

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Tuition Increases for 2015-16 (1st- and 2nd- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases, differential increases, and new schedules for the upcoming year 2015-16, for all institutions.

Background

Thanks to increasing investment by the Legislature in higher education over the past few years, and efficiencies and cost-control by the presidents, this year's proposed increase is the lowest system-wide average since 1999-2000, at 3.06 percent (3.0 percent for seven of eight institutions). This is in keeping with the Regent's strategic objective of "Affordable Participation" in higher education and also supports the strategic objective of "Timely Completion" as finances are often a reason students delay or do not complete their higher education.

In setting tuition, Regents are asked to consider a number of factors including state funding levels, institutional need, Consumer Price Index, Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. Attachments one and two summarize undergraduate and graduate proposed tuition by residency for each USHE institution.

First-tier Increases - By Regent policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation, and use national and regional tuition increases to justify specific needs in the Utah System of Higher Education (R510-3.1). It is proposed that the first-tier increase be set at 3.0 percent. Revenue generated from first-tier tuition will be used to fund the legislative required match for compensation including health insurance and may be used for other critical institutional needs (see attachment 3).

Second-tier Increases - Each institutional president, with the approval of the institutional Board of Trustees, may recommend second-tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students.

The only institution proposing a second-tier increase this year is the University of Utah, at 0.5 percent, with additional revenue used for student support (see attachment 3).

Differential Tuitions - The University of Utah is requesting a differential increase in the Masters in International Affairs & Global Enterprise, and online tuition for Masters in Electrical & Computer Engineering. Utah State University is requesting differential increases in the Department of Landscape Architecture & Environmental Planning, School of Business, and College of Engineering. Weber State University is requesting a differential increase for the Masters of Athletic Training.

Summary Attachments - The Commissioner's staff has prepared 11 other attachments providing benchmark and comparative data regarding tuition rates, with additional information on tuition schedules, restructuring, and proposed differential increases/decreases.

- Attachment 4: Undergraduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 5: Graduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2014-15 undergraduate tuition by credit hour load
- Attachment 8: 2015-16 1st tier increase estimates by institution
- Attachment 9: UU request for differential tuition for Masters in Intern. Affairs & Global Enterprise
- Attachment 10: UU request for online tuition for Masters in Electrical & Computer Engineering
- Attachment 11: USU request for differential tuition for Dept. of Landscape Arch. & Environ. Plan.
- Attachment 12: USU request for differential tuition for the School of Business
- Attachment 13: USU request for differential tuition increase for the College of Engineering
- Attachment 14: WSU request for differential tuition increase for the Masters of Athletic Training

Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2015-16 by:

- Finalizing the first-tier tuition increase at 3.0 percent for all USHE institutions
- Approving the second-tier tuition increase proposal of 0.5 percent of the University of Utah
- Approving graduate differential for Masters in International Affairs & Global Enterprise at UU
- Approving graduate online tuition for Masters in Electrical & Computer Engineering at UU
- Approving matriculated upper division undergraduate and graduate differential for Department of Landscape Architecture & Environmental Planning at USU
- Approving upper division undergraduate and graduate differential for Huntsman School of Business at USU
- Approving upper division undergraduate and graduate differential for College of Engineering at USU
- Approving graduate differential for Masters of Athletic Training at WSU

David L. Buhler
Commissioner of Higher Education

2015-16 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

Utah Resident Undergraduate Students					
Institution	Type of Student	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Utah Resident Undergraduate (Lower Div.)	\$6,889	\$241	\$7,130	3.5%
USU	Utah Resident Undergraduate (Logan/RCDE)	\$5,454	\$163	\$5,617	3.0%
WSU	Utah Resident Undergraduate	\$4,326	\$130	\$4,456	3.0%
SUU	Utah Resident Undergraduate	\$5,416	\$162	\$5,578	3.0%
Snow	Utah Resident Undergraduate	\$2,998	\$90	\$3,088	3.0%
DSU	Utah Resident Undergraduate	\$3,794	\$114	\$3,908	3.0%
UVU	Utah Resident Undergraduate	\$4,542	\$136	\$4,678	3.0%
SLCC ¹	Utah Resident Undergraduate	\$3,040	\$90	\$3,130	3.0%

Annual tuition amount based on 15 credit hours per semester for two semesters

¹ SAT dollar per clock hour will also increase by \$.06, or 3.0%

Utah Resident Graduate Students					
Institution	Type of Student: Utah Resident Graduate	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Resident Graduate (Base Rate)	\$6,019	\$211	\$6,230	3.5%
USU	Resident Graduate (Base Rate)	\$5,474	\$164	\$5,638	3.0%
WSU	Resident Graduate (MED)	\$4,368	\$131	\$4,499	3.0%
SUU	Resident Graduate (MED)	\$5,510	\$166	\$5,676	3.0%
UVU	Resident Graduate (MED)	\$5,100	\$160	\$5,260	3.0%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

2015-16 Tuition Proposal (Combined 1st & 2nd Tier) - Non-Resident Undergraduate & Graduate Students

Non-Resident Undergraduate Students					
Institution	Type of Student	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Undergraduate (Lower Div.)	\$24,111	\$844	\$24,955	3.5%
USU	Non-Resident Undergraduate (Logan/RCDE)	\$17,561	\$526	\$18,087	3.0%
WSU	Non-Resident Undergraduate	\$12,980	\$389	\$13,369	3.0%
SUU	Non-Resident Undergraduate	\$17,874	\$536	\$18,410	3.0%
Snow	Non-Resident Undergraduate	\$10,952	\$328	\$11,280	3.0%
DSU	Non-Resident Undergraduate	\$12,130	\$364	\$12,494	3.0%
UVU	Non-Resident Undergraduate	\$14,074	\$420	\$14,494	3.0%
SLCC	Non-Resident Undergraduate	\$10,582	-	\$10,582	-

Annual tuition amount based on 15 credit hours per semester for two semesters

Non-Resident Graduate Students					
Institution	Type of Student: Non-Resident Graduate	Current 2014-15 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2015-16 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Graduate (Base Rate)	\$21,247	\$744	\$21,991	3.5%
USU	Non-Resident Graduate (Logan/RCDE)	\$19,160	\$574	\$19,734	3.0%
WSU	Non-Resident Graduate (MED)	\$13,107	\$393	\$13,500	3.0%
SUU	Non-Resident Graduate (MED)	\$18,180	\$546	\$18,726	3.0%
UVU	Non-Resident Graduate (MED)	\$15,580	\$460	\$16,040	3.0%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

Utah System of Higher Education 1st-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % of Total
All USHE Institutions	Compensation	\$9,646,100	52.0%
	Faculty & Staff Hire/Promotion/Retention	\$3,726,796	20.1%
	Student Support	\$2,371,300	12.8%
	Utilities & Maintenance	\$1,800,000	9.7%
	Mandated Costs	\$607,000	3.3%
	IT Support	\$387,200	2.1%
	Total 1st-Tier Tuition		\$18,538,396

Institutional 1st-Tier Tuition Increase Proposal

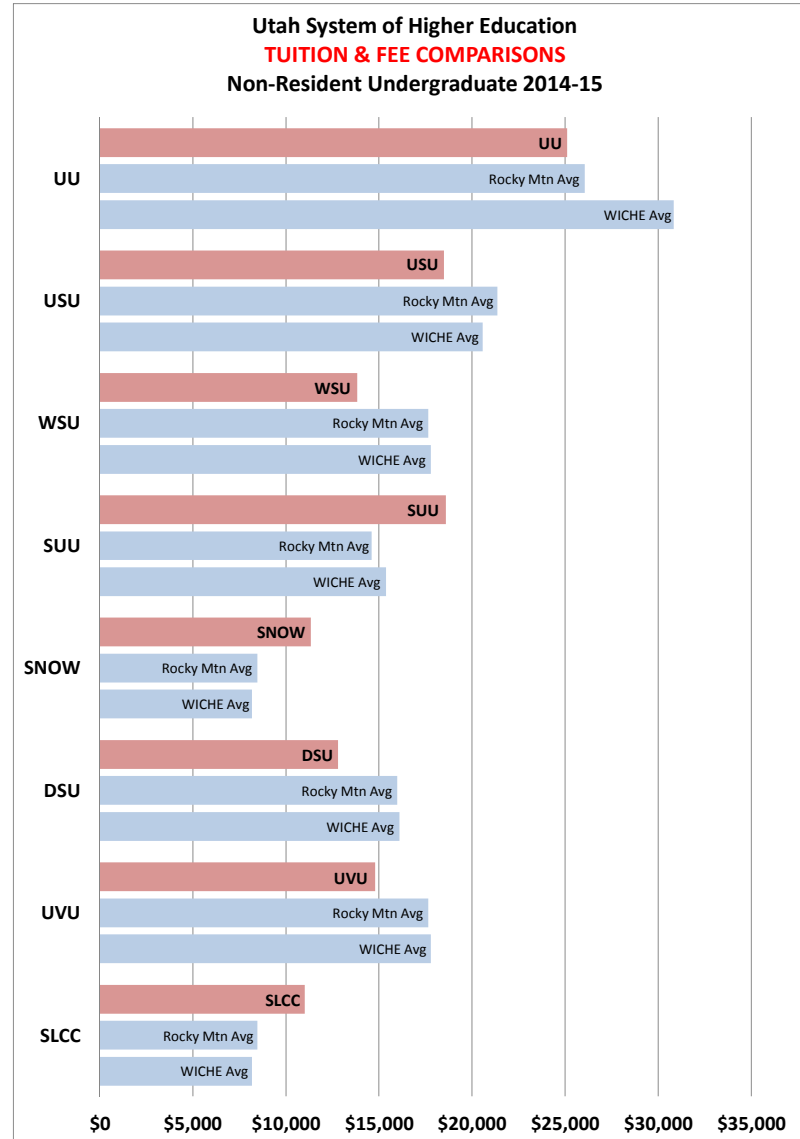
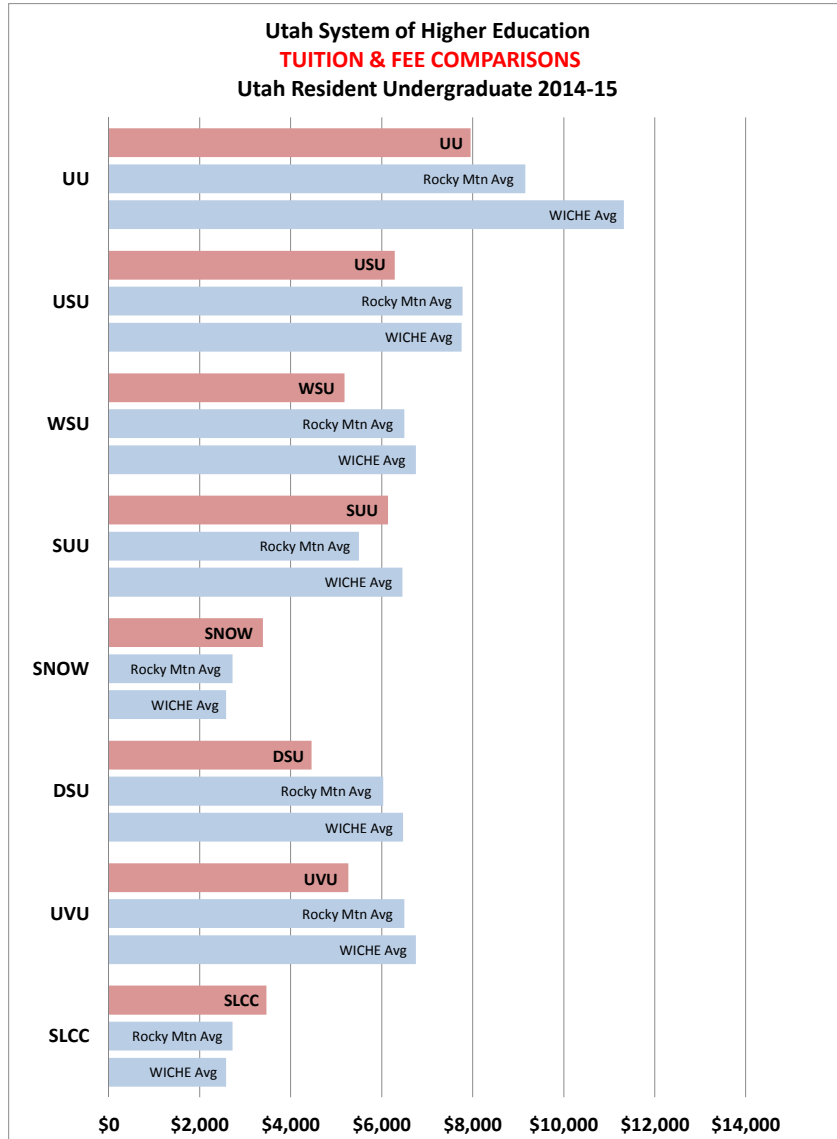
Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % Increase
UU	Student Support	\$1,400,000	0.5%
	Compensation	\$2,700,000	1.1%
	Faculty Retention	\$1,800,000	0.7%
	Utilities & Maintenance	\$1,800,000	0.7%
	Total U of U 1st-Tier	\$7,700,000	3.0%
USU	Compensation	\$935,000	1.3%
	Faculty Promotion	\$831,000	1.1%
	Scholarships	\$198,000	0.3%
	Institutional Priorities	\$226,000	0.3%
	Total USU 1st-Tier	\$2,190,000	3.0%
WSU	Compensation	\$1,129,700	1.7%
	Mandated Costs	\$381,000	0.6%
	Student Support	\$223,300	0.3%
	IT Support	\$285,000	0.4%
	Total WSU 1st-Tier	\$2,019,000	3.0%
SUU	Compensation	\$1,033,000	3.0%
	Total SUU 1st-Tier	\$1,033,000	3.0%
Snow	New Faculty	\$420,796	3.0%
	Total Snow 1st-Tier	\$420,796	3.0%
DSU	Faculty Promotion	\$100,000	0.4%
	Medical & Dental Benefits	\$75,000	0.3%
	Salary Equity, Merit, and Retention	\$575,000	2.3%
	Total DSU 1st-Tier	\$750,000	3.0%
UVU	Compensation	\$2,273,400	2.3%
	Student Participation Initiatives	\$300,000	0.3%
	Completion Initiatives	\$250,000	0.3%
	Technology Infrastructure	\$102,200	0.1%
	Total UVU 1st-Tier	\$2,925,600	3.0%
SLCC	Compensation	\$1,500,000	3.0%
	Total SLCC 1st-Tier	\$1,500,000	3.0%

Utah System of Higher Education 2nd-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % of Total
All USHE Institutions	Student Support	\$1,300,000	100.0%
	Total 2nd-Tier Tuition	\$1,300,000	100.0%

Institutional 2nd-Tier Tuition Increase Proposal

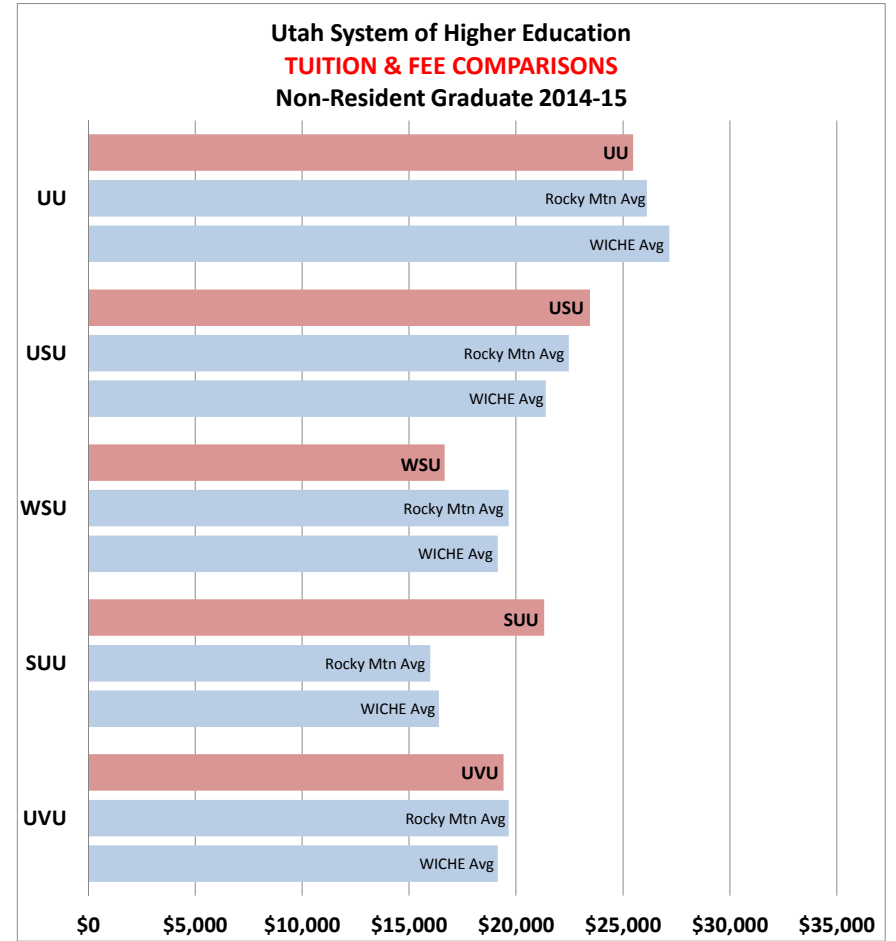
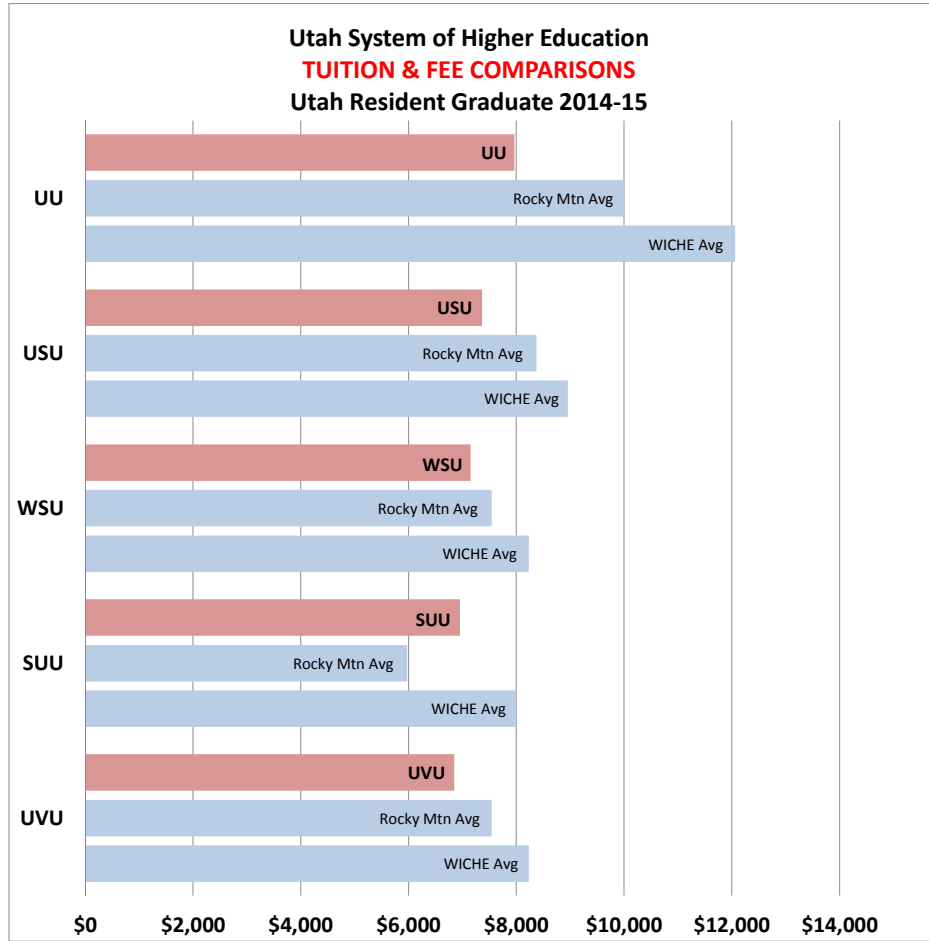
Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % Increase
UU	Student Support	\$1,300,000	0.5%
	Total UU 2nd-Tier	\$1,300,000	0.5%
USU	Total USU 2nd-Tier	-	-
WSU	Total WSU 2nd-Tier	-	-
SUU	Total SUU 2nd-Tier	-	-
Snow	Total Snow 2nd-Tier	-	-
DSU	Total DSU 2nd-Tier	-	-
UVU	Total UVU 2nd-Tier	-	-
SLCC	Total SLCC 2nd-Tier	-	-



*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters



*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

Benchmark Inflation and Tuition Increase Information

Consumer Price Index, July 2005 to December 2014

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	195.4	203.5	208.3	220.0	215.4	218.0	225.9	229.1	233.6	233.9
	202.9	208.4	218.8	215.7	218.0	225.7	229.5	233.5	238.3	234.8
Academic Year Increase	3.8%	2.4%	5.0%	-1.9%	1.2%	3.5%	1.6%	1.9%	2.0%	
Most Recent 12-months (January to December)										0.4%

Source: Bureau of Labor Statistics (www.bls.gov). Consumer Price Index for All Urban Consumers..

Higher Education Price Index, July 2005 to June 2014

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	240.8	253.1	260.3	273.2	279.3	281.8	288.4	293.2	297.8
	253.1	260.3	273.2	279.3	281.8	288.4	293.2	297.8	306.7
Academic Year Increase	5.1%	2.8%	5.0%	2.2%	0.9%	2.3%	1.7%	1.6%	3.0%

Source: Higher Education Price Index (HEPI), Research Associates of Washington and Common Fund Institute.

Benchmark Inflation and Tuition Increase Information

WICHE Region Tuition & Fee Increases at Public Institutions, 2005-06 to 2014-15

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Public Four-year Institutions										
Resident Undergrad.	8.6%	6.6%	8.4%	6.4%	12.5%	7.7%	13.7%	4.1%	3.1%	2.3%
Resident Graduate	9.7%	7.1%	6.0%	8.6%	10.8%	4.7%	12.7%	4.2%	3.1%	2.6%
Nonresident Undergrad.	5.0%	5.8%	3.2%	5.2%	6.7%	5.3%	7.5%	4.0%	2.3%	2.8%
Nonresident Graduate	4.7%	3.2%	4.4%	5.7%	4.7%	3.2%	7.3%	6.2%	2.5%	3.0%
Public Two-year Institutions										
Resident	8.5%	5.8%	4.1%	3.9%	6.4%	7.1%	14.7%	5.5%	2.6%	1.4%
Nonresident	9.0%	2.5%	0.9%	6.8%	2.1%	2.5%	2.8%	3.1%	1.8%	3.1%

2005-06 through 2014-15 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2014-15.

*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, South Dakota

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 2005-06 to 2014-15

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Resident Increases										
UU	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	5.0%	5.8%
USU	9.8%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%
WSU	9.8%	8.5%	7.0%	5.5%	6.5%	6.0%	6.0%	5.0%	5.0%	4.0%
SUU	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%
Snow	9.5%	9.0%	5.5%	4.5%	9.5%	9.5%	7.0%	7.0%	5.0%	6.0%
DSU	5.1%	31.1%	9.0%	6.5%	8.1%	11.4%	11.8%	5.5%	5.0%	4.0%
UVU	8.8%	9.0%	6.7%	6.3%	8.7%	6.0%	7.4%	4.5%	6.0%	4.0%
SLCC	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.5%	6.0%	4.0%
USHE Average ⁽¹⁾	8.3%	10.6%	6.6%	5.7%	7.5%	8.7%	8.1%	5.6%	5.3%	4.7%
USHE First-tier only ⁽²⁾	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%
Nonresident Increases										
UU	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	6.3%	5.8%
USU	9.7%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%
WSU	9.8%	8.5%	7.0%	-	3.5%	3.0%	3.0%	5.0%	3.5%	4.0%
SUU	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%
Snow	9.5%	4.0%	5.5%	4.5%	-	9.5%	7.0%	7.0%	5.0%	6.0%
DSU	5.1%	23.6%	4.0%	6.5%	8.1%	11.4%	11.8%	-14.2%	5.1%	4.0%
UVU	8.8%	9.0%	6.7%	4.3%	3.2%	2.9%	5.8%	4.5%	5.3%	4.0%
SLCC	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.4%	6.0%	4.0%
USHE Average ⁽¹⁾	8.3%	9.2%	6.1%	-1.1%	5.5%	8.0%	7.6%	3.2%	5.2%	4.7%
USHE First-tier only ⁽²⁾	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2005-06 through 2014-15. This amount applied to all institutions. Institutional amounts include both first and second-tier increases.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

Utah System of Higher Education

Attachment 7

USHE 2014-15 Tuition by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$735.06	\$487.01	\$389.41	\$422.00	\$133.00	\$159.00	\$346.00	\$122.75
2	928.58	690.63	566.76	676.00	202.00	316.00	521.00	249.75
3	1,122.10	894.25	744.11	930.00	534.00	474.00	696.00	376.75
4	1,315.62	1,097.87	921.46	1,184.00	672.00	632.00	871.00	503.75
5	1,509.14	1,301.49	1,098.81	1,438.00	810.00	790.00	1,046.00	630.75
6	1,702.66	1,505.11	1,276.16	1,692.00	949.00	948.00	1,221.00	757.75
7	1,896.18	1,708.73	1,453.51	1,946.00	1,087.00	1,106.00	1,396.00	884.75
8	2,089.70	1,912.35	1,630.86	2,200.00	1,224.00	1,264.00	1,571.00	1,011.75
9	2,283.22	2,115.97	1,808.21	2,454.00	1,362.00	1,422.00	1,746.00	1,138.75
10	2,476.74	2,319.59	1,985.56	2,708.00	1,499.00	1,580.00	1,921.00	1,265.75
11	2,670.26	2,523.21	2,162.91	2,708.00	1,499.00	1,738.00	2,096.00	1,392.75
12	2,863.78	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
13	3,057.30	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
14	3,250.82	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
15	3,444.34	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
16	3,637.86	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
17	3,831.38	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
18	4,024.90	2,726.83	2,162.91	2,708.00	1,499.00	1,897.00	2,271.00	1,519.75
19	4,218.42	2,930.45	2,340.26	2,962.00	1,499.00	1,897.00	2,446.00	1,646.75
20	4,411.94	3,134.07	2,517.61	3,216.00	1,499.00	1,897.00	2,621.00	1,773.75
21	4,605.46	3,337.69	2,694.96	3,470.00	1,639.00	2,055.00	2,796.00	1,900.75
22	4,798.98	3,541.31	2,872.31	3,724.00	1,777.00	2,213.00	2,971.00	2,027.75
23	4,992.50	3,744.93	3,049.66	3,978.00	1,914.00	2,371.00	3,146.00	2,154.75
24	5,186.02	3,948.55	3,227.01	4,232.00	2,052.00	2,529.00	3,321.00	2,281.75
25	5,379.54	4,152.17	3,404.36	4,486.00	2,190.00	2,687.00	3,496.00	2,408.75

Utah System of Higher Education

USHE 2014-15 Tuition & Fees by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$1,025.94	\$793.45	\$502.77	\$468.00	\$133.00	\$169.00	\$398.00	\$184.00
2	1,232.48	1,011.47	711.66	757.00	202.00	326.00	625.00	328.00
3	1,439.02	1,229.49	920.55	1,046.00	591.00	484.00	852.00	472.00
4	1,645.56	1,447.51	1,129.44	1,335.00	748.00	783.00	1,079.00	616.00
5	1,852.10	1,665.53	1,338.33	1,624.00	910.00	971.00	1,306.00	760.00
6	2,058.64	1,883.55	1,547.22	1,913.00	1,068.00	1,159.00	1,533.00	904.00
7	2,265.18	2,101.57	1,756.11	2,202.00	1,225.00	1,347.00	1,760.00	1,048.00
8	2,471.72	2,319.59	1,965.00	2,491.00	1,381.00	1,535.00	1,935.00	1,192.00
9	2,678.26	2,537.61	2,173.89	2,780.00	1,538.00	1,723.00	2,110.00	1,336.00
10	2,884.80	2,755.63	2,382.78	3,069.00	1,694.00	1,911.00	2,285.00	1,480.00
11	3,091.34	2,973.65	2,591.67	3,069.00	1,694.00	2,069.00	2,460.00	1,607.00
12	3,297.88	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
13	3,504.42	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
14	3,710.96	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
15	3,917.50	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
16	4,117.39	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
17	4,317.28	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
18	4,517.17	3,191.67	2,591.67	3,069.00	1,694.00	2,228.00	2,635.00	1,734.00
19	4,717.06	3,409.69	2,769.02	3,323.00	1,694.00	2,228.00	2,810.00	1,861.00
20	4,916.95	3,627.71	2,946.37	3,577.00	1,694.00	2,228.00	2,985.00	1,988.00
21	5,116.84	3,845.73	3,123.72	3,831.00	1,834.00	2,386.00	3,160.00	2,115.00
22	5,316.73	4,063.75	3,301.07	4,085.00	1,972.00	2,544.00	3,335.00	2,242.00
23	5,516.62	4,281.77	3,478.42	4,339.00	2,109.00	2,702.00	3,510.00	2,369.00
24	5,716.51	4,499.79	3,655.77	4,593.00	2,247.00	2,860.00	3,685.00	2,496.00
25	5,916.40	4,717.81	3,833.12	4,847.00	2,385.00	3,018.00	3,860.00	2,623.00

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

2015-16 1st-Tier Tuition Increase Estimates by Institution

(a)		(b)		(c)		(d)	
Tuition (FY15 R-1 Budget)		3% Salary & Related Benefits		5% Health (PEHP) & Dental		2015-16 Total Changes	
Amount		Amount	% Change	Amount	% Change	Amount	% Change

2 & 4 Year Institutions

University of Utah	\$257,789,212	\$2,759,900	1.07%	\$481,600	0.19%	\$3,241,500	1.26%
Utah State University	125,955,000	1,322,500	1.05%	307,200	0.24%	\$1,629,700	1.29%
Weber State University	66,778,143	754,500	1.13%	170,500	0.26%	\$925,000	1.39%
Southern Utah University	34,424,000	358,500	1.04%	92,400	0.27%	\$450,900	1.31%
Snow College	9,723,700	147,100	1.51%	38,600	0.40%	\$185,700	1.91%
Dixie State University	23,675,000	279,300	1.18%	67,300	0.28%	\$346,600	1.46%
Utah Valley University	97,518,700	977,800	1.00%	261,500	0.27%	\$1,239,300	1.27%
Salt Lake Community College	58,324,300	691,500	1.19%	183,800	0.32%	\$875,300	1.50%
Subtotal - 2 & 4 year	\$674,188,055	\$7,291,100	1.08%	\$1,602,900	0.24%	\$8,894,000	1.32%

UNIVERSITY OF UTAH
MASTER OF SCIENCE IN INTERNATIONAL AFFAIRS & GLOBAL ENTERPRISE
Request for Differential Tuition

The University of Utah continues to examine tuition levels for its various graduate programs. It is proposed, here, to implement differential tuition for the Master of Science in International Affairs and Global Enterprise (“MIAGE”) graduate program in the College of Social and Behavioral Sciences, beginning in academic year 2015-2016. If the differential tuition request is granted at the requested David Eccles School of Business rate, currently \$ 471 per student credit hour, on two uniquely MIAGE courses, then the MIAGE program would still have the lowest tuition among the 32 comparable programs in Table I.

BACKGROUND INFORMATION

The MIAGE degree uniquely combines knowledge of general international business studies and international law with knowledge about the socio-cultural and political-economic context within which global business occurs. The program was established as a joint interdisciplinary effort between the College of Social and Behavioral Science (“CSBS”), the David Eccles School of Business (“DESB”) and the S.J. Quinney College of Law (“SJQCL”). Direct administration of the program lies with CSBS. (Curriculum detail is provided in Appendix I.)

PROPOSAL

Beginning with the 2015-2016 academic year, a differential tuition of \$471.17 per credit hour is proposed for two courses offered uniquely for the MIAGE program, i.e., with the subject header “IAGE”. This differential tuition amount is comparable to differential tuition at the David Eccles School of Business. There are only two courses offered uniquely for MIAGE – MIAGE Foundations, IAGE 6800, and a new MIAGE International Internship, IAGE 6910, both of which are required courses.

These changes would shift the average tuition for full-time MIAGE graduate students from \$4,284 to \$4,991 per semester.¹ When fully implemented, the differential tuition and program fees would impact 40-50 students and generate \$28,270-\$56,540 per year for the program.

¹ This calculation is based on a full-time (9 credits) resident student and is exclusive of future (1) changes in University fees and (2) changes in the University’s general tuition rates. Please see accompanying tables.

RATIONALE

The MIAGE curriculum is a 36 credit hour program comprised of courses that were already offered from the DESB, SJQCL and CSBS, other than the MIAGE specific course, “Foundations.” Beginning in the 2012-2013 academic year a second course specific to MIAGE, “International Internship,” was added as an elective course. This will become a required course in the 2015-2016 academic year making the total required credit hours 39.

When the program began in 2008, it enrolled 6 students. As of Summer 2013, 37 students are enrolled in the program. Interest in the program continues to grow substantially as undergraduate students, both in and out of state, become aware of the program. We also continue to garner interest from persons who have had careers for ten - twenty years.

In talking to prospective students, employers, internship providers and other vested parties, it is clear that persons are very interested in our program of graduate studies once they know it exists. Funds generated by the tuition differential would be focused on the instructional mission and administrative requirements of MIAGE. The estimated revenue from the proposed tuition differential would be sufficient to pay the salary and benefits of the staff program manager and student recruitment costs, now temporarily covered by CPPA, and provide some resources to develop and supervise internship opportunities.

Furthermore, it should be noted that our students already pay differential tuition for courses taken at the DESB and SJQCL. As part of the core curriculum, they are required to take International Management, MGT 6790, and one internationally oriented law class of their choosing. They have the option of taking up to three more courses from each college as elective courses. Many of our students have chosen to do so. Differential tuition for graduate level courses at DESB is currently \$471.17 per credit hour.² Differential tuition for courses at SJQCL is approximately \$617.94 per credit hour.³

COMPETITIVE POSITION

The proposed tuition differential of \$471.17 per credit hour for two IAGE courses offered specifically for the MIAGE program would fall in the mid-range for graduate tuition differentials at the University. With

² University of Utah, Business Masters; *Tuition and Fees per semester - Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduateRes.pdf>.

³ University of Utah, College of Law; *Tuition and Fees per semester – Resident; For Summer 2013, Fall 2013, and Spring 2014.* <http://fbs.admin.utah.edu/download/income/Graduate/LawGraduateFeeRes2009.pdf>. This calculation is based on the difference between tuition for a 3 credit hour class at SJQCL less tuition for a 3 credit hour class for general resident graduate students. That amount has been divided by 3 for the approximate per credit hour amount. ($\$3,523.21 - \$1,669.38 = \$1,853.83/3 = \617.94)

the differential tuition in place, the tuition paid by MIAGE graduate students would continue to be the lowest tuition paid for all of the 32 institutions compared in Table I (see attached) and in many cases is significantly lower than comparable programs at institutions in the region and elsewhere in the country. Of the programs compared, tuition (with differential tuition) for the MIAGE program would be the lowest, at \$9,982 per year, while tuition at Columbia is the highest, at \$49,558 per year. The median value of the 32 institutions is \$27,205, while the average cost is \$27,885. (See Table VI, attached.)

Similar programs do not exist at other in-state institutions (see Table III, attached). Master's degree programs in international affairs are offered in other states. These programs are increasingly placing their graduates in the private sector with an education focused on diplomacy but without the required preparation in business subjects provided by MIAGE. Other programs offer a more traditional MBA in International Business, which lacks the depth of an MS program or a joint MBA/MS that superimposes the two upon one another and takes a much longer time. The programs listed on Table I focus on a wide variety of subjects, including diplomacy, comparative studies, international development and international commerce. Some of the listed programs require some business courses such as international trade, economics and international finance, and some do not. Some require quantitative analysis, public policy analysis and global governance. Some require international relations, multi-cultural negotiations and international law. There seems to be no common curriculum among these programs other than a foreign language component (also required, as a co-requisite, for MIAGE).

Business leaders familiar with the increasingly important international market have endorsed the need for more globally sensitive graduates who show a deeper appreciation of the global issues confronting business today.

STUDENT SUPPORT

We have approached our students at two separate times with regard to differential tuition. In both instances they have unanimously supported the addition of differential tuition.

Fall 2013

In a mandatory student meeting, held 5 November 2013, we walked our students through the financial status of the program as has been discussed above. After a 50-minute discussion of the situation and an opportunity for the students to ask questions and to propose other ideas, they were given an opportunity to vote and let us know their opinion of a differential tuition. Twenty-six of the twenty-seven matriculated

students, in attendance, supported the implementation of the differential tuition as proposed in this document beginning in the 2015-2016 academic year.⁴ Twenty-five of the twenty-seven supported making the internship an additional required course. The students are interested in seeing the graduate program continue to exist. Some of them even suggested that they would support a much higher tuition level overall that they would deem to more accurately reflect the quality of the program and its standing among the other similar graduate programs listed in Table I.

Fall 2011

The MIAGE Student Advisory Committee met on 20 September 2011, to discuss the proposed differential tuition. They unanimously voted in favor of the tuition differential. We subsequently convened a meeting with the MIAGE student body as a whole on 4 October 2011 to discuss this.⁵ Again, when informed of the purpose of the differential tuition, unanimous consent was given for the implementation of differential tuition. The consensus of the respondents was that this proposal is very reasonable given the circumstances and the high quality of the program. The students' comments are available upon request.

⁴ Twenty-seven of our thirty-two MIAGE students attended this meeting. Of the twenty-seven students in attendance at the meeting, twenty-six voted in favor of the differential tuition. We attempted to contact the three missing students who are not on leave of absence to inform them of the conversation and give them a chance to vote. At the time of this writing we have not heard back from those three students. Each of the two students who are currently on leave of absence from the program attended our Fall 2011 meeting on differential tuition. Both supported its implementation. The addition of the International Internship as a required course, has been approved by the Graduate School (November 26, bringing total required credit hours to 39.

⁵ Twenty-one of our thirty-three MIAGE students attended this meeting. Of the twelve who were absent, four had attended the Student Advisory Meeting on 20 September 2011. The majority of the remaining eight MIAGE students were informed of the discussion in the meeting through subsequent emails and conversations.

APPENDIX I:

MIAGE CURRICULUM AND DEGREE REQUIREMENTS

The Master of Science in International Affairs and Global Enterprise is a 39 credit degree program. The curriculum is divided into seven core courses, including a required internship, and six elective courses. There are also three prerequisite courses and a second language co-requisite.

Required Prerequisites

- Undergraduate Statistics
- Microeconomic theory
- Macroeconomic theory

Co-requisite Language Requirement

MIAGE students are required to test at a second year equivalency in a foreign language prior to completion of the program.

Required Core Courses (21 credits)

- Foundations of International Affairs and Global Enterprise, IAGE 6800
- International Management, MGT 6790
- Multinational firms: International trade and Investment, ECON 6520
- Foundations of the Politics of International Economic Relations, POLS 6710
- Methods of Social Research, SOC 6110
- Law course – selected options from Law School
- International Internship (maybe undertaken in U.S. or outside U.S.) IAGE 6910

Elective Courses (18 credits)

Students are required to choose six elective from the following departments. No more than nine elective credits may be taken from any one department.

- Law
- Economics
- Political Science
- Public Administration
- Management

- Marketing
- Anthropology
- Geography
- Sociology

Major Research Paper/Project


MIAGE is a non-thesis program; however, before graduating, students are required to submit a 25 page research paper on an international issue of their choice. Students are strongly encouraged to expand on a paper they've written earlier in the program. Ideally the paper should explore a business or management topic explored from a socio-cultural or political economy context and drawing from different disciplines. A pass-fail grade is issued for the paper. While students are free to write on a variety of topics, papers should integrate the interdisciplinary perspectives found in the program.

Students are also invited to put their creativity to work by developing and submitting proposals for applied projects that benefit an existing international nonprofit organization or business. These hands-on projects can be performed independently or in connection with an internship. A written report must be submitted after the project is complete.

Final Exam or International (outside the U.S.) Internship

All students will either take the comprehensive final exam or serve an international internship: Students will answer three to six questions using theories, models or other information obtained in the six core courses. Students will be expected to take an interdisciplinary approach to cover all the issues addressed in each question. The exam should be taken in the students' final semester of the program. Students may substitute the comprehensive exam for a full-time international internship of approximately 12 weeks served in a country other than the one the student is from. Students are expected to arrange their own internship. Students will write a four page paper that links knowledge obtained in the program with the hands-on experience obtained during the internship. The paper should be submitted within two weeks of the completion of the internship.




**TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

University	College/School/ Department	Program Name	Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")			Additional Program Fee Description	Total Tuition & Fees Per Academic Year
				Per Academic Year	Additional Program Fee Amounts	Per Academic Year		
University of Utah	 College of Social & Behavioral Science	MS, International Affairs & Global Enterprise	36	\$ 8,223	\$ -		\$ 8,223	
American University	APSIA School of International Service	MA, International Affairs	39-42	\$ 26,350	\$ 1,500	School of International Service program fee	\$ 27,850	
Boston University	APSIA Affil. Department of International Relations	MA, International Affairs	64	\$ 44,275	\$ -		\$ 44,275	
		MA, Global Development Policy	48	\$ 44,275	\$ -		\$ 44,275	
Colorado State University	LCC College of Liberal Arts	MA, Political Science with emphasis in International Relations with a Certificate of Political Economy	36	\$ 10,450			\$ 10,450	
Columbia University	APSIA School of International & Public Affairs	Master of International Affairs	54	\$ 49,558	\$ -		\$ 49,558	
Duke University	APSIA Sanford School of Public Policy	MPP (with Global Policy Concentration)	51	\$ 41,764	\$ 100	MPP student activity fee	\$ 41,864	
		International Development Policy	30 or 48	\$ 41,764	\$ 100	Sanford School fee	\$ 41,864	
Florida State University	LCC College of Social Sciences and Public Policy	MA, International Affairs	32	\$ 11,506			\$ 11,506	
George Washington University	APSIA Elliott School of International Affairs	MA, International Affairs	40	\$ 27,393	\$ 3,600	Elliott School fee	\$ 30,993	
Georgetown University	APSIA Walsh School of Foreign Service	MS, Foreign Service	48	\$ 44,408	\$ -		\$ 44,408	
Georgia Institute of Technology	APSIA Sam Nunn School of International Affairs	MS, International Affairs	42	\$ 10,888			\$ 10,888	
Harvard University	APSIA Kennedy School of Government	MPP with International & Global Affairs emphasis	25	\$ 46,416	\$ 175	HKS activity fee	\$ 46,591	

**TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

University	College/School/ Department	Program Name	Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")	Additional Program Fee Amounts	Additional Program Fee Description	Total Tuition & Fees
				Per Academic Year	Per Academic Year		Per Academic Year
Johns Hopkins University	APSIDA	Nitze School of Advanced International Studies	Master of Arts (School of Advanced International Studies)	48	\$ 40,304		\$ 40,304
London School of Economics		School of Public & International Affairs	MPA, Public & Economic Policy MPA, International Development	2 years	\$ 31,481		\$ 31,481
Pennsylvania State University	LCC APSIDA Affil.	School of International Affairs	Master of International Affairs	42	\$ 18,270		\$ 18,270
Princeton University	APSIDA	Woodrow Wilson School of Public & International Affairs	MPA with International Relations emphasis	2 years	\$ 42,070		\$ 42,070
Stanford	 APSIDA Affil.	Division of International, Comparative & Area Studies	MA, International Policy Studies	73 (2 years)	\$ 42,690		\$ 42,690
Syracuse University	APSIDA	The Maxwell School	MA, International Relations	40	\$ 26,560		\$ 26,560
Texas A&M	APSIDA	The Bush School of Government & Public Service	Masters Program in International Affairs	48	\$ 11,000		\$ 11,000
Tufts	APSIDA	The Fletcher School of Law & Diplomacy	Master in International Business	2 years	\$ 46,370	\$ -	\$ 46,370
Thunderbird School of Management	APSIDA Affil.	School of Global Management	MA, Global Affairs & Management	45	\$ 32,817	\$ 700 Foundations fee	\$ 33,517
University at Buffalo	LCC	Department of Geography	MA, International Trade	36	\$ 11,732		\$ 11,732
University of California, Los Angeles		Luskin School of Public Affairs	MPP, International Policy	80 (2 years)	\$ 15,211.38	\$ 7,290 Professional Degree Supplemental Tuition	\$ 22,501

**TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

University	College/School/ Department	Program Name	Program Credit Hours	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")			Total Tuition & Fees Per Academic Year
				Additional Program Fee Amounts	Additional Program Fee Description	Per Academic Year	
University of California, San Diego	LCC	School of International Relations & Pacific Studies	Master of Pacific International Affairs	2 years	\$ 15,650	\$ 7,596	IR/PS Professional Degree Supplemental Tuition \$ 23,246
University of Colorado, Denver	APSIA	Josef Korbel School of International Studies	MA, International Studies	2 years	\$ 40,506		\$ 40,506
University of Kentucky		Patterson School	MA, Diplomacy and International Commerce	30	\$ 11,292		\$ 11,292
University of Maryland	APSIA	School of Public Policy	MPP, International Security & Economic Policy; or International Development emphasis	48	\$ 18,286		\$ 18,286
University of Oregon	 APSIA Affil.	Patterson School	MA, International Studies (Professional Concentration in International Business)	73	\$ 15,342.25		\$ 15,342
University of Pittsburgh	APSIA	Graaduate School of Public & International Affairs	Master of International Development	48	\$ 20,076	\$ -	\$ 20,076
			Master of Public & International Affairs	48	\$ 20,076		\$ 20,076
University of Southern California	 APSIA	Annenberg School for Journalism & Communication	Master of Public Diplomacy	2 years	\$ 47,173		\$ 47,173
University of Texas at Austin	APSIA	Lyndon B. Johnson School of Public Affairs	Master of Global Policy Studies	49	\$ 10,684		\$ 10,684
University of Washington	 APSIA	Jackson School of International Relations	MA, International Studies	2 years	\$ 14,358		\$ 14,358
Yale University	APSIA	MacMillan Center for International & Area	MA, International Relations	48	\$ 36,500		\$ 36,500

**TABLE I: Summary of Tuition and Program Fees at Programs Comparable to the Master of International Affairs & Global Enterprise Graduate Degree
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

<u>University</u>	<u>College/School/ Department</u>	<u>Program Name</u>	<u>Program Credit Hours</u>	Tuition (Resident) (Including Mandatory Fees not Listed under "Additional Fee Amounts")	<u>Additional Program Fee Amounts</u>	<u>Additional Program Fee Description</u>	<u>Total Tuition & Fees</u>
				Per Academic Year	Per Academic Year		Per Academic Year

Notes:

- 1) One time fees were left out of the fee calculation
- 3) APSIA = Association of Professional Schools of International Affairs, Member School. <http://www.apsia.org/schools/member-schools/>. (Not an accrediting association.)
- 3) APSIA Affil. = Association of Professional Schools of International Affairs, Affiliate Member School. <http://www.apsia.org/schools/affiliate-member-schools/>. (Not an accrediting association.)
- 4) LCC = Utah Legislative Comparison Schools. See Table II for further information.

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
Utah Legislative Comparison Schools		
<u>Utah Public Institutions</u>		
1 Dixie State University	^a No comparable program.	
2 Snow College	No comparable program.	
3 Salt Lake Community College	No comparable program.	
4 Southern Utah University	No comparable program.	
5 University of Utah	MS, International Affairs and Global Enterprise	See Table I for details.
6 Utah State University	No comparable program.	
7 Utah Valley Univeristy	No comparable program.	
8 Weber State University	No comparable program.	
<u>Utah Private Institutions</u>		
1 Brigham Young University	No comparable program.	
2 LDS Business College	No comparable program.	
3 Westminster College	No comparable program.	

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
<u>Public, Very Competitive, Research-Intensive Institutions</u>		
1 Colorado State University	MA, Political Science with emphasis in International Relations and a Certificate of Political Economy	IR degree only provides political science classes. The Certificate of Political Economy provides the interdisciplinary approach, with exception of business courses. See Table I for further details.
2 Florida State University	MA, International Affairs	No business courses. See Table I for further details.
3 Kansas State University	No comparable program.	Semi-comparable program if MA in Political Science with Certificate in International Service is completed. The additional certificate option allows (apparently) business courses, however, there is no indication of anthropology or sociology courses. Thus, not comparable.
4 Louisiana State University	No comparable program.	
5 Michigan State University	No comparable program.	Specialization in International Development available to students enrolled in a master's degree at MSU. This combined with an MBA might provide a comparable course of graduate studies. However, the specialization only requires 4 courses in addition to their degree program and does not require law courses. Thus, not comparable.

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
6 New York University at Buffalo (University at Buffalo)	MA, International Trade	Taught out of the Geography department, but does include courses in business taught within the department. Students are also able to take 2-3 courses in economics, political science, law, and foreign languages. See Table I for further details.
7 Pennsylvania State University	Master of International Affairs	See Table I for details.
8 Purdue University	No comparable program.	Master of Political Science students may study an area of interest in International Relations, but the coursework is not interdisciplinary. Thus, not comparable.
9 SUNY at Albany	No comparable program.	
10 University of California, San Diego	Master of Pacific International Affairs	Track specific and region specific, but core coursework is comparable. See Table I for further details.
11 University of California, Santa Cruz	No comparable program.	
12 University of Colorado, Boulder	No comparable program.	

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
13 University of Delaware	No comparable program.	University of Delaware does have a degree in International Relations, but the coursework is almost all from the political science department (non-interdisciplinary) and is mostly available to PhD students. Thus, not comparable.
14 University of Hawaii	No comparable program.	
15 University of Illinois	No comparable program.	
16 University of Iowa	No comparable program.	
17 University of Massachusetts	MS, Public Affairs - International Relations	Only political science courses, therefore, not comparable.
18 University of Missouri	No comparable program.	
19 University of South Carolina	Master of International Business	Business and political science courses only, therefore not comparable.

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
20 University of Tennessee	No comparable program.	
21 University of Washington	MA, International Studies	See Table I for details.
<u>PAC 12 Institutions</u>		
1 Arizona State University	No comparable program.	
2 Oregon State University	No comparable program.	
3 Stanford University	MA, International Policy Studies	See Table I for details.
4 University of Arizona	No comparable program.	
5 University of California, Berkeley	No comparable program.	
6 University of California, Los Angeles	MPP, International Policy	See Table I for details.
7 University of Colorado, Boulder	No comparable program.	
8 University of Oregon	MA, International Studies (Professional Concentration in International Business)	See Table I for details.

**TABLE II: Status of Similar Programs at Utah Legislative Comparison Schools and PAC 12 Universities
2013-2014 Resident Tuition & Fees (Full-Time Attendance)**

Please note, programs listed in blue, i.e., comparable programs, are included in Table I.

<u>University</u>	<u>Program Name</u>	<u>Program Details</u>
9 University of Southern California	Master of Public Diplomacy	Coursework not comparable, but fees have been provided in Table I nonetheless (because of PAC-12 affiliation).
10 University of Utah	MS, International Affairs and Global Enterprise	See Table I for details.
11 University of Washington	MA, International Studies	See Table I for details.
12 Washington State University	No comparable program.	

Notes:

a) "Report to the Utah Legislature Number 2011-5, A Performance Audit of Higher Education Graduation Rates and Excess Hours," p. 2, http://le.utah.gov/audit/11_15rpt.pdf.

b) "Report to the Utah Legislature Number 2011-5, A Performance Audit of Higher Education Graduation Rates and Excess Hours," pp. 7-9, http://le.utah.gov/audit/11_15rpt.pdf.

This report states that the comparison schools were based on the following criteria:

- "- Very competitive public universities heavily involved in research
- Public universities heavily involved in research
- Institutions identified as peer universities
- Pacific Athletic Conference's (PAC) universities

"To enable the first two comparisons, we selected public universities that have the same Carnegie classification as the U of U. The Carnegie system classifies universities and colleges by their size, their highest degree awarded, and their research intensity. The U of U is classified, under the Carnegie system, as an institution heavily involved in research."

TABLE III: Calculation of Differential Tuition Impact per Resident Student

Impact on Student (with Residency Status)

Current Estimated Tuition for Full-Time MIAGE Student				
Semester	MIAGE Core Course	MIAGE Elective Courses	Credits	Tuition
Semester 1				
	Foundations		3	\$1,669.38 ^a
	Political Economy		3	\$690.33
		1 Elective	3	\$690.33
			9	\$3,050.04
Semester 2				
	International Management {Business School Differential Tuition}		3	\$3,082.89 ^b
	Methods of Social Research		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Summer Term				
	Multinational Firms		3	\$1,669.38
			3	\$1,669.38
Semester 3				
	Law School Course {Law School Differential Tuition}		3	\$3,523.21 ^c
		1 Elective	3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,903.87
Semester 4				
		1 Elective	3	\$1,669.38
		1 Elective	3	\$690.33
			6	\$2,359.71
Estimated Total Cost for Program			36	\$16,446.55
average semester cost				\$ 4,111.64
yearly cost				\$ 8,223.28

Forecast With Implementation of: Differential Tuition on (a) Foundations Course and (b) Internship Course				
Semester	MIAGE Core Course	MIAGE Elective Courses	Credits	Tuition
Semester 1				
	Foundations {MIAGE Differential Tuition}		3	\$3,082.89 ^d
	Political Economy		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Semester 2				
	International Management {Business School Differential Tuition}		3	\$3,082.89
	Methods of Social Research		3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,463.55
Summer Term				
	Multinational Firms		3	\$690.33
	Internship Course {MIAGE Differential Tuition}		3	\$3,082.89 ^d
			6	\$3,773.22
Semester 3				
	Law School Course {Law School Differential Tuition}		3	\$3,523.21
		1 Elective	3	\$690.33
		1 Elective	3	\$690.33
			9	\$4,903.87
Semester 4				
		1 Elective	3	\$1,669.38
		1 Elective	3	\$690.33
			6	\$2,359.71
Estimated Total Cost for Program			39	\$19,963.90
average semester cost				\$ 4,990.98
yearly cost				\$ 9,981.95

Notes:

*Tuition based on the 2013 - 2014 estimates provided by UofU's Tuition Schedule:

a) "Graduate; Resident Students - Tuition and Fees per semester; For Summer 2013, Fall 2013, and Spring 2014 (Subject to change without notice)."; Financial Business Services,

b) "Business Masters; Tuition and Fees per semester - Resident; For Summer 2013, Fall 2013, and Spring 2014 (Subject to change without notice)."; Financial Business Services,

c) "College of Law - Students entering 2009-10 and after; Tuition and Fees per semester - Resident; For Summer 2013, Fall 2013, and Spring 2014 (Subject to change without

d) We are requesting differential tuition at the same rate as David Eccles School of Business, which is currently \$471.17 per credit hour. <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduate>

*Calculation does not reflect any other fees that may be imposed by the University

TABLE IV: MIAGE Revenue Generated from Differential Tuition

Revenue Generated for MIAGE

Enrollment Numbers

Fall 2013 Enrollment	38
Summer 2013 Enrollment	37
Spring 2013 Enrollment	35
Fall 2012 Enrollment	34
Summer 2012 Enrollment	33
Spring 2012 Enrollment	32
Fall 2011 Enrollment	32
Summer 2011 Enrollment	17
Spring 2011 Enrollment	21
Fall 2010 Enrollment	19
Summer 2010 Enrollment	17
Spring 2010 Enrollment	19
Fall 2009 Enrollment	18
Summer 2009 Enrollment	9
Spring 2009 Enrollment	8
Fall 2008 Enrollment	6

Fall 2013 - Summer 2014

Differential Tuition	Number of Students in Foundations	\$471.17/Cr hr for Foundations Course	Number of Students in Internship Course	\$471.17/Cr hr for Internship Course	Total Range on Differential Tuition
High (assume enrollment level at Fall 2011)	20	\$ 28,270.20	20	\$ 28,270.20	\$ 56,540.40
Mid	15	\$ 21,202.65	15	\$ 21,202.65	\$ 42,405.30
Low	10	\$ 14,135.10	10	\$ 14,135.10	\$ 28,270.20

Notes:

We are requesting differential tuition at the same rate as DESB, which is currently \$471.17 per credit hour. <http://fbs.admin.utah.edu/download/income/Graduate/BusGraduateFeeRes.pdf>

ONLINE MS IN ELECTRICAL AND COMPUTER ENGINEERING

Section I: Request

An online format of the Masters of Science in Electrical and Computer Engineering (MSEE) will be launched in Fall 2015. With this proposal, we request that students enrolled in this online program pay the same tuition rate, regardless of the residency status.

Section II: Need

The MSEE degree is currently offered in a traditional format, on-campus, and offers students the possibility to obtain the degree 1) with a thesis, 2) with a project only, and 3) entirely through coursework. The latter option is the most suited for an online format offering of this program, which requires 30 CH for completion (10 courses).

Currently, the Department of ECE has approximately 110 students enrolled in its MSEE program. The number has been relatively steady over the past five years, attracting primarily students employed by local companies who can obtain support from their employers to pursue further education (e.g., L3 Communications) as well as self-supported foreign and national students. In practice, however, there are numerous engineers working in companies with strong ties to the University of Utah that find it challenging to consider our program due to their location vis-a-vis our campus (e.g., IM Flash, Adobe, Hill AFB and others). Even those companies within easy reach of campus indicated that the availability of an online program would greatly improve the efficiency in providing their employees with the opportunity to pursue further education while minimizing the disruption to their workflow. Electrical and Computer Engineering fulfills a role of strategic importance for the State of Utah. Local employers have repeatedly underscored how their need for

Electrical and Computer Engineering graduates far exceeds the number of our graduates. Through the proposed online option, we will offer the opportunity to an increased number of students to participate in our program, which is the highest ranked ECE graduate program in the State of Utah and is consistently ranked among the top 50 programs in the United States, at par with institutions such as Brown University, Yale University, Vanderbilt, New York University, University of Notre Dame, University of California Irvine, and several other prestigious institutions.

With the proposed online option, we have an outstanding opportunity to increase our market and external visibility by offering the same tuition rate for in-state and out-of-state students, like several peer-institutions. This would allow us to have a market-competitive online MS that will be appealing to large companies employing engineers in neighboring states, such as Micron and Idaho National Engineering Lab located in Idaho.

It should be noted that an online MS ECE offering that is competitively priced for out-of-state students will likely further cement the increased national recognition of our program. In fact, our ECE Department is the fastest-rising ECE Department in the nation in the prestigious graduate ranking of the US News World Report, moving from rank 73 in 2009 to 48 in 2014. By capitalizing on this recognition, as well as the competitive cost, we will be able to attract students to our program who would otherwise select online programs at peer institutions, such as Arizona State, University of Arizona, and others.

In summary, we expect that there will be demand for our online MS in ECE coming from:

- 1) local companies;*
- 2) companies in Utah with strong ties to the University of Utah, but not within easy reach of campus;*
- 3) Utah residents holding a Bachelors in Electrical Engineering that wish to improve their marketability and career opportunities, but are unable to do so due to family and work commitments;*
- 4) companies in neighboring states with strong ties to the U; 5) all students in the US seeking to obtain an MS degree from the fastest rising department in the rankings at a competitive price.*

Section III: Financials

Current tuition for our existing on-campus MS in Electrical and Computer Engineering assuming, for example, that a student registers for six credit hours per semester (two courses), he/she would need five semesters to complete his/her degree. In this case, the cost to the student would be \$2,813.77 per semester, for a total cost to receive the degree of \$ 14,068.85. Out-of state students in the same situation pay \$ 7,838.19 per semester, for a total cost over the five semesters of \$ 39,150.95.

We propose a tuition for the online MS ECE program that will cover the full cost of this program, and that would be the same for in-state and out-of state students. Delivering a degree at a distance has additional costs compared to an on-campus program, because courses have to be recorded, stored and transmitted; teaching assistants have to be available to interact with the remote students; faculty must communicate with the remote students; and exams must be proctored individually. But there is less burden put on other University and State resources, such as facilities, parking, and roads. A student enrolling in six credit hours per semester would pay \$5,054.82 for each semester, for a total of \$25,274.10 for the degree in five semesters.

The online MS ECE track will be competitively priced compared to our peers for both in-state and out-of-state students. Figure 1 shows the in-state cost per credit hour for online MS in Engineering degree at selected competing institutions and it compares that with the proposed tuition for the online MS in ECE at the University of Utah. Figure 2 shows the same graph for out-of-state tuition. It should be noted that several other competing institutions (e.g., UCLA, Penn State, NYU, ASU, MUST, Illinois, Rutgers, and others) have identical in-state and out-of-state tuition per credit hour.

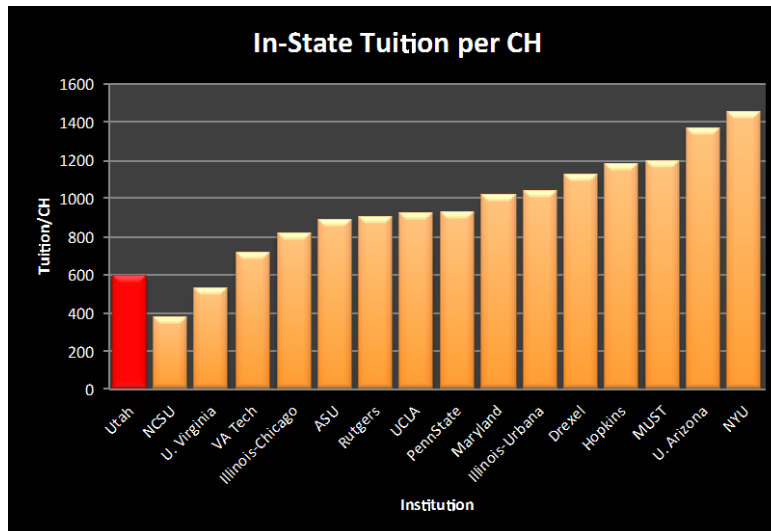


Figure 1: Comparison of the proposed in-state tuition per credit hour for the University of Utah online ECE MS degree with the in-state tuition per credit hour at institutions offering a similar program.

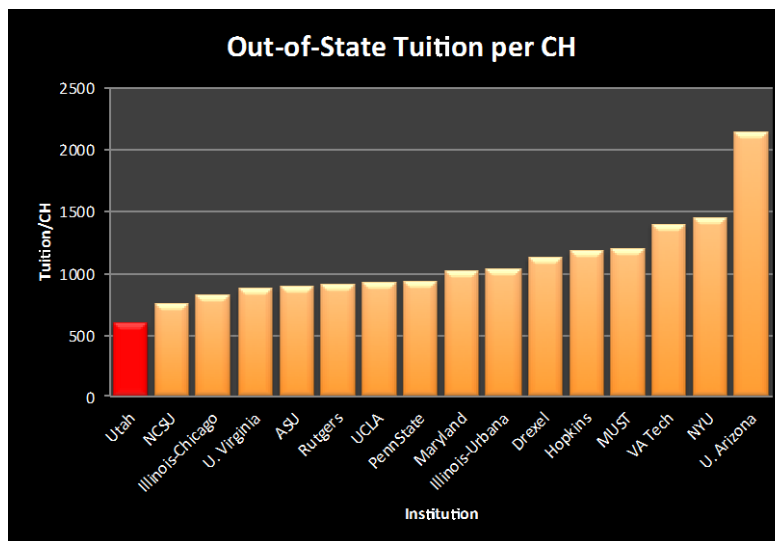


Figure 2: Comparison of the proposed out-of-state tuition per credit hour for the University of Utah online ECE MS degree with the in-state tuition per credit hour at institutions offering a similar program.

In summary, we feel the proposed online MS track in Electrical Engineering will help address the critical local needs for additional engineers with advanced training, thereby fulfilling a role of strategic importance in support of a strong State economy. By being positioned very competitively with other programs in the nation, the program should be able to attract additional top students who can add to the ranking of our institution and the State as they complete their degrees and increase their contributions in our overall economy and society.

6 March 2015

ITEM FOR ACTION

RE: A proposal to establish differential tuition for the Department of Landscape Architecture and Environmental Planning

EXECUTIVE SUMMARY

Utah State University (USU) seeks to establish differential tuition for certain students in the Department of Landscape Architecture and Environmental Planning (LAEP). Differential tuition is necessary to assure nationally competitive programs within LAEP by targeting gaps between LAEP's program and leading peer programs. Funds will be used to address six primary areas of disadvantage that students face in the marketplace: careers, recognition, entrepreneurship, access, technology, and emerging innovations. The resulting funds will directly benefit students by enabling the specialized professional training needed for employment, and will offset the need for new or increased course fees.

Beginning with the 2015-16 academic year, differential tuition will be phased in over a 3-year period. Differential tuition will only be assessed to matriculated and graduate students enrolled in LAEP prefix courses, and will not affect students enrolled in the department's general education courses, or pre-professional program LAEP students. Per credit hour rates will be \$39 in 2015-16, subsequently increasing to \$49 in 2016-17, and \$59 in 2017-18. Though differential tuition will increase the overall cost of an LAEP degree, the program will retain its position as one of the most economical in North America while benefitting students through increased quality of training.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves establishing a differential tuition for the Department of Landscape Architecture and Environmental Planning.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University is proposing to establishing differential tuition for certain courses in the Department of Landscape Architecture and Environmental Planning (LAEP), and

WHEREAS, The revenue generated by the differential tuition will directly benefit students by enabling the specialized professional training needed for employment, and

WHEREAS, The proposal has been unanimously supported by the LAEP Alumni Advancement Board, officers of the USU Student Chapter of the American Society of Landscape Architects, and the LAEP faculty, and

WHEREAS, The proposal was shared with all LAEP students through multiple means, including two in-person presentations per class, individual printed copies of the full proposal, and via an informational web page, and

WHEREAS, The differential tuition will not apply to non-matriculated or non-LAEP students, and

WHEREAS, The proposal calls for differential tuition for matriculated undergraduate (Junior and above) and graduate students to start at \$39 per credit hour beginning with the 2015-16 academic year, with an additional \$10 per credit hour increase in each of the two following years, and

WHEREAS, The college will no longer add or increase course fees for LAEP courses for which students pay differential tuition, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition for the Department of Landscape Architecture and Environmental Planning and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**Request for Differential Tuition for the
Department of Department of Landscape Architecture and Environmental Planning
College of Agriculture and Applied Sciences
Utah State University**

Summary.

Utah State University (USU) seeks to establish differential tuition for courses in the Department of Landscape Architecture and Environmental Planning (LAEP). Differential tuition is necessary to assure students' competitiveness within the marketplace by targeting gaps between LAEP degrees and leading peer programs. Funds will be used to address six primary areas of disadvantage that students face in the marketplace: Careers, Recognition, Entrepreneurship, Access, Technology, and Emerging Innovations. The resulting fund will directly benefit students by enabling the specialized professional training needed for employment. The fund will also offset the need for any new or increased course fees for LAEP courses.

Proposal.

USU seeks authorization to implement differential tuition for all undergraduate and graduate courses with the LAEP prefix enrolled in by matriculated undergraduate (Junior and above) and graduate students in the Department. The proposed differential tuition will phase in over three years at the rate of \$39 per credit hour in 2015-16, \$49 in 2016-17, and \$59 in 2017-18. Thereafter, differential tuition will increase at the same percentage as Tier 1. This increase will offset and prevent any new or increased course fees to LAEP courses for which students pay differential tuition.

Based upon current enrollments, this additional tuition would generate ~\$63,000 in the first year. The sole focus of the resulting funds is to invest in critical areas of need to advance the competitiveness of the program and its students. Through a capital campaign, in conjunction with annual fundraising by the alumni Advancement Board and Department contributions, LAEP has raised in excess of \$350,000 to help secure the educational excellence provided to its students, while mitigating personal costs they incur.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

Rationale.

LAEP is the 13th oldest program of its kind in North America, and recently celebrated its 75th Anniversary. To assure the profession's ongoing impact, the Department seeks to position students to compete effectively with peers from leading programs nationally by elevating excellence in design education. Increasingly, LAEP is an expensive program to operate, with a small student body and inadequate budget to provide the top quality training desired by students.

Nationally and regionally, peer programs have implemented differential tuition to assure their programs offer graduates a competitive education (see attachment). Similarly, the University of Utah's College of Architecture + Planning implemented differential tuition (\$152.90/cr hr currently) in 2001 to address the costly nature of design education.

This proposal's goal is to elevate the national competitiveness of LAEP's students and programs by the year 2020. The proposal seeks to accomplish this by closing the gap between LAEP students and peers in the best programs nationally while maintaining an exceptionally low cost for each degree. The strategy for doing so focuses upon investing in strategic areas of need through a financial pool, created by differential tuition, that directly benefits students. Job placement, re-accreditation, award-winning student work, and elevated national rankings are projected impacts.

Programmatic Needs.

For students to compete with peers from top-ranked design and planning programs requires exceptional quality coupled with market differentiation. A study of the advantages that leading design schools offer revealed numerous gaps between LAEP and those programs identified as its peer competitors (see attachment). Requests by LAEP students, along with input from faculty, alumni and practitioners since 2008, informed the findings. Through this process, six perennial areas were found which disadvantage graduates from USU:

Careers:

Job placement, internship support, professional preparation.

- Examples:
 - Recruitment programs
 - Portfolio workshops
 - Career placement in leading firms
 - Job fairs

Recognition:

Attaining awareness by peers, decision-makers, stakeholders, community members.

- Examples:
 - Student competition awards
 - Marketing program for graduating students
 - National rankings communication plan
 - Event hosting

Entrepreneurship:

Leadership development and business training.

- Examples:
 - Client engagement, communication and networking
 - Small business start-up and design firm structuring
 - Orientations on CLARB record, malpractice insurance, liability

Access:

Connections with leading minds in the profession and influential landscapes across the globe.

- Examples:
 - Immersion within the professional world & proximity to urban centers
 - Scholars-/practitioner-in-residence
 - World-class speakers
 - Mentoring relationships with firms

Technology

Assuring continual integration of cutting-edge tools and software.

- Examples:
 - Watershed/drainage modeling
 - Renewal/testing of leading technologies
 - Technical staff support
 - Construction testing facilities

Emerging Innovations

Bringing the latest advances in sustainable design, construction and devices to campus.

- Examples:
 - CAD-based 3-D printing facilities
 - Green roof performance demonstration areas
 - Immersive environment simulation labs
 - Design materials library

These six areas of need form the priorities for advancing the excellence of degrees offered in LAEP. Students in LAEP will subsequently benefit from differential tuition through investments in professional preparation that

cannot be met through classes alone. Each of these extracurricular areas is focused upon student employability. Taken together, the six areas form the acronym "C.R.E.A.T.E". Because their purpose is to situate the program and its graduates among the top peers in design and planning by the year 2020, and to retain that quality thereafter, the proposed differential tuition plan is termed the *CREATE 2020 Fund*.

CREATE 2020 Fund : Operationalization.

The *CREATE 2020 Fund* will return students' tuition through direct and indirect benefits. Annual revenues will be used to address the six priority areas, but will uniquely do so through a set of governing principles that distinguish it from other differential tuition structures. The governing principles include:

1. Spirit of entrepreneurship and competitiveness focused on employability,
2. Rapid response to emerging trends in the profession, and
3. Decision-making authority for the *Fund's* use residing collectively with students and faculty.

Utilization of the *Fund* will follow a set of guidelines established heretofore through input from students, faculty and alumni. They include:

- Proposals, submitted twice annually by students and faculty, will put forward requests and ideas for investment of the *Fund's* revenue,
- Only matriculated and graduate LAEP students will pay differential tuition,
- A Steering Committee, consisting faculty and students, will coordinate the call for, organization of, and voting on funding proposals,
- Annual voting on funding proposals will be based on their ability to advance student and program competitiveness,
- Matriculated and graduate LAEP students, along with program faculty, are eligible to vote on funding proposals,
- A discretionary pool will be set aside to fund proposals submitted later in the year, and
- An on-going pool for long-term investments may be created to fund multi-year needs.

CREATE 2020 Fund : Impact on USU Students.

During exit interviews conducted with BLA and MLA students since 2012, 93% of students indicated that they supported the proposal to implement differential tuition in LAEP. Responses were broadly enthusiastic when the direct student benefits were described, along with an outline of the structure of implementation, allocation and oversight. The proposal was unanimously supported by the LAEP alumni Advancement Board (see attachment), officers of the USU Student Chapter of the American Society of Landscape Architects (see attachment), and the LAEP faculty.

Public input sessions with LAEP students during August and September of 2014 resulted in similarly supportive responses. The *CREATE 2020 Fund* proposal was shared with all LAEP students through multiple means, including (2) in-person presentations per class, individual printed copies of the full proposal, and via an informational web page, which included an FAQ's (see attachment), the publicly presented slideshow, and a downloadable copy of the proposal. Additional means for input included an anonymous online survey.

Differential tuition resulting from the *CREATE 2020 Fund* will only be assessed to undergraduate students who have matriculated into the upper division, professional LAEP program, and to graduate students in the program. A matriculated undergraduate would pay an average of \$480 additional per semester the first year, while a graduate student would pay on average \$515 additional per semester. In the second year, matriculated undergraduate students would pay an additional \$123 per semester, with graduate students paying an additional \$132 per semester. In the third year, matriculated undergraduate students would pay an additional \$123 per semester, with graduate students paying an additional \$132 per semester.

Increases in overall degree costs would not appreciably change the affordability of the program compared to peer programs in the Intermountain West or nationally. Currently, LAEP offers the 3rd lowest tuition of all accredited

Bachelor of Landscape Architecture (BLA) degrees (see attachment). The Master's of Landscape Architecture is similarly ranked. With only modest increases in funding the program can offer a top-ranked degree that carries the benefits of programs costing two or more times as much. Even following full implementation of differential tuition for the *CREATE 2020 Fund*, the affordability of LAEP's degrees will remain exceptional compared with peer programs.

In addition, because the substantial direct benefits to students will mean their degrees provide them with an enormous array of advantages that they currently lack, LAEP students will be able to compete more effectively against graduates from better-funded schools. Consequently, existing students will be more satisfied with the program, and potential students will be more readily recruited, as creative ideas for improvement in the program are backed with finances to make those desires achievable.

CREATE 2020 Fund : Administration and Oversight.

Following approval of this proposal, the LAEP department head, in consultation with the dean of the College of Agriculture and Applied Sciences, will appoint a Steering Committee to oversee operation of the *Fund*. The Committee will consist of (1) student representatives each from the Junior and Senior undergraduate classes, (1) student representatives each from the 3 years of the graduate program, (2) LAEP faculty members, and (1) member of the LAEP Advancement Board, and will be chaired by the department head. The Committee will establish specific procedures and a calendar of events.

Operation of the Committee and utilization of the *Fund* will be transparent, and will be communicated to the student body. Biannual reports, including a list of proposals funded and unfunded, and accomplishments, will be provided to the student body, the faculty, the Advancement Board, and the dean of the College of Agriculture and Applied Sciences.

Additional Revenue Streams.

Additional revenue to support students and their programs has been aggressively sought from numerous sources since 2008. Substantial gains have been made in the diversity and amount of funds garnered to support student education in LAEP. Those dollars are lessening the demands on students personally, while elevating the quality of education each receives. Examples include:

Private Support:

- \$350,000+ raised from alumni gifts in *LAEP's 75th Anniversary Campaign*. Included were LAEP's first-ever planned gift agreements, creating long-range program support.
- 500% increase in privately funded scholarships since 2008 (\$15,000 in awards for '14 vs. \$3,000 in '08).
- \$75,000 raised by our alumni Advancement Board to fund capital projects for teaching.
- LAEP faculty members personally fund both a BLA and an MLA scholarship (\$1,000/ea), the first in the College of Agriculture & Applied Sciences.

Industry Support:

- Regional landscape architects annually volunteer 200+ hr/yr in Student Mentor Program.
- Utah Chapter of ASLA (American Society of Landscape Architects) invested \$25,000 to create an annual scholarship in 2012.
- Practitioners annually donate \$15,000+ of billable hours in support of LAEP studios, lectures, and project planning.
- \$20,000 of sponsorship was raised for the *75th Anniversary Celebration*.

Institutional Support:

- College of Agriculture & Applied Sciences has underwritten classroom remodels in LAEP, as well as providing needed student advising personnel.
- USU Facilities has supported LAEP through cost-matches on various projects.

- LAEP has invested Operating funds to remodel studio teaching environments, replace hardware and software, and underwrite visits by distinguished speakers.

Student-generated Revenue:

- *Community Design Teams*, a service-learning outreach program, now generates a basic Operating Budget for our Student Chapter of ASLA.
- Student leaders have sought and secured USU/SA grants, as well as community grants (e.g., Wal-Mart) to underwrite classroom projects.

Program-generated Revenue:

- RCDE course development has enabled funding of a local practitioner to teach graphic communication.
- LAEP was chosen to host the 2016 Council of Educators in Landscape Architecture conference (estimated host revenue: \$16,000).
- Grantsmanship among LAEP faculty has risen annually, providing overhead annually. External funds raised have risen from \$40,000 in 2008, to an average of \$194,000 (\$10.2M submitted since 2008).

Tuition at Other Programs.

The average annual tuition for an accredited BLA program in North America was \$11,115 in 2013 (see attachment). LAEP is the only program of its kind within the State of Utah. In the Intermountain West, similar programs include:

Washington State University

- BLA: \$12,545/yr
- Differential tuition? No

Arizona State University

- BLA: \$10,002/yr
- Differential tuition? Yes

Colorado State University

- BLA: \$9,313/yr
- Differential tuition? No

University of Nevada—Las Vegas

- BLA: \$6,570/yr
- Differential tuition? Yes

By comparison, based upon current USU tuition, an average matriculated BLA student in LAEP would pay only \$6,184 per year after full implementation of the *CREATE 2020 Fund* in 2017-18. Based upon tuition projections, LAEP's BLA degree would offer the 6th lowest tuition in North America following the third year of phasing (2017-18) in the *CREATE 2020 Fund*. The MLA will remain comparably affordable in comparison to programs nationally.

Student and Market Demand for the Program.

Landscape architecture is a profession that requires licensure in all 50 states. Graduation from an accredited BLA or MLA program is virtually mandatory for obtaining licensure. The U.S. Dept. of Labor found 26,000+ employees in the profession nationally, with ~16,000 being licensed landscape architects. Some 70% of those are employed in the private sector.

A 14% growth rate has been projected by the Federal Government for the profession for the 10-year period ending in 2022 (vs. 10% for the overall labor force). The National Endowment for the Arts, in assessing jobs reported through its "Artist Employment Projections Through 2018", listed landscape architecture as having the 3rd highest growth rate (20%). Based upon a national survey of intent to hire, 40% of landscape architecture firms intended to add one or more employees in 2013.

Competitiveness in student job placement and other criteria have bearing on how design programs attract students. Remaining one of the most economical programs in North America while offering exceptional quality will make USU's degrees more attractive, resulting in a better return for graduates' investments and improved applicants.

Potential Earnings Capacity of Program Graduates.

According to the 2013 independent survey of graduating BLA and MLA students in the U.S., starting salaries averaged \$41,800 and \$44,100, respectively. Those figures represent increases of 19.4% and 16.1% over a decade. Based upon the 2010-11 annual survey of the American Society of Landscape Architects, the average salary for a landscape architect was \$78,600. For 2014, estimated median salaries for landscape architects in the U.S. range from \$64,180 (Bureau of Labor Statistics) to \$81,300 (Salary.com), with 90th percentile earnings at ~\$104,000.

Increased competitiveness of graduates from LAEP programs will impact job placement success, viability in broader market areas, career mobility, and compensation. Based upon initial hiring wages, additional tuition costs would be recouped within 2 years of graduation if the graduate earns only 2% due to more competitive placement or negotiation. National surveys of graduating students in the field reveal a rise in anticipated starting salaries of 9.5% from 2013 to 2014 for undergraduates. This rise is mirrored in MLA salaries (11.4% rise), and reveals the health of the marketplace for hiring. As a result, students who are viable hires will experience economic returns.

Societal Importance of the Program.

Formed in 1939, Utah State University's LAEP program boasts over 1400 living alumni, which include some of America's most award-winning practitioners. It is the oldest and most influential program in the Intermountain West, yet its graduates practice across the U.S. as well as internationally.

The profession and its licensure statues are based upon the critical role landscape architecture provides for the public's health, safety and welfare. These expectations are governed through strict national licensure standards. The core principles for licensure are the "3 E's": education, examination and experience. It is the responsibility of programs accredited under the Landscape Architecture Accreditation Board (LAAB) to meet the prior principle through rigorous graduate and undergraduate professional degrees. LAEP was fully reaccredited in 2011, making it one of the 26 programs with both accredited BLA and MLA degrees. Only USU and Arizona State University offer both degrees within the Intermountain West.

COMPARABLE PROGRAMS

LAEP Peer Programs

Ball State Univ.	Texas A&M Univ.
Cal Poly – Pomona	Texas Tech
Clemson Univ.	Univ. of Florida
Cornell Univ.	Univ. of Georgia
Iowa State Univ.	Univ. of Illinois
Louisiana State Univ.	Univ. of Maryland
Ohio State Univ.	Univ. of Oregon
Pennsylvania State Univ.	Univ. of Washington
Rutgers Univ.	Virginia Tech

Additional Top-ranked Programs

Kansas State Univ.	Purdue Univ.
Harvard Univ.	Univ. of Pennsylvania
Cal Poly – SLO	

Landscape Architecture Programs w/ Differential Tuition:

Arizona State Univ.	Univ. Arkansas
Boston Architectural College	Univ. of Georgia
Iowa State Univ.	Univ. of Idaho
North Dakota State Univ.	Univ. of Illinois
Pennsylvania State Univ.	Univ. of Nevada – Las Vegas
Texas A&M Univ.	Univ. of Oregon
Univ. of Arizona	



CREATE 2020 Fund

DIFFERENTIAL TUITION FAQ'S

What is CREATE 2020?

The CREATE 2020 Fund is a key component in elevating LAEP's national competitiveness, which has resulted from 5 years of intensive rebuilding and investment in the Department. The Fund's purpose is to position students in LAEP to compete effectively with peers from leading programs nationally by elevating excellence in design education.

What is the goal of CREATE 2020?

The Fund will help elevate national ranking of LAEP's students and programs to the Top 10 by the year 2020. It will also transform the creative, entrepreneurial process of the students by enabling the best solutions for competitiveness to be proposed, funded and accomplished.

Why is CREATE 2020 needed?

LAEP is proud to offer some of the lowest BLA and MLA tuition in the nation, its degrees are expensive program to operate. With a small student body and inadequate budget, it is impossible to provide the top quality experience desired by students. However, with only modest increases in funding we can offer a top-ranked degree that carries the benefits of programs costing 2-5x as much.

What is the strategy behind CREATE 2020?

The Fund will close the gap between LAEP students and peers in the best programs nationally while maintaining an exceptionally low degree cost. By investing in strategic areas of need (see "CREATE 2020 Fund Proposal"), the financial pool created by differential tuition will directly benefit LAEP students.

Has CREATE 2020 been reviewed by others?

The proposal was first proposed to our College administration in 2010. Since 2012, graduating LAEP students have also provided their input, during their exit interviews, on implementing differential tuition. To date, CREATE 2020 has been shared with student ASLA leaders, the LAEP alumni Advancement Board, two deans, the current provost, and Pres. Stan Albrecht. The current process is a result of the unanimous support of all of these groups, and the President's direction to seek input from the full student body.

How will CREATE 2020 funds be used?

CREATE 2020 focuses on six strategic areas of need. Those areas form the acronym *CREATE*: Careers, Recognition, Entrepreneurship, Access, Technology, Emerging areas. An explanation of each area is provided in the CREATE 2020 Fund Proposal. Also described is a sample of what the Fund could enable during one academic year. However, specific investment of the funds will vary from year to year.

Who will decide how the CREATE 2020 Fund is invested?

Each year, a call for proposals will ask all students and faculty to submit plans for the Fund's investment. A steering committee, made up of students and faculty, will oversee submittals. Faculty and matriculated students will vote upon the approved proposals based upon their capacity to advance LAEP's national competitiveness.

What will I pay toward the CREATE 2020 Fund?

Only matriculated students in LAEP programs will pay the differential tuition. Tuition is per student credit hour (SCH), with rates set at \$39/SCH (2015/16), \$49/SCH (2016/17), and \$59/SCH (2017/18). The 3-year phased implementation, along with a breakdown of tuition amounts it results in, is provided in the CREATE 2020 Fund Proposal. Following that time, differential tuition will increase at the same rate as regular tuition.

How can I provide input on CREATE 2020?

Student input is critical to the successful planning for and operation of CREATE 2020. The Fund relies upon students and faculty annually bringing their best ideas, evaluating proposals, and choosing the most effective strategies for each year's funding. LAEP is seeking student input on the Proposal through feedback provided through 1) the Questions/Comments link, 2) by talking with faculty or student representatives, and 3) through class meetings with students.

What are the next steps for CREATE 2020?

Following input from LAEP students, the proposal will be updated and prepared for a final review by Dean White, Provost Cockett, and then Pres. Albrecht. The resulting document will be formatted to USU policy standards (i.e., R401 structure), and then submitted for formal review and approvals. This process will occur in Fall of 2014, though final steps may not be completed until Spring of 2015. If successful, CREATE 2020 would begin Fall of 2015. This would include creation of the steering committee, the first phase of differential tuition changes, and the first year of investments.

6 March 2015

ITEM FOR ACTION**RE: A proposal to increase differential tuition for the Jon M. Huntsman School of Business****EXECUTIVE SUMMARY**

Utah State University (USU) seeks to increase differential tuition for students in the Jon M. Huntsman School of Business. The purpose of Utah State University's Jon M. Huntsman School of Business is to be a career accelerator for its students and an engine of growth for the community, state, nation and world. The dynamics of the higher education market place that have caused publicly funded professional schools, including colleges of business, at universities throughout the country to adopt differential tuition increases are well known. The cost of hiring new faculty continues to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased more rapidly than other faculty salaries over the last 20 years.

Since differential tuition was initiated in Fall 2007, it has had a dramatic, positive impact on the Huntsman School of Business. Largely as a result of differential tuition, we have hired outstanding faculty members to meet our enrollment growth and educational and programmatic needs despite significant cuts in state appropriations.

The proposal calls for three consecutive years of increases for both upper-division undergraduate courses and for graduate courses. The upper-division, undergraduate per credit increases will be \$20 for each of the three years; the graduate per credit increases will be \$40 for each of the three years.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves an increase of a differential tuition for the Jon M. Huntsman School of Business.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to increase differential tuition for certain courses in the Jon M. Huntsman School of Business, and

WHEREAS, Differential tuition has had a dramatic, positive impact on the Huntsman School of Business since it was implemented in 2007, and

WHEREAS, The proposed differential tuition has been discussed widely with the general student body of the Huntsman School, and specifically with members of the Huntsman School of Business Student Council and USUSA student officers, and

WHEREAS, The proposal calls for differential tuition for undergraduate, upper-division courses to increase by \$20 per credit hour beginning with the 2015-16 academic year, with an additional \$20 per credit hour increase in each of the following two years, and

WHEREAS, The proposal calls for differential tuition for all graduate level business courses to increase by \$40 per credit hour beginning with the 2015-16 academic year, with an additional \$40 per credit hour increase in each of the following two years, and

WHEREAS, The revenue generated from differential tuition is to be used for many critical college needs, including hiring outstanding faculty and enhancing programs that directly benefit students, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition increase for the Jon M. Huntsman School of Business and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

Request for Differential Tuition Increase
Jon M. Huntsman School of Business
Utah State University
March 6, 2015

Summary of Proposal

The purpose of the Jon M. Huntsman School of Business at Utah State University is to be a career accelerator for our students and an engine of growth for our community, the state, the nation and the world. Our overarching, strategic goal is to build a top tier college of business. Students, faculty, alumni and friends, and the university's administration are all united in this objective. An historic gift of \$25 million from Jon Huntsman, together with differential tuition increases, modeled on an approach adopted earlier by the University of Utah's Eccles School of Business and approved by the Utah State Board of Regents in 2007 and 2011 greatly accelerated progress toward this end. Responding to a similar challenge, the Eccles School sought and received permission from the Regents in March 2014 for an additional round of differential tuition increases. Based on similar needs, we now seek an extension of differential tuition for the Huntsman School of Business, as follows:

Undergraduate Program: Undergraduate students in the Huntsman School of Business currently pay differential tuition of \$97 per credit hour for upper-division business school courses (courses numbered 3000-5999). The proposal is to increase differential tuition by \$20 per credit hour for upper-division courses beginning with the 2015-16 academic year, with an additional \$20 per credit hour for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition. At 20 credits (the average number of upper-division business-school credits taken by year), the proposed differential tuition increase would add \$400 to the current cost of tuition each year for the next three years.

Graduate Program: Graduate students in the Huntsman School of Business currently pay differential tuition of \$349 per credit hour for graduate level business school courses (courses numbered 6000 and higher). The proposal is to increase differential tuition by \$40 per credit hour for all graduate courses beginning with the 2015-16 academic year followed by \$40 per credit hour increases for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition. The proposed differential tuition increase would add \$1,320 to the current cost of graduate tuition each year for the next three years.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

Rationale for Increasing Differential Tuition

1. Hiring Outstanding Faculty

Since implementing differential tuition in 2007, the majority of the monies raised have gone to pay faculty salaries. The cost of hiring new faculty has continued to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased dramatically over the past few years. This trend is true in every business discipline.¹ Additionally, there is a 36 percent cost premium to hiring business faculty relative to non-business faculty.²

Chart 1 – Starting Salaries of Faculty by Business Discipline



Since differential tuition was initiated for undergraduate and graduate students in 2007, it has had a dramatic, positive impact on the Jon M. Huntsman School of Business. Largely as a result of differential tuition, we have been able to provide funds to augment salary offers, or to hire new faculty solely on differential tuition monies. Since 2007, we have hired 37 outstanding tenured or tenure-track faculty members, and 52 new faculty members overall. In FY 2014-2015, 37 faculty members, and 18 staff members, are being partially or fully supported by differential tuition monies.

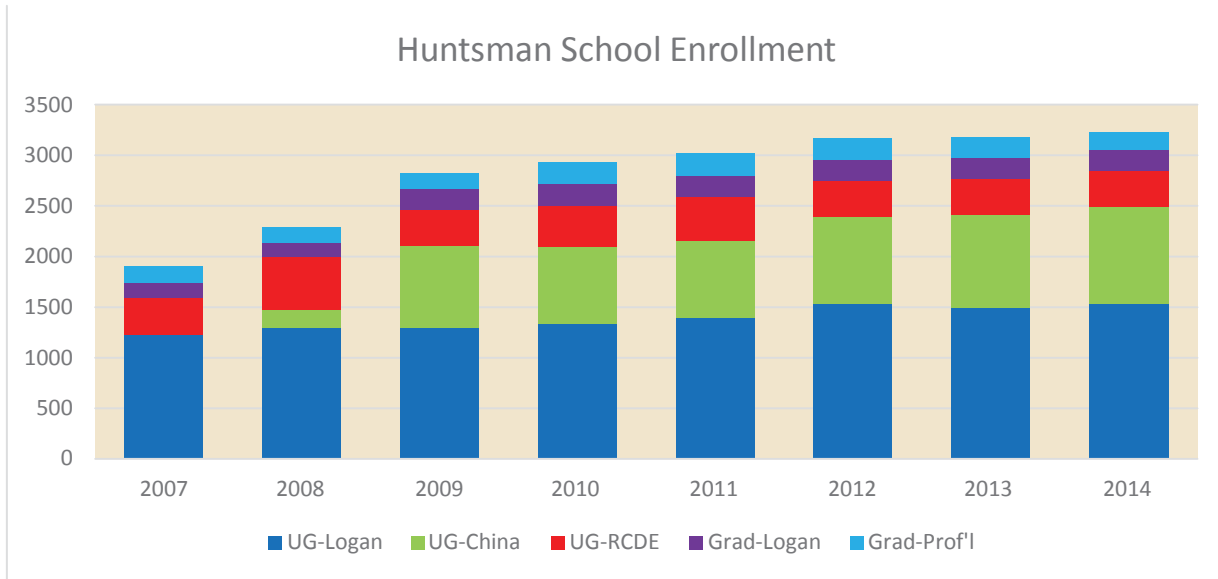
We have been able to hire these outstanding faculty and staff members to meet our enrollment growth (see chart 2), and educational and programmatic needs despite a 22 percent cut in legislature-appropriated and base tuition allocated monies from 2009-2011. Given budget realities in higher education, there is no option other than to increase differential tuition to directly address the challenge of the insufficiency of funding relative to the cost of hiring faculty.

¹ AACSB eNewsline, "Professor Salaries By Discipline Set - What's the Trend?," October 1, 2014, p. 2

² College and University Professional Association for Human Resources (CUPA-HR) Survey, 2013

At the same time as we have seen rising costs for faculty and declining support from legislative and allocated monies, we continue to experience increasing demand for our services. Chart 2 shows enrollment growth in the Huntsman School since 2007.

Chart 2 – Enrollment Growth in the Jon M. Huntsman School of Business



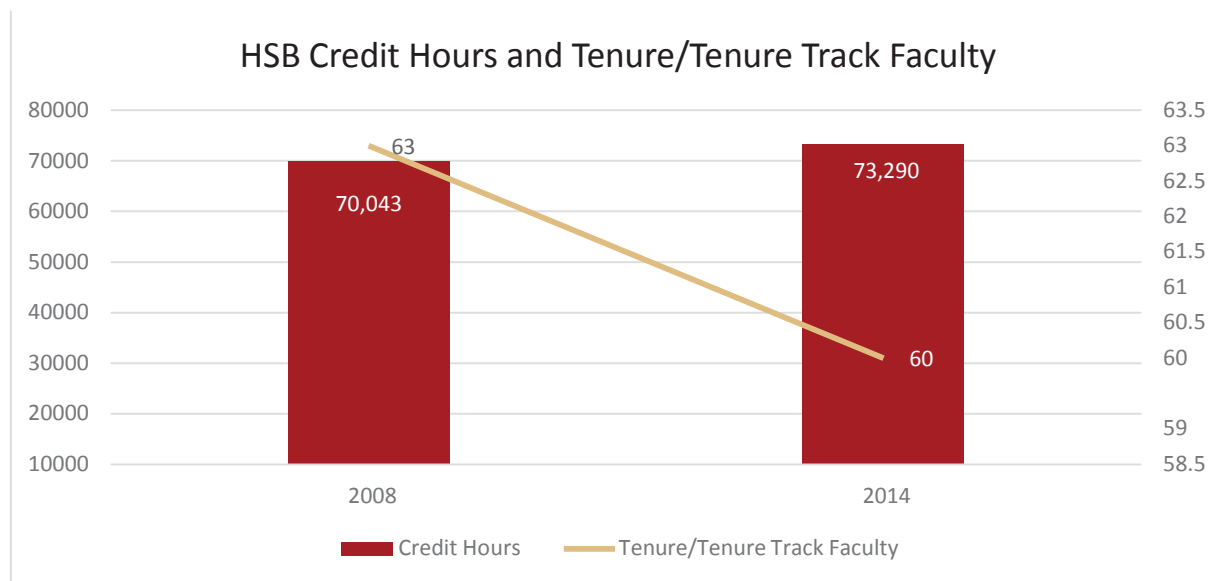
2. Increased Faculty Efficiency

Since 2008, student credit hours (SCH) in undergraduate business courses have grown, as we see from Chart 3 below. There is high demand for the school's business programs, and we are planning for continued future growth.

The school has thus far absorbed this growth through increased efficiency. Growth in our tenured/tenure-track faculty positions has not kept up with this growth in student credit hours, as also demonstrated by Chart 3 below. Despite hiring new tenure/tenure-track faculty, these hires have been offset by faculty departures.

Thus, the majority of the growing need for teaching has been absorbed by using more adjunct faculty and lecturers. Although we have been extremely efficient in absorbing increasing student demand for our programs, we have pushed the boundaries with respect to our AACSB accreditation requirements. Accredited institutions must maintain at least 50% coverage for tenure/tenure-track (or other academically qualified) faculty. In our Masters programs, the expectation is that we will achieve over 60%. We are currently hovering near the minimum 50% coverage rate for undergraduate programs, and 60% for graduate programs. Thus, to maintain coverage, we must hire more tenure-track faculty. With an accreditation visit coming in 2017, we need to make progress towards this coverage metric.

Chart 3 – Faculty Efficiency



3. Programs that Benefit Students

The largest non-faculty salary use of differential tuition monies has been in programs that directly benefit our students. Differential tuition has allowed us to hire professionally-qualified, non-tenure track faculty and staff who add value for our students by providing real-world learning experiences that complement research-based discovery. Some examples include:

- A. **Career Acceleration.** “Career Acceleration” is one of the core purposes of the Huntsman School. We have added specialists who benefit all of our students by helping arrange career exploration opportunities, and connect students and employers for internships and placement opportunities. These staff members are now housed in the new FJ Management Center for Student Success. Differential tuition monies have helped our career acceleration program take off from two trips and two workshops in 2008, to 17 career exploration trips and 14 career workshops during the 2013-2014 academic year. From these experiences, we are seeing a continual increase in the quantity and quality of placement (See charts 4-6).

Chart 4 – Career Exploration Trips and Workshops

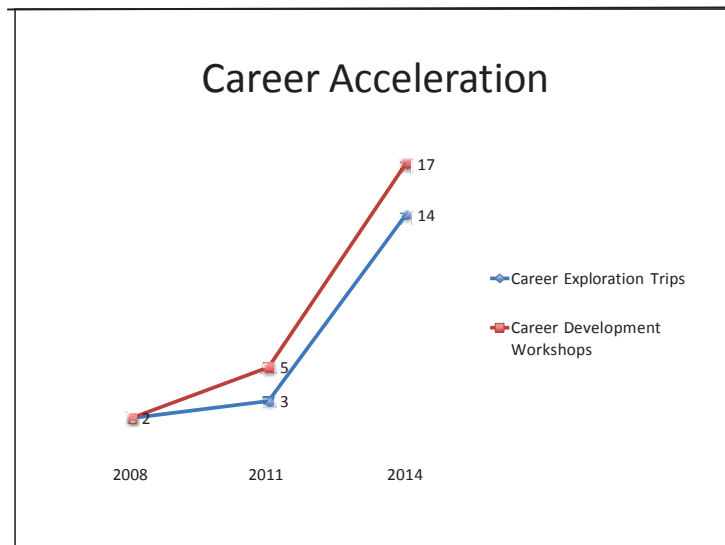
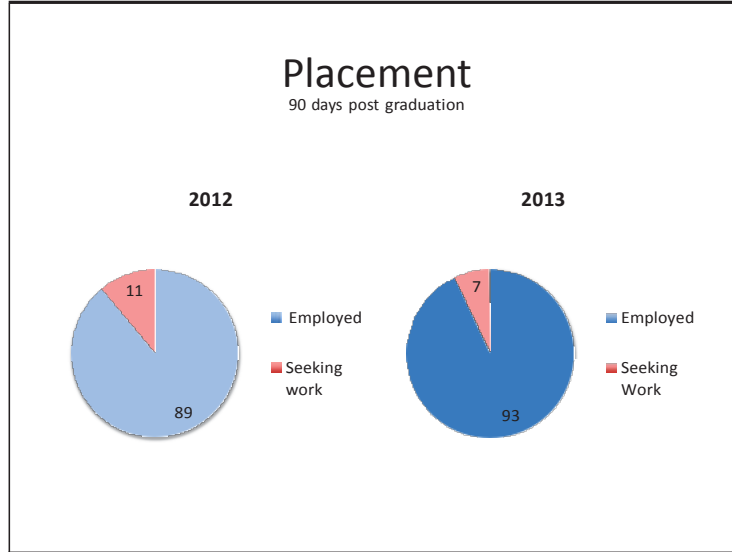
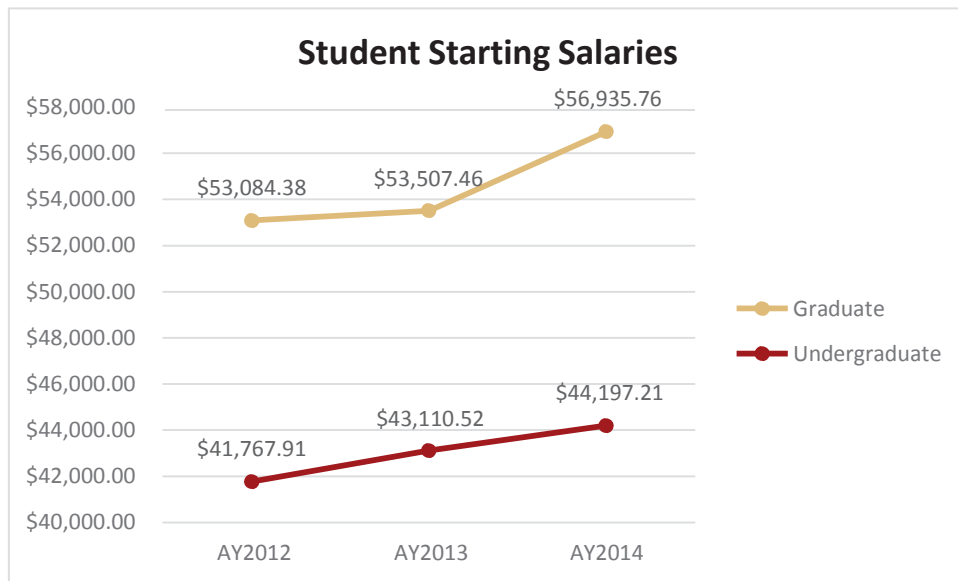


Chart 5 – Placement



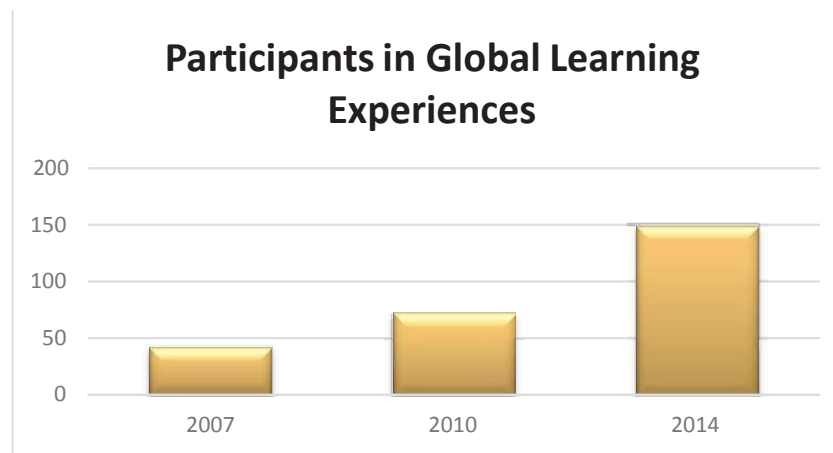
Not only has placement improved, but students are benefitting from an increase in the salaries they receive upon graduation:

Chart 6 – Starting Salaries for Students



B. **Study Abroad.** Global vision is a strategic pillar of the Huntsman School. We offer several Global Learning Experiences ranging from 7-21 days. In the 2013-2014 academic year, 150 students went on faculty-led learning experiences to China, Japan, Western and Eastern Europe, and South America, and visited both private and public sector organizations to better understand the global economy in operation and to understand and experience the impact of culture on business.

Chart 7 – Participants in Global Learning Experiences



C. **Entrepreneurship Program.** Entrepreneurial Spirit is also a strategic pillar of the Huntsman School. Participation in entrepreneurship classes and programs has skyrocketed. We have over 300 students, many from other colleges on campus, participating in program activities. Several student-run business have launched and are making an impact. Student interns with the Small Enterprise Education and Development (SEED) program have taught hundreds of budding entrepreneurs in Peru and Ghana about enterprise creation and helped to manage 258 loans that have created sustainable businesses in local communities in Ghana and Peru, providing an engine of growth and transforming lives.

D. **Student Clubs.** Huntsman School students are engaged in extracurricular activities, and we support 20 student clubs. These clubs range from industry-specific clubs such as our award-winning Institute of Management Accountants (IMA) and Beta Alpha Psi (BAP) organizations for accounting students, the Finance & Economics Club, the Huntsman Marketing Association, to issue-based clubs such as the Society for the Advancement of Ethical Leadership, the Entrepreneurship Club, the Leaders for Continuous Improvement Club, and the Women in Business Association. These clubs provide a tremendous resource for career development, with many participating in career exploration trips and hosting practitioners in their respective fields.

- E. **Curriculum Improvements.** Two of the more significant initiatives of restructuring our undergraduate core curriculum are to infuse critical thinking and communication skills, and to provide a course in Foundations of Business and Leadership course that frames the broad field of business and economics in the global economy and sets a culture of rigor for all business students.
- F. **Software/Hardware support.** We run four classroom/open access computer labs, with a total of approximately 170 computers. With the exception of a finance course, these labs are used almost exclusively to teach MIS courses. In addition, the MIS department maintains 8 servers that host software applications and provide storage space for various courses. Many courses overlap in their use of software packages (for example, at least three courses use Microsoft Visual Studio, while three others use Microsoft SQL Server).

Should this proposal be approved, the existing cost for this technology support will be covered through the additional resources gained through this proposal. However, if the proposal is not approved, additional course fees will be required to continue to support the labs.

These experiential learning opportunities are an important sampling of the great activities that are made possible by differential tuition. It is the intention of the Jon M. Huntsman School of Business to continue to use additional differential tuition monies to invest in outstanding faculty and in programs that benefit students.

Cost Impact

Undergraduate Program. This proposal only affects *upper-division business courses* within the Huntsman School of Business. Upper-division business courses represent just a portion, approximately one-third, of the total number of courses required for graduation, thus mitigating the overall cost impact of this proposal on tuition.

Undergraduate students in the Huntsman School currently pay differential tuition of \$97 per credit hour for upper-division business school courses (courses numbered 3000-5999). The proposal is to increase differential tuition by \$20 per credit hour for upper-division courses beginning with the 2015-16 academic year, with an additional \$20 per credit hour for each of the two following years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition increases.

For the typical full-time, upper-division undergraduate student, the differential would apply to six-to-seven out of 10 courses per year during the junior and senior years, or 20 out of 30 credits per year. At 20 credits, the proposed differential charge would add \$400 to the current cost of tuition each year for the next three years.

Graduate Program. The proposed increase in graduate differential tuition will apply to all of our master’s degree programs, including those in economics, information systems, human resources, accounting and business administration.

Graduate students in the Huntsman School currently pay differential tuition of \$349 per credit hour for graduate level business school courses (courses numbered 6000 and higher). The proposal is to increase differential tuition by \$40 per credit hour for all graduate courses beginning with the 2015-16 academic year followed by \$40 per credit hour increases for each of the two following years. Also, the proposal includes an increase in differential tuition at the same percentage as Tier I tuition.

The proposed differential charge would add \$1,320 to the current cost of tuition to the typical graduate student each year for the next three years. The proposal also includes an increase in differential tuition at the same percentage as Tier I tuition increases.

Cost Comparisons

To demonstrate the cost impact compared to other schools of business, we selected competitive peer institutions, competitive western land grant institutions, and other regional public institutions that compete for many of the same students we recruit.

Undergraduate. We analyzed and compared the typical cost for an upper-division undergraduate for one-year. Table 1 shows the typical total annual cost for an undergraduate business student at the selected institutions.

Table 1: Total Annual Cost of Undergraduate Business Programs³

Institution	Resident				Non-Resident			
	Tuition	Diff. Tuition	Fees	Total Cost	Tuition	Diff. Tuition	Fees	Total Cost
U. of Arizona ⁴	\$9,576	\$1,800	\$1,026	\$12,402	\$27,374	\$1,800	\$1,026	\$30,200
Arizona St. ⁵	\$10,284	included	\$923	\$11,207	\$24,630	included	\$923	\$25,553
Colo. St. ⁶	\$10,118	\$1,660	\$2,029	\$13,807	\$24,048	\$1,660	\$2,029	\$27,736
U. of Colorado ⁷	\$15,882	included	\$1,674	\$17,556	\$34,416	included	\$1,674	\$36,090
U. of Nebraska ⁸	\$6,480	\$1,040	\$1,152	\$8,672	\$20,400	\$1,040	\$1,152	\$22,592
Washington St. ⁹	\$11,396	\$0	\$1,002	\$12,398	\$24,478	\$0	\$1,002	\$25,480
U. of Utah ¹⁰	\$6,970	\$2,780	\$946	\$10,696	\$24,411	\$2,780	\$946	\$28,137
Utah St. ¹¹	\$5,454	\$1,940	\$930	\$8,323	\$17,561	\$1,940	\$930	\$20,430

³ Cost calculations assume students take 30 credit hours per year, with 20 credit hours of business classes.

⁴ <http://www.bursar.arizona.edu/students/fees/>. Students in business programs pay differential tuition on all of their credits, but differential tuition is subject to a 12 credit differential plateau.

⁵ <https://wpcarey.asu.edu/undergraduate-degrees/tuition>

⁶ http://registrar.colostate.edu/Data/Sites/1/pdf/Undergraduate_Colorado_Resident_Base_Tuition_and_Fees.pdf

⁷ <http://bursar.colorado.edu/tuition-fees/tuition-and-fees-rate-sheets/>. Differential tuition is charged on all credit hours for business majors.

⁸ <http://admissions.unl.edu/cost-aid/tuition-fees.aspx>

⁹ <http://admission.wsu.edu/scholarships/cost.html#>

¹⁰ <http://fbs.admin.utah.edu/download/income/FreshSophRes/FreshSophTuitionRes.pdf>

Graduate. For purposes of graduate program comparison, we chose two different comparisons: (1) the cost of the full-time, on-campus MBA programs at these same institutions as the undergraduate programs listed above (Table 2); and (2) the cost of a part-time, professional MBA at selected, regional institutions that often compete for the same professional students (Table 3).

Table 2: Total Cost of a Full-time, On-campus MBA Program¹²

Institution	Resident	Non-Resident
	Total Cost	Total Cost
U. of Arizona ¹³	\$48,592	\$80,296
Arizona St. U. ¹⁴	\$53,000	\$84,000
Colo. St. U. ¹⁵	\$36,588	\$62,934
U. of Colorado ¹⁶	\$37,232	\$66,284
U. of Nebraska ¹⁷	\$18,708	\$50,172
Washington St. U. ¹⁸	\$24,500	\$49,000
U. of Utah ¹⁹	\$49,800	\$49,800
Utah St. U. ²⁰	\$25,437	\$43,425

Table 3: Total Cost of a Professional MBA Program

Institution	Total Cost
Arizona State University ²¹	\$53,000
University of Utah ²²	\$55,200
Brigham Young University ²³	\$45,000
Westminster ²⁴	\$52,000
University of Colorado ²⁵	\$49,200
University of Denver ²⁶	\$85,706
Utah State University ²⁷	\$28,900

¹¹ <http://www.usu.edu/admissions/tuition-costs/calculator.cfm>

¹² Some programs require an international experience as part of the program; the international experience is optional in some programs. In all cases where the international experience is required, the costs are built into the tuition and fees, and therefore reported in the figures in Tables 2

¹³ <http://ellermba.arizona.edu/fulltime/admissions/funding.asp>

¹⁴ <https://wpcarey.asu.edu/mba-programs/full-time/program-cost>

¹⁵ <http://biz.colostate.edu/ecmba/funding/Pages/default.aspx>

¹⁶ <http://www.colorado.edu/leedsmba/admissions/financing-your-mba>

¹⁷ <http://mba.unl.edu/benefits-and-costs/tuition-and-fees/>

¹⁸ Personal phone conversation with the Graduate School Office at Washington State on December 5, 2014.

¹⁹ <http://mba.business.utah.edu/page/tuition-aid>

²⁰ <http://www.huntsman.usu.edu/tmba/htm/tuition-and-financial-aid>

²¹ <http://wpcarey.asu.edu/mba-programs/part-time/program-cost>

²² <http://pmba.business.utah.edu/page/tuition-fees>

²³ <http://marriottschool.byu.edu/emba/index/costs>

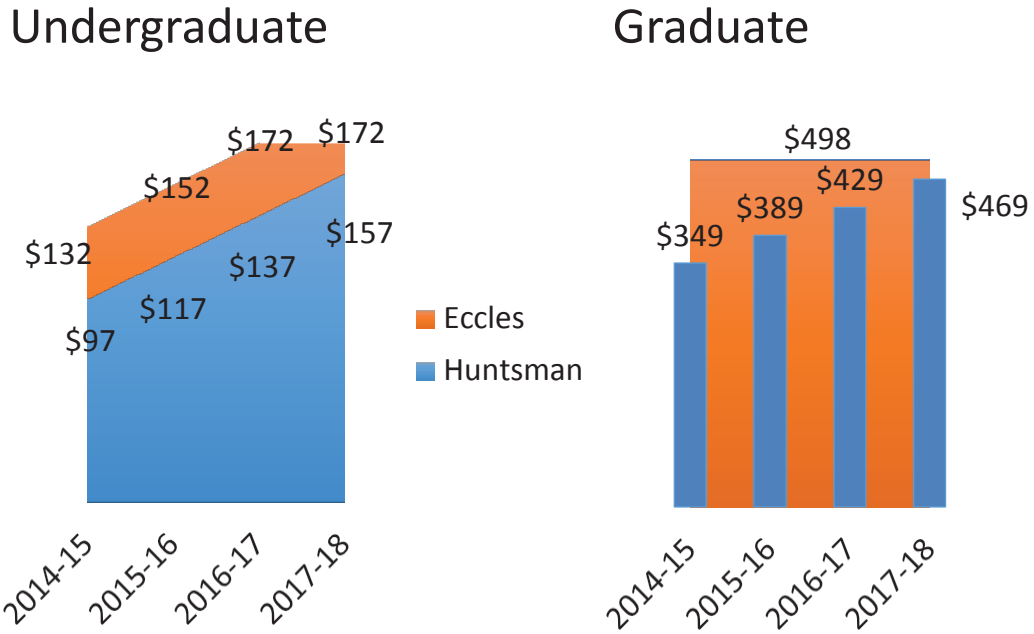
²⁴ http://westminstercollege.edu/accounts_receivable/index.cfm?parent=5318&detail=8457&content=8671

²⁵ <http://www.colorado.edu/leedsmba/admissions/financing-your-mba>

²⁶ <http://daniels.du.edu/graduate/professional-mba/tuition/>

²⁷ <http://huntsman.usu.edu/pmba/htm/tuition-and-financial-aid>

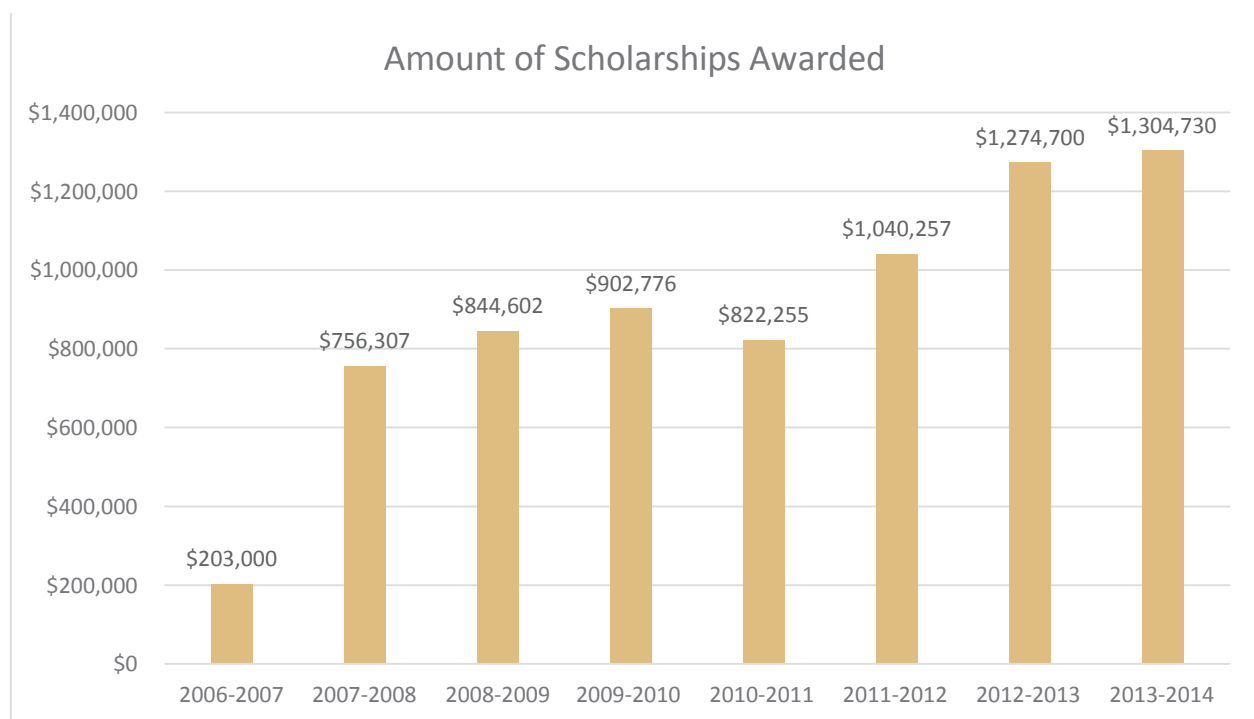
Table 4: Comparison of Differential Tuition between the David Eccles School of Business and the Jon M. Huntsman School of Business



Cost Mitigation – Scholarships

We recognize the need to provide financial assistance to students, especially when considering increases in tuition. Our commitment to helping students mitigate the increasing costs of a business education remains a major goal of the Huntsman School of Business. During the implementation of the differential tuition program, our scholarship support has also increased. In 2006, the school provided \$203,000 in scholarship support. The amount of scholarships awarded by the school has risen to over \$1.3 million annually, more than six times what was awarded when differential tuition was first implemented. Chart 8 shows the growth of scholarships awarded over the past eight years.

Chart 8 – Amount of Scholarships Awarded



We remain committed to raising scholarship dollars to supplement the support provided by the university in order to guarantee that qualified students have access to the opportunities available at the Huntsman School. We are grateful for the support from our alumni and friends in this effort. After our most recent differential tuition increase in 2011, we received a letter from Jon Huntsman which reflects the feelings of many of our donors:

“I am delighted with the progress you and your colleagues are making to create a top tier business school at Utah State University, and I am especially pleased to learn that the students, Board of Trustees, and Board of Regents recently approved increasing differential tuition funding to support your faculty and programs. This is working as we intended to leverage the effect of our gift. It is most encouraging to see your students willing to invest in their own education. It causes us to want to be even more supportive.” – Jon M. Huntsman, April 29, 2011

Summary

Over the past five years, Huntsman students have won numerous university awards, including USU Man of the Year (three years in a row), Woman of the Year and University Citizenship Award (each twice), Scholar of the Year, and the Bill Robins Award. The USU student body president has come from the Huntsman School three of the past five years. In the past two years, three students from our nationally-ranked accounting program have received the Elijah Watt Sells Award, given to the top scores in the CPA Exam. Every year, over 90,000 candidates sit for this national test. In 2012, two of the 39 award winners were our students. In 2013, one of the 55 award winners was one of our students. Other students have also received national accolades, including two groups of students who won first place in national MIS competitions.

Huntsman students have gone on to successful careers at Goldman Sachs, Google, GoPro, and graduate programs at Columbia, Yale, and Stanford, and many points in between.

To continue delivering value to our great students, we are committed to attracting and retaining highly qualified faculty and providing academic programs that provide varied and challenging real-world experiences. We do this while keeping tuition costs among the lowest in the nation for business schools at public research universities.

This proposal would allow us to meet our obligation to our students to provide an education that accelerates their careers and benefit our community by sustaining an engine of growth.

The specific proposal is:

Undergraduate Program

2015-16 Increase differential tuition for upper division business courses by \$20 per credit hour

2016-17 Increase differential tuition for upper division business courses by \$20 per credit hour

2017-18 Increase differential tuition for upper division business courses by \$20 per credit hour

Graduate Program

2015-16 Increase differential tuition by \$40 per credit hour

2016-17 Increase differential tuition by \$40 per credit hour

2017-18 Increase differential tuition by \$40 per credit hour

6 March 2015

ITEM FOR ACTION**RE: A proposal to increase differential tuition for the College of Engineering****EXECUTIVE SUMMARY**

The goal of the College of Engineering (COE) is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment. The COE wants to provide the very best educational experience possible for students. The COE seeks to enhance the career opportunities of the undergraduate and graduate engineering students by continuing to develop the College's reputation as one of the best engineering programs in the intermountain west.

Over the past five years, the undergraduate enrollment in the College of Engineering has increased by over 500 students (30%). Funding has not kept pace with this increase in enrollment. A differential tuition increase is necessary to continue to improve the quality of the programs in the College of Engineering. Currently the college charges \$2 per credit hour for all courses for differential tuition.

The proposal calls for differential tuition to increase over a three year period. For upper-division, undergraduate courses (3000 – 5999), differential will increase to \$19 per credit hour in 2015-2016, to \$34 per credit hour in 2016-2017, and \$48 per credit hour in 2017-2018. For graduate level courses (6000 – 7999), the proposed differential tuition will increase to \$28 per credit hour in 2015-2016, to \$48 per credit hour in 2016-2017, and to \$69 per credit hour in 2017-2018. Thereafter, both undergraduate and graduate differential tuition will increase at the same percentage as Tier 1 tuition. Thesis and dissertation hours would not be charged differential tuition.

Beginning in 2015-2016, course fees will be eliminated for upper division and graduate level courses. The initial differential tuition increment of \$19 per credit hour was selected to be cost neutral to students for 2015-2016 by offsetting the average course fees paid by students enrolled in 3000 – 5999 courses. If this proposal is approved, the college will not request course fees for the 3000-7999 courses at a later date. With current enrollment trends, the increase in differential tuition will generate over \$950,000 for the College of Engineering.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approves an increase of a differential tuition for the College of Engineering.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to increase differential tuition for certain courses in the College of Engineering, and

WHEREAS, The goal of the College of Engineering is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment, and

WHEREAS, The Engineering Student Senator and Engineering Student Council were briefed on the proposed differential tuition increase and, in general, the students understand the role differential tuition plays in offering them a high-quality, relevant engineering education to help better prepare them for the workforce, and

WHEREAS, The proposal calls for differential tuition for undergraduate, upper-division courses to increase to \$19 per credit hour beginning with the 2015-16 academic year, increasing to \$34 per credit hour the following year, and culminating at \$48 per credit hour in 2017-18, and

WHEREAS, The proposal calls for differential tuition for all graduate level HQJLQHHULQJ courses to increase to \$28 per credit hour beginning with the 2015-16 academic year, increasing to \$48 per credit hour the following year, and culminating at \$69 per credit hour in 2017-18, and

WHEREAS, The college will eliminate course fees for all upper division and graduate courses, and will not request new fees at a later date, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2018-19, and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships, and

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approve the proposed differential tuition increase for the College of Engineering and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**Request for Differential Tuition
College of Engineering
Utah State University**

Request

Beginning in Academic Year 2015-2016, the College of Engineering at Utah State University seeks to increase differential tuition on all upper division undergraduate courses and on all graduate courses in the college.

Rationale

The goal of the College of Engineering is to prepare outstanding engineers and computer scientists to meet the challenges of a rapidly changing technological environment. We want to provide the very best educational experience possible for students. We seek to enhance the career opportunities of our undergraduate and graduate students by continuing to develop our reputation as one of the best engineering programs in the intermountain west. As the quality of our programs grows, so will our ability to more fully-achieve our mission:

To foster a diverse and creative learning environment that will empower students and faculty with the necessary knowledge and facilities to be national and international leaders in creating new technologies and services that will improve tomorrow's economy and environment.

The College currently charges a \$2 per credit hour differential tuition on all credits. Beginning in the Academic Year 2015-2016, the College seeks to increase differential tuition for upper division undergraduate courses and graduate courses. Over the past five years, the undergraduate enrollment in the College of Engineering has increased by over 500 students (30%). Spring Semester 2015, Mechanical Engineering has the largest undergraduate enrollment and Computer Science has the fifth largest undergraduate enrollment on the Logan Campus. Funding has not kept pace with this increase in enrollment. This additional differential tuition is necessary to continue to improve the quality of the programs in the College of Engineering. To prepare engineering and computer science students with technologically relevant experiences in a rapidly changing marketplace, we need:

- Courses that emphasize project-based learning including hands-on experiences
- State-of-the-art labs with modern equipment, hardware and software
- Rich capstone design experiences
- Specialized equipment for graduate research
- Improved recruiting programs to provide access for more students
- Improved retention programs including well-prepared tutors, teaching assistants and peer mentors and reasonable student-to-faculty ratios
- Expanded research opportunities and extramural projects for undergraduate and graduate students

Differential tuition will enhance the academic experience for our students, allow our students to realize their full intellectual potential and earn even more competitive salaries, and support more timely degree completion.

Detailed Request

The College of Engineering (COE) proposes to increase differential tuition on all upper-division undergraduate courses and all graduate courses with departmental prefixes BENG, CEE, CS, ECE, ENGR, and MAE excluding thesis and dissertation hours. Cross-listed courses with other prefixes that are taught by COE faculty will be charged differential tuition as well. For a typical undergraduate engineering major, this tuition would apply to 9 to 12 credits of coursework per semester.

Differential tuition will be incrementally increased over a three year period. For upper-division undergraduate courses (3000 – 5999), the proposed differential is \$19 per credit hour in 2015-2016, \$34 per credit hour in 2016-2017, and \$48 per credit hour in 2017-2018. Thereafter, differential tuition will increase at the same percentage as Tier 1 rounded up to the nearest dollar. For graduate level courses (6000 – 7999), the proposed differential tuition is \$28 per credit hour in 2015-2016, \$48 per credit hour in 2016-2017, and \$69 per credit hour in 2017-2018. Thereafter, graduate differential tuition will increase at the same percentage as Tier 1 Tuition rounded up to the nearest dollar. Thesis and dissertation hours would not be charged differential tuition.

Beginning in 2015-2016, course fees will be eliminated for upper division and graduate level courses. The differential tuition increment of \$19 per credit hour was selected to be cost neutral to students for 2015-2016 by offsetting the average course fees paid by students enrolled in 3000 – 5999 courses. If the request for differential tuition is granted, the College will not request course fees for the 3000-7999 courses at a later date. With current enrollment trends, implementation of differential tuition will generate annually over \$950,000 for the College of Engineering.

The requested differential tuition is similar to that of the College of Engineering at the University of Utah where students enrolled in upper-division engineering courses for the 2014-2015 academic year were charged \$48.66 per credit hour and graduate students enrolled in 6000 or higher courses were charged \$69.00 per credit hour. The College of Engineering at the University of Utah was authorized differential tuition rates over five years ago and has seen continued enrollment increases since then.

In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships. Similar considerations will be made for graduate tuition waivers.

Implementation

The proposal is to incrementally increase differential tuition over a three year period to reach the same differential tuition that is required by the College of Engineering at the University of Utah for academic year 2014-2015. As differential tuition comes into play, course fees will be eliminated. The initial proposed differential tuition for academic year 2015-2016 of \$19 per credit hour was selected to be close to cost neutral for students. Basically differential tuition will replace the course fees in the first year of implementation.

Differential Tuition Rates

Undergraduate Classes (3000 to 5999) Per Credit Hour

2015-2016	\$19
2016-2017	\$34
2017-2018	\$48
2018+	Increases linked to Tier 1 tuition increases

Graduate Classes (6000 to 7999) Per Credit Hour

	Total
2015-2016	\$28
2016-2017	\$48
2017-2018	\$69
2018+	Increases linked to Tier 1 tuition increases

Oversight and Transparency

The College of Engineering will keep 20% of the differential tuition to support college-wide student experiences. The departments will keep 80% of the differential tuition to support specific programmatic needs.

At the undergraduate level, differential tuition will be used to:

- Support more timely degree completion by offering more required courses both fall and spring semester
- Improve learning by reducing class sizes
- Maintain and upgrade labs
- Enrich senior design and other courses with a heavy emphasis on project-based learning
- Hire more student-peer mentors, teaching assistants, and graders
- Support out-of-classroom experiences such as field trips and guest lecturers
- Provide resources for student identified projects

At the graduate level, differential tuition will be used for:

- MS and PhD students who need bridging-to-completion funds
- MS and PhD student travel to conferences and other professional development opportunities
- Support for specialized MS and PhD equipment
- Resources for projects identified by MS and PhD students

When the proposal for differential tuition is approved, the Dean will work with student leadership and faculty to appoint an oversight committee which will review the annual disposition of the funds generated by differential tuition. Members of the oversight committee will be posted on the college website.

The annual allocation of funds will also be posted to the college website, following a model used by Texas A&M. An example of how the allocation of funds would be communicated on the website is shown below:

Department	Laboratory Equipment/ Upgrades	Tutors/ Peer Mentors	Student Projects/ Senior Design	College Computer Lab and Fab Lab	Student Travel/ Field Trips	TAs/ Lecturers	Total
BE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
CEE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
CS	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
Dean's Office	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
ECE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
MAE	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx	\$xx
Total	\$yy	\$yy	\$yy	\$yy	\$yy	\$yy	\$yy

No differential tuition will be used to hire or increase salaries of tenured and tenure-track faculty.

Student Support

The Engineering Student Senator and Engineering Student Council were briefed on the proposed differential tuition and the potential opportunities during fall semester 2014. Within each department, engineering professional society student leaders were briefed in the same time frame. The student newspaper, The Utah Statesman, published an article on the proposed differential tuition on January 13, 2015. Information about the differential tuition was posted to the College of Engineering website on January 16, 2015. An open forum on differential tuition was held by the dean of engineering on January 21, 2015, during common hour. In general, engineering students understand the role differential tuition plays in offering them a high-quality, relevant engineering education to help better prepare them for the workforce.

Tuition at Other Engineering Programs

Even with differential tuition, costs to the College of Engineering students will remain among the lowest in the nation for students studying engineering at a land grant institution. USU engineering students will continue to pay lower tuition than engineering students at the University of Utah. Differential tuition will give the College of Engineering much needed resources to improve the quality of our programs which in turn will allow students to realize their full intellectual potential and earn even more competitive salaries.

**2014 – 2015 Tuition and Fees Comparison
Regent’s Peer List and University of Utah
(Undergraduate Program)**

Institution	Engineering Differential Tuition 15 hours**	Total Instate Tuition and Fees 15 hours**
Oregon State University*	\$765	\$3805.57
Washington State University	\$0	\$6213.90
Montana State University	\$0	\$3400.00
Colorado State University	\$83 per credit/\$1245	\$6193.42
University of Idaho	0	\$3392.00
New Mexico State University	\$145/flat fee	\$3431.50
University of Nevada Reno	\$85 per credit/\$1275	\$4519.50
University of Wyoming	\$0	\$2322.50
Kansas State University	\$39 per credit/\$585	\$5102.20
University of Nebraska Lincoln	\$93.5 per credit/\$1402.50	\$5437.25
University of Utah	\$48.66 per credit / \$729.90	\$4647.40
Utah State University	\$48.00 per credit / \$720.00 (Diff. Tuition in 2017-2018)	\$3911.67
*quarter hours not semester hours		
**assuming 15 hours of upper division engineering coursework		

Conclusion

The increase of differential tuition represents an opportunity for Utah State University to improve the quality of its programs in engineering and computer science. The College administration is committed to work with donors to fund additional scholarships and programs and to work with state legislators to find additional funding for faculty hires. We turn to our students to ask for additional support to help improve the quality of their educational experience which in turn will enhance the reputation of the College and increase the employment opportunities, starting salaries, and career trajectories of our students.

Master of Science in Athletic Training Proposal to increase tuition/fee schedule beginning AY 2015-16

Weber State University proposes to increase the Master of Science in Athletic Training differential from \$118.79 per credit hour to \$150 per credit hour. This is just under mid-way between the current differential and the differential charged for the MBA and the MHA programs (currently \$208.69).

- I. Historic and Present Enrollment in the Program
 - A. The Master of Science in Athletic Training Program was approved by the State of Utah Board of Regents in July 2007. The first cohort of 7 students began the program in the Fall of 2008. Typically 15-18 students are accepted each year. The full enrollment and graduation data can be found in Table 1 below.

Table 1. Enrollment and Degree History

Academic Year	Total Number of MSAT students	Number of Degrees Conferred
2013-14	31	16
2012-13	31	14
2011-12	23	18
2010-11	19	7
2009-10	16	
2008-09	7	

- II. Potential for Growth
 - A. A 5th full-time faculty member will be added in the program in the Fall 2015 semester, so it is anticipated that the program will be able to regularly accept cohorts of 18-20 students, raising the annual enrollment to 36-40 total MSAT students per year.
- III. Placement of Graduates
 - A. The MSAT graduates have been very successful in the job market. The majority of the graduates work full-time at out-patient sports medicine/physical therapy clinics and/or a high school. Several students are working as athletic trainers at Division I universities such as Brigham Young University and Syracuse University. Others have been hired by professional sports teams such as minor league baseball, ice hockey, and the NFL. Some students have pursued additional graduate degrees such in Physical Therapy, Physician's Assistant, or Registered Dietician programs. The MSAT placement rate is currently 95% or better within 6 months of graduation. There are no compiled salary data from alumni, but the average starting salary for an Athletic Trainer with a master's degree nationwide is approximately \$35,000.

IV. Funds Generated by the Tuition/Fees Increase

A. In the first year of the MSAT program, students complete three semesters of coursework – summer, fall, and spring. Most students complete 12 credit hours or more each semester, although a few students only need 9 credit hours during the first summer semester. In the second year of the MSAT program, students complete two semesters of coursework with typically 12 credits or more in the fall semester and 9-11 credit hours in the spring semester (see Table 2).

Table 2. Number of MSAT credit hours typically taken each semester.

	Summer	Fall	Spring	Total
1 st Year MSAT	12 credits	12 credits	12 credits	36 credits
2 nd Year MSAT	None required	12 credits	9 credits	21 credits
Totals	12 credits	24 credits	21 credits	57 credits

Table 3 below estimates the total revenue that would be generated by the increase in the differential tuition. This estimate uses an average cohort size of 15 students (30 total students, based on Table 1). For the number of credit hours, it is estimated that in a typical year, there will be 4 semesters where MSAT students complete 12 credit hours and one semester where MSAT students complete 9 credit hours (Table 2).

Table 3. Revenue generated by increasing the differential.

	Current Differential	Proposed Differential	Differential Increase	Revenue increase based on average of 15 students per cohort
9 credits (1 semester)	\$1069.11	\$1350.00	\$280.89	\$4,213.35
12 credits (4 semesters)	\$5701.92	\$7200.00	\$1498.08	\$22,471.20
			TOTAL	\$26,684.55

V. The funds will be used to support the MSAT program, students, and faculty members in the department advising Athletic Training graduate research projects.

A. Research Funds for Graduate Students

1. The Master of Science in Athletic Training program includes a full master's thesis research requirement (as part of MSAT 6080, 6085, and 6090). Currently, there are no funds available on campus to support graduate student research studies. This has significantly limited the types and scope of research studies that graduate students have been able to complete. Approximately \$15,000 will be used to support graduate student research. With an average of 15 students per cohort, this would provide approximately \$1,000 per student.

B. Athletic Training Lab Manager

1. In the MSAT Program Review in 2014, it was noted that there is a substantial need to hire a lab manager for the Athletic Training lab. This individual would likely be hired part-time to provide the following services: monitor inventory, order and stock supplies, maintain the SwimEx hydrotherapy pool, manage the maintenance of the therapeutic modality and rehabilitation equipment, assist in the setup for lab activities, assist course instructors during labs in larger course sections, staff open labs for students to allow them to practice and demonstrate skill proficiency.
2. This individual would be required to hold national certification as an Athletic Trainer as well as a valid AT license in Utah. The funding from the increased tuition differential will help the department pay the anticipated wage rate for someone with these qualifications.

Table 4. Use of funds summary

A. Research Funds for Graduate Students	\$15,000.00
B. Athletic Training Lab Manager	\$11,684.55
TOTAL	\$26,684.55