, when much of their coursework is concentrated in their business major. Students will not pay differential tuition if: 1) they are in the professional program with fewer than 60 credits, even if they take upper-level courses, or 2) they are pre-business students with more than 60 credits, as pre-business students are not in the professional program.

2. HOW DO COLLEGE OF BUSINESS STUDENTS BENEFIT FROM DIFFERENTIAL TUITION?

Funding from differential tuition has allowed the College of Business to lower the overall average undergraduate class size by 18 percent compared to four years ago, through the hiring of additional faculty. Fourteen new faculty have been hired since differential tuition was implemented.

Not only are class sizes reduced with additional faculty, but the college has been able to reduce the credit hours taught per full-time equivalent faculty member. This gives faculty more time to interact with students inside and outside of the classroom,

which aids their ability to help students master the subject matter. Class sizes and access to faculty are key factors in student satisfaction ratings.

The College of Business Communications Center also benefits from differential tuition funding. Communication skills are critical for business graduates entering the marketplace. Our Communications Center works with students to improve their abilities and with our faculty to integrate communications assignments into their courses. Demand for the Communications Center increases each year; it now handles nearly 3,500 scheduled appointments annually with one full-time director and four graduate assistants.

The Gerdin Citizenship Program is another program that receives a small portion of differential tuition funding. This program, which has been enthusiastically endorsed by the companies hiring our graduates, aims to increase the involvement of freshmen and sophomores in the college and aid in their development of skills such as professionalism, leadership, public discourse, and more.

3. WHAT IS THE AMOUNT OF THE DIFFERENTIAL TUITION FOR COLLEGE OF BUSINESS STUDENTS?

For the 2012-2013 academic year, tuition for in-state business students will be \$821 per semester higher than the university base tuition. In future years, this amount will be adjusted by the same annual percentage increase as the university's base tuition. For part-time students (11 or fewer credits), differential tuition will be pro-rated during both regular semesters and summer sessions.

4. ARE OTHER COLLEGES DOING THIS?

Yes. Iowa State's College of Engineering charges its juniors and seniors differential tuition, as do certain majors in the College of Agriculture and Life Sciences and the College of Design. The University of Iowa and the University of Northern Iowa implemented differential tuition for their business majors around the same time as the College of Business at Iowa State. Many of our peer business schools have also implemented differential tuition.

5. DESCRIBE THE APPROVAL PROCESS FOR DIFFERENTIAL TUITION.

The Board of Regents, State of Iowa approved our differential tuition proposal in December 2008. Prior to presenting the proposal to the Board of Regents, the College of Business sought feedback from students over a period of months. Although students were, as expected, wary of tuition or fee increases, they acknowledged the unique funding challenges the College of Business faces and were receptive to the proposed uses of the additional funds. The student Business Council voted 33-2 to support the proposal.

6. WHAT IS THE LONG-TERM FINANCIAL IMPACT OF DIFFERENTIAL TUITION ON STUDENTS?

Note that these figures represent a typical student; many variables could affect each individual student's outcome.

Differential tuition raises the total cost of a business degree from Iowa State – including four years of tuition, on-campus room and board, fees, and books – by roughly five percent. Students who pursue two business majors or require more than four semesters to complete their business major may incur added differential tuition.

Using 2012-2013 tuition rates and assuming a five percent tuition increase in 2013-2014, differential tuition means that most business majors will incur an additional \$3,366 in tuition during their final two years at Iowa State: \$821 per semester (\$1,642) in 2012-2013 and \$862 per semester (\$1,724) in 2013-2014.

Even with differential tuition, the benefits of a business degree from Iowa State University outweigh the additional costs. Upon graduation, business majors nationwide earned median salaries of more than \$5,000 above the overall median salary in 2012, according to data from the National Association of Colleges and Employers (NACE), which tracks college employment trends. So you may earn back the entire cost of your differential tuition in as few as eight months on the job.

Appendix D

Business and Engineering Schools and Differential Tuition Lit Review Sept 28, 2012

Academic Studies

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(A8) “Differential Tuition Policy and Guidelines” 2010. Powerpoint prepared by the University of Wisconsin for the Board of Regents meetings.

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and

“Differential Tuition by Undergraduate Major at Public Research Universities.”

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.cacubo.org%2Fpowerpoint%2FFtLauderdalpresentations%2FCACUBOfinal%2520rev.ppt&ei=LvhvUOzDEIP-iQL14oCoBQ&usg=AFQjCNHXfgJs_cRZ1SJvQHmLKeU-9PcwWA

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(N2) “The Rise of Differential Tuition.” 2011. Report on Cornell Study.

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(N3) “More Universities Charging for Tuition for Harder Majors.” April 2012. → Article that introduces to the public the idea of universities charging more for more difficult majors.

<http://usatoday30.usatoday.com/news/education/story/2012-04-24/differential-tuition-increase-major/54513940/1>

(N4) “Board of Governors Approves Differential Tuition Increase” June 2012. Original 15 percent increase passes.” → University Central Florida (UCF) Student Government Association President Cortez Whatley sat on the Board of Governors for the first time, making him the only UCF student to do so. Although he said the decision was tough, he was in favor of the differential tuition increase because he said that institutions cannot operate on shoestring budgets.

<http://www.centralfloridafuture.com/news/board-of-governors-approves-differential-tuition-increase-1.2745183>

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<http://www.mndaily.com/2012/02/10/regents-approve-carlson-surcharge-and-other-decisions>

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Business Schools (and some Engineering)

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(B2) "Differential Tuition FAQ" Iowa State University.

<http://www.business.iastate.edu/undergraduate/tuition>

and

http://www.business.iastate.edu/files/undergraduate/differential-tuition_2012.pdf

(B3) "Differential Tuition at Mays Business School FAQ". → USA Today News. includes the fact that Differential Tuition leads to "significant enhancements to the learning experience."

<http://mays.tamu.edu/tuition/>

(B4) "Tuition Shock Hits Business Schools." March 2011. → "The trend is continuing, and I think with fiscal pressures for the various legislative bodies, there will be continued pressure on boards and administrators to consider differential tuition as an alternative source of revenue."

http://www.businessweek.com/bschools/content/mar2011/bs2011037_440411.htm

(B5) "Students See Differential Tuition Benefits" → Utah State University. "When they leave here, they have links to the business world rather than sitting in the classroom. They get extracurricular field experience," he said. "Having guest speakers and entrepreneurs is very expensive. But they allow you to attract strong people with excellent experience." <http://www.usstatesman.com/students-see-differential-tuition-benefits-1.2697060#>

(B6) "Differential Tuition FAQ" → Western Michigan University".

<http://www.wmich.edu/business/academics/differentia tuition.html>

(B7) "Differential Tuition Charges: Fall2012/Spring 2013/Summer 2013." → At Colorado State University there are 3 tiers of differential tuition based on cost, demand and return.

http://registrar.colostate.edu/Data/Sites/1/undergraduate_differential_tuition.pdf

(B8) "UT Knoxville Proposes Differential Tuition for Students in Three Colleges." 2010. → Pertains to Nursing, BA and Engineering differential tuition. <http://www.utk.edu/tntoday/2010/01/20/differential-tuition/>

(B9) "Differential tuition asks students to pay more in three career fields." 2011. → Huntsman School of Business. <http://www.usstatesman.com/differential-tuition-asks-students-to-pay-more-in-three-career-fields-1.2530772?pagereq=2#.UGHjLIF8ArM>

(B10) University at Albany. “Questions and Answers – Tuition.” 2012.
http://www.albany.edu/empowerment/tuition_faq.php#tuition5.

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(E1) “Differential Tuition Texas A&M” **Current.** → Differential Tuition Explained.
<http://engineering.tamu.edu/differentia tuition>

Here was the proposal

“Proposal for Differential Tuition”. Nov. 2010. Dwight Look College of Engineering.
http://sec.tamu.edu/upload/documents/LCOE%20Differential%20Tuition-11_08_10.pdf

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<http://sec.tamu.edu/differentia tuition.aspx>

and

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<http://engineering.tamu.edu/news/2011/11/11/electrical-engineering-opens-new-student-computer-lab-with-differential-tuition-dollars>

(E2) “Engineering Fee” 2012. → Differential Tuition at the University of Virginia Engineering School FAQ. <http://www.seas.virginia.edu/admissions/undergraduate/engrfee.php>

(E3) “Differential Tuition at the University of Nebraska”. Current. → Proposed differential for engineering. <http://nebraska.edu/docs/releases/DifferentialTuition.pdf>

(E4) “**UW-Madison engineering students benefit from differential tuition**” → This is a youtube video in which students reflect on the benefits they see from differential tuition.

<http://www.youtube.com/watch?v=bjVZONYjX7M>

(E5) A Proposal for a Staged Differential Tuition for the College of Engineering at the University of Nevada, Reno. 2010. → Contains surveys of support, uses of and need for differential tuition.

http://www.engr.unr.edu/~internships/tuition/prop_ext.pdf

(E6) “Petroleum engineering lab receives upgrade from differential tuition” 2012. → Iowa State University College of Engineering. Describes upgrades and benefits that can result from differential tuition. <http://engineering.tamu.edu/news/2012/04/13/petroleum-engineering-lab-receives-upgrade-from-differential-tuition/>

(E7) “College simplifies differential tuition policy, offers scholarships.” 2010. → Also Iowa State University: How they started with differential tuition.
<http://news.engineering.iastate.edu/2010/08/25/college-simplifies-differential-tuition-policy-offers-scholarships/>

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(E8) “UW-Milwaukee College of Engineering & Applied Science. Differential Tuition. 3-Year Progress Report.” 2007. http://www4.uwm.edu/ceas/current_students/student_resources/acdt/upload/3-YearProgressReportFall2007ReviseApprovedACDT10-19-07.pdf

(E9) “Oregon State University system Fee Book.” 2012. See page. 32 of pdf for differential tuition policy. http://www.ous.edu/sites/default/files/state_board/meeting/dockets/ddoc120511-FeeBk.pdf