

## **Institutional Framework for Differential Tuition**

*If a school or college would like the president and provost to consider proposing to the Board of Trustees a plan for differential undergraduate tuition, the following principles must be applied. In addition, the president and provost will analyze any proposed differential undergraduate tuition in the context of overall tuition rates, particularly increases.*

Any proposal to enact differential undergraduate tuition should:

- Demonstrate the tangible **value to students** that warrants increased costs, such as the potential for greater earnings, improve student services, or accelerate time to completion.
- Demonstrate how differential tuition would substantially increase the **quality of the student experience**. Clearly articulate the academic or student service need(s) driving the request, including a detailed analysis of costs associated with the services and why those services cannot be provided through base tuition levels.
- Provide a plan for how the school/college will mitigate the impact of the proposal on students with the greatest **financial need**, especially to avoid “major shopping” where students may select majors based solely on affordability.
- Focus on **strategic investments** or services that could not otherwise be provided without serious detriment to the school/college. The president and provost are unlikely to submit a proposal for differential tuition to the Board of Trustees if the funds are used simply to balance budgets or fund the status quo.
- Contain an analysis of **market comparisons and information** such as, but not limited to, peer institution tuition and fee rates, demand, and services provided at comparator institutions.
- Show that the proposal has been **thoroughly vetted at the program or school/college level** before submission to administration, with particular attention to **student review and input**. This should include tactics such as, but not limited to, outreach via school/college-wide messaging, an open forum, or town hall, and should include discussion with the recognized student government (ASUO). Each proposal should document how students and other community members were afforded an opportunity to provide feedback on the proposal.
- Include information about how the proposed differential tuition may impact related programs in other schools/colleges.
- Be submitted to the provost by November 15 each fall. The president and provost will, in turn, analyze the proposal and determine whether the proposal should be submitted to the TFAB for its review.
- Be made available to the Senate Budget Committee (SBC) for review. The SBC may provide the president with its own advice and counsel on the academic matters and possible implications thereto.