

Indiana Commission for Higher Education

AGENDA MATERIALS

November 9, 2012



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BREAKFAST AND WORKING SESSION AGENDAS

Friday, November 9, 2012

8:00 – 11:30 a.m. (Eastern Daylight Time)

University Place Hotel

IUPUI Campus

850 W. Michigan St.

Indianapolis, IN 46202

8:00 – 9:00 a.m. Breakfast, Dean's Room, 2nd floor

TOPIC OF DISCUSSION

- IUPUI's participation in the Big Goal – Executive Vice-President and Chief Academic Officer, Dr. Nasser Paydar

9:00 – 11:30 a.m. Working Session, Room President's Room, 2nd floor

TOPICS OF DISCUSSION

- Committee Report Outs (15 min)
 - Academic Affairs and Quality – Carol D'Amico
 - Student Success and Completion – Jason Bearce
 - Finance and Productivity – Eileen Odum
- Indiana College Costs Estimator License Renewal (10 min) – Jason Bearce
- College-Completion Council Discussion: Setting targets for completion, on-time completion, remediation success, persistence, revenue per degree and student debt. (30 min) – Teresa Lubbers
- Institutional Budget-Requests (20 min) – Jason Dudich
- Distance Education Topics (25 min)
 - New *IU Online* Initiative – John Applegate
 - State Authorization Reciprocity Agreement – Ken Sauer
- Indiana/Kentucky Reciprocity Agreement (20 min) – Sara Appel

A G E N D A

Commission for Higher Education

COMMISSION MEETING

University Place Conference Center

IUPUI Campus, Room 137

850 W. Michigan St.

Indianapolis, IN 46202

Friday, November 9, 2012

1:00 p.m. (Eastern time)

Purpose:

Reaching Higher Achieving More calls for a system of Higher Education that is Student-Centered, Mission-Driven and Workforce-Aligned. The Commission's work will focus on three challenges:

Completion:

Students and the state are not well served by an empty promise of college access without completion.

Productivity:

A more productive higher education system will increase student success and safeguard college affordability.

Quality:

Increasing college completion and productivity must not come at the expense of academic quality.

I. Call to Order

Roll Call of Members and Determination of a Quorum

Chair's Remarks

Commissioner's Report

Consideration of the Minutes of the October Commission meeting 1

II. The Public Square – Discussion Item

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Dr. John Applegate, Executive Vice President for University
Regional Affairs, Planning and Policy, Indiana University

Dr. Jack Maynard, Provost and Senior Vice President for
Academic Affairs, Indiana State University

Dr. Mary Ostrye, Provost and Senior Vice President for Academic Affairs, Ivy Tech Community College

III. RHAM Decisions and Other Decision Items

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B. Capital Projects

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- Indiana University – Indianapolis Campus: School of Dentistry Renovation - \$2,300,000

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- Indiana College Costs Estimator License Agreement Renewal

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V. Old Business
New Business

VI. Adjournment

The next meeting of the Commission will be on **Thursday**, December 13, 2012, in Indianapolis.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, October 19, 2012

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Purdue University, Purdue Memorial Union, Anniversary Drawing Room (304), West Lafayette, IN, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Dennis Bland, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy (via conference call), Eileen O'Neill Odum, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith.

Members Absent: Gerald Bepko, Carol D'Amico, Susana Duarte de Suarez, and Jud Fisher.

CHAIR'S REPORT

Ms. Moran-Townsend acknowledged that Representative Randy Truitt from West Lafayette area was present at the meeting.

Ms. Moran-Townsend introduced Ms. Sara Appel, a new Academic Programs Manager at the Commission for Higher Education.

R-12.07-1 RESOLVED: That the Commission approves hiring Ms. Sara Appel as an Academic Programs Manager (Motion – Scheller, second – Rozow, unanimously approved)

Ms. Moran-Townsend made a disclosure regarding her recently updated conflict of interest statement, which she wanted to be on a public record, as well. She said that her company, CVC Communications, has entered into business relationship with Ivy Tech Corporate College for the purposes of developing an employee training program across Indiana and beyond. Currently none of this training comes before the Commission and is not expected to.

Ms. Moran-Townsend commented on an exceptional retreat that the Commission had yesterday. She gave special thanks to Mr. Chris LaMothe, who suggested that the Commission should have a retreat, as well as excellent facilitators for yesterday's sessions Ms. Odum, Dr. Scheller, Mr. Bland, and Mr. LaMothe, and to Commissioner Lubbers and Dr. DelSanto.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER 2012 COMMISSION MEETING

Mr. Smith wanted to make two grammatical corrections to the minutes. First, on page 4, the last word on the page should be "range", not "rate". Second, on page 5, in the middle of paragraph three the word "merge" should be replaced with the word "merger".

R-12-07.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September 2012 regular meeting with corrections (Motion – Scheller, second – Odum, unanimously approved)

II. THE PUBLIC SQUARE - DISCUSSION ITEMS

A. Defining College Readiness – A Panel Discussion

Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, said that college and career readiness discussions are more important than ever. Both the Department of Education (DOE) and Commission for Higher Education are invested in the success of the individual as he or she enters the career or college experience.

Mr. Lubbers invited Dr. Tony Bennett, Superintendent of Public Instruction, Department of Education, and Dr. Pam Horne, Associate Vice Provost for Enrollment Management and Dean of Admissions at Purdue University, to join her for a panel discussion.

Ms. Lubbers reflected back on the “*Reaching Higher*” document, that was developed in 2008. One of the primary sections of that report was “Preparation,” and higher education institutions are working to ensure that parents, students, and teachers know what it means to be career and college ready. “*Reaching Higher, Achieving More*” focuses on the importance of preparation to increase college completion.

Ms. Lubbers spoke of various reasons why students don’t complete college, and among those are academic preparation and affordability issues. First generation students often come with high academic and financial needs, and this also necessitates a new way of teaching and learning.

Ms. Lubbers credited Dr. Bennett on focusing on academic preparation to reduce the number of students who enter college in need of remediation. Ms. Lubbers stated that the Commission has worked with Learn More, DOE, and Department of Workforce Development on creating a college going culture in Indiana.

Ms. Lubbers asked Dr. Bennett about K-12 goals and expectations. Dr. Bennett spoke about the three goals: 1) 90 percent of Indiana students pass the state’s assessments examinations; 2) 25 percent of Indiana students graduate from high school with Advanced Placement (AP), dual credit, international baccalaureate or some college or career certification, so that they are better prepared for college upon leaving high school; and 3) 90 percent graduate from high school with a meaningful high school diploma.

Ms. Lubbers asked Dr. Horne about the trends she sees in the area of transition from high school to college and where there is the greatest need of improvement.

Dr. Horne responded that the rigor of high school curriculum is the most important factor in college success, and math is one of the great gatekeepers. Dr. Horne mentioned that they started requiring four years of math in high school for admission to Purdue; and they had great results.

In addition to math, continued Dr. Horne, other parts of high school curriculum could also add to student success, like a foreign language and writing. Dr. Horne also mentioned the importance of having the soft skills that are associated with college readiness. These skills include financial literacy, planning for on-time college completion, and the benefits of being a full time student.

Ms. Lubbers asked about identifying students who are not college and career ready and need remediation. Dr. Bennett responded that in his opinion, the 11th grade year is the most important. By the 11th grade, it is clear whether the student is prepared for the college or not. Dr. Bennett said that the senior year should be one of enrichment and acceleration or one of remediation, so when the students transition to higher education, they are prepared to succeed.

Ms. Lubbers reminded the Commission members that remedial courses are not to be offered at Indiana four-year institutions. If the student needs remediation, it will be provided by the community college.

Dr. Horne agreed that high school diploma does not currently mean that a student is ready for college. If a student needs remediation, Ivy Tech is doing this in a very efficient way, incorporating remedial work and regular credit bearing courses.

Responding to a question from Ms. Odum regarding the ways of evaluating the rigor of high school program, Dr. Horne said that there are various ways, and some of them are obvious, including using the high school transcript, which will show whether the student was enrolled in the dual credit courses, international baccalaureate courses, or other honor's course.

In response to Ms. Odum's question whether there should be a concern about the inconsistency in terms of the quality, Dr. Bennett confirmed that there should be. He said that it is important to be very vigilant about maintaining the rigor of dual credit courses. The schools are now being graded, and that calculation is based on AP, international baccalaureate, dual credit, and some kind of industry certifications.

Ms. Lubbers said that it is important to follow the students with good longitudinal data, to see how they are doing throughout their course work. Ms. Lubbers asked Dr. Bennett to comment on the ability of PSAT to predict how students will do in AP and its ability to tell Hoosier students whether they are prepared for college.

Dr. Bennett responded that one of the places where Indiana is taking a lead nationally is using the PSAT for AP readiness. Far greater minority students are now being challenged with AP courses because the PSAT indicates they are ready.

In response to Mr. Smith's question, Dr. Bennett said that Indiana needs more schools offering more AP courses. He added that K-12 system is trying to provide training opportunities for AP teachers.

Responding to Mr. LaMothe's comment regarding focusing on K-5 and 6th through 8th grades in terms of rigor, Dr. Bennett said that one of the K-12 system's greatest struggles is a transformation of teacher preparation. It is important to view teachers in K-12 as creators of knowledge in their subjects.

Dr. Horne added that it is critical to college readiness to improve secondary school counseling, as well. There is a great amount of contact between college and high school counselors, but they need continuing training. There may be opportunities for partnerships across educational sectors.

Dr. Bennett commented on the teacher effectiveness legislation of 2011, which is rated number one in the United States, and which has changed the discussion in schools to a discussion on what quality instruction looks like.

In response to Dr. Scheller's question about identifying students who need remediation, Dr. Bennett agreed that identifying them at 11th or 12th grade year is far too late. He added that assessments help K-12 drive the rigor into curriculum at the elementary and middle schools. Dr. Bennett repeated that all of this begins and ends with the quality of instruction and rigor of curriculum. High school rigor should lead to middle school rigor, which should lead to elementary school rigor.

In response to Mr. Bland's question about informing parents and students what they need to do to excel, Dr. Bennett said that it is important to clarify who is ultimately responsible for paying for remediation. That should be a part of a budget discussion.

Responding to a question from Ms. Moran-Townsend regarding the role of the Commission in helping Department of Education, Dr. Bennett said that it is great to have the Commission's voices on this budget discussion; the key to education is to put the fiscal policy and educational policy together.

B. University 2013-15 Budget Presentations

1. Purdue University

Dr. Tim Sands, Acting President, Purdue University, presented the university's 2013-15 budget. Dr. Sands' presentation is posted on the Commission for Higher Education website:

<http://www.in.gov/che/2761.htm>

In response to Mr. Smith's question about selection of the category or competency for the certificates related to the Indiana Next Generation Manufacturing Competitiveness Center, as well as about the collaboration with Vincennes University and Ivy Tech Community College, Dr. Sands said that those discussions are underway, but Purdue, Ivy Tech and Vincennes are in very deep partnerships with various industrial companies, and a lot of it is driven by the needs of the region.

Ms. Moran-Townsend acknowledged Representative Sheila Klinker and a former CHE member Mr. Keith Hanson who were in the audience.

2. Ball State University

Dr. Jo Ann Gora, President, Ball State University (BSU), presented the university's 2013-15 budget. Dr. Gora's presentation is posted on Ball State University website:

<http://cms.bsu.edu/About/FactBook/Finances/~/media/DepartmentalContent/Factbook/Transparency/BiennialBudgetPres.ashx>

Ms. Moran-Townsend made a comment that even though the Commission was very encouraged with what BSU was doing, the challenge has been that the performance funding formula is based on what has been going on over the past six years, and the numbers shown are not in that time frame. Dr. Gora agreed with this comment, but added that even if BSU improved their graduation rate 30 percent, they would still not receive funds through performance funding formula.

Mr. LaMothe praised Dr. Gora for an outstanding presentation and asked about their metric shown on page 19, which referred to both four and six year graduation. Dr. Gora explained that this was left from their last strategic plan, in which they had both four and six year rate; but now the focus is on four year rate.

Responding to a question from Ms. Odum regarding BSU's strategies regarding at risk students, Dr. Gora said that BSU offers a wide range of services for at risk students, which include offering free tutoring in any course and on any skill level; enrolling freshmen in learning communities, and providing a number of summer bridge programs.

In response to a question from Mr. Bland, Dr. Gora said that a different way to measure improvement in graduation rates would benefit BSU. Dr. Gora assured the Commission that BSU will show improvement in their graduation rate in the next biennium.

3. Ivy Tech Community College of Indiana

Mr. Thomas Snyder, President, Ivy Tech Community College (ITCC) presented the college's 2013-15 budget. Dr. Snyder's presentation is posted on the Commission for Higher Education website:

<http://www.in.gov/che/2761.htm>

In response to Mr. LaMothe's question, concurred by Ms. Moran-Townsend, Mr. Snyder responded that 60 percent of their students are in need of remediation, and that Ivy Tech works closely with DOE on moving the remediation to senior year of high school.

Responding to a question from Mr. LaMothe, Mr. Snyder concurred that all online programs offered by Ivy Tech have been developed by Ivy Tech.

In response to Ms. Odum's question, Mr. Snyder said that Ivy Tech does not offer computer hardware to students; however, they can use their PELL Grant money to purchase computers.

4. Vincennes University

Dr. Richard Helton, President, Vincennes University (VU), presented the university's 2013-15 budget. Dr. Helton's presentation is posted on the Commission for Higher Education website:

<http://www.in.gov/che/2761.htm>

Dr. Helton acknowledged two of their former students who were present in the audience. They recently transferred from Vincennes to Purdue.

III. RHAM DECISIONS AND OTHER DECISION ITEMS

A. Academic Degree Programs

1. Doctorate of Health Sciences to be offered by Indiana State University at Terre Haute

R-12-07.3 **RESOLVED:** That the Commission for Higher Education approves the *Doctorate of Health Sciences to Be Offered by Indiana State University at Terre Haute*, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Smith, second – Rehnquist, unanimously approved)

Dr. Jack Maynard, Provost and Vice President for Academic Affairs, Indiana State University, introduced this proposal. Dr. Biff Williams, Dean, College of Nursing, Health and Human Services, Indiana State University, spoke about the program.

In response to Ms. Odum's question regarding the curriculum, Dr. Williams explained that their program was designed for the students who are not going to stay in the clinical environment as clinicians, but are going to be educators, CEOs or CFOs. Dr. Williams added that most health care professionals have to have continuous education. In order to keep the cost down and to be competitive in the health care industry, a lot of hospitals offer their own programs; this is why those who offer these programs on-site need to have this curricular background.

Mr. LaMothe complemented ISU on the presentation. In response to his question regarding the financial focus of the new program versus the needs of the undergraduate programs, Dr. Williams explained that they want to make sure their faculty have the opportunity to pursue a Doctorate within the university.

Responding to Ms. Odum's question why the university would not expand the programs that already exist in this area, Dr. Williams said that other programs are limited by their accreditation while this program can be expanded as needed.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

B. Capital Projects on Which Staff Propose Expedited Action

Ms. Moran-Townsend presented a list of capital projects for expedited action.

R-12-07.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: McNutt North (Bordner) Quad Restroom Renovation – Phase VI - \$2,160,000
- Indiana University – Bloomington Campus: Forest Quad Interior Renovations and Code Improvements - \$5,600,000
- Indiana University – Bloomington Campus: Optometry Renovation - \$2,200,000
- Indiana University – Bloomington Campus: SPEA Plaza Renovation – Phase II - \$3,000,000
- Purdue University – West Lafayette Campus: Harrison Residence Hall Bathroom Renovation – Phase II - \$3,015,000
- Purdue University – West Lafayette Campus: Math Sciences Plaza and Utility Tunnel Waterproofing and Repairs - \$3,350,000 (Motion – Rehnquist, second – Peterson, unanimously approved)

IV. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 4:16 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DISCUSSION ITEM A:

Defining College Readiness – A Panel Discussion

Background

During the August meeting of the Academic Affairs and Quality Committee, institutional representatives mentioned briefly the process of academic “program review” normally undertaken by postsecondary institutions. Committee members indicated their interest in learning more about program review and suggested that the full commission hear a briefing. The purpose of the panel discussion, therefore, is to expand the commission’s understanding of institutional program-review, the processes employed by Indiana’s public institutions and the uses of the information derived.

Given that the purpose of program review is to examine, assess, and strengthen programs, the reviews tend to focus on the quality of teaching and learning, the quality of faculty research and scholarly/creative activity, and the extent and quality of community services. While additional dimensions of focus normally include cost, contributions to the general-education curriculum and future prospects for the program, the process of program review differs by institution and institutional focus and mission. To ensure breadth of presentation among Indiana’s public institutions, panelists will include representatives of the Indiana University system, Indiana State University and Ivy Tech Community College.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DECISION ITEM A-1:

Bachelor of Science in Technical Communication To Be Offered by Purdue University through the IUPUI Campus

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science in Technical Communication to be offered by Purdue University through the IUPUI campus, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

All members of the Academic Affairs and Quality Committee have reviewed this program and agree – and in some cases, along with staff, strongly agree – that there is a need for the graduates with the skills reflected in the curriculum. The Committee was divided, however, about whether a separate degree program was needed as opposed to a specialization or concentration in a more general program, such as communications. This led to gathering additional information from Purdue University, which became available just prior to publishing the agenda and is incorporated as an addendum to the *Program Description* (see the last two pages).

Related Programs in Indiana. There are no separate degree programs in Indiana – in the public, non-profit, or for-profit sectors – in Technical Communication.

Within the public sector, Purdue University West Lafayette offers a Professional Writing program in the School of Liberal Arts. However, students in the West Lafayette program receive a B.A. in English, and the curriculum does not permit students to pursue nearly as much coursework in technology, science, mathematics, and relevant disciplines that students in the proposed program, which is available through the IUPUI Purdue School of Engineering and Technology, would need to take (see addendum to the *Program Description* for a detailed analysis on this point). All public university campuses, except one, offer baccalaureate in communications programs. Together, these programs enrolled a total of 3,964 headcount students and graduated 758 students in FY2011.

It is unclear how many baccalaureate communications programs are available through Indiana's non-profit sector, although data from the Independent Colleges of Indiana suggest there are at least three. Within Indiana's for-profit sector, five institutions offer baccalaureate degrees in communications. Of these, the

University of Phoenix offers a concentration in Communication and Technology and DeVry University offers a specialization in Technical Communications.

Related Programs at IUPUI. At IUPUI, Indiana University currently offers a B.A. in Communication Studies through its School of Liberal Arts, which in FY2011 enrolled 377 headcount students and graduated 66. However, the curriculum of this program does not permit students to pursue nearly as much coursework in technology, science, mathematics, and relevant disciplines that students in the proposed program are required to take (see addendum to the *Program Description* for a detailed analysis on this point).

The Purdue School of Engineering and Technology at IUPUI has been offering a 19-semester hour Technical Communications or TCM Certificate. Over the past ten years (2002-2012), a total of 43 students have earned this Certificate.

Supporting Documents

Program Description – B.S. in Technical Communication

1. Characteristics of Program

- a. Indiana University Purdue University Indianapolis
- b. Specific Site
- c. Classroom
- d. Includes Required Internship
- e. Department of Technology and Leadership Communication

2. Rationale for Program

a. Institutional Rationale

The proposed Technical Communication (TCM) B.S. will aid in IUPUI's mission to "advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement." The degree promises to "promote the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations and external partnerships" through the means discussed above and in subsequent sections of this proposal. (<http://www.iupui.edu/about/core.html>)

The proposed degree in Technical Communication is compatible with the campus mission in that it will prepare students for the diverse and ever-changing field of technical communication and related areas, opening a wide variety of careers to graduates. In addition, with its broad perspectives, the degree will prepare students to be engaged citizens of the region. The degree will also prepare students for graduate opportunities on the IUPUI campus as well as at other universities. Because the proposed degree integrates understandings of technology and understandings of communication, it provides rich opportunities for cross-disciplinary intellectual undertakings. For more discussion, see full proposal.

b. State Rationale

Within the State of Indiana, no other Bachelor of Science degree in Technical Communication is offered. Purdue University, West Lafayette, offers a B.A. in Professional Writing through the English Department but does not offer a B.S. Indiana Purdue Fort Wayne and the University of Indianapolis offer only Professional Writing Minors. The nearest school offering a B.S. in technical communication is the Illinois Institute of Technology, in Chicago. Another regional institution, Miami University of Ohio, offers an undergraduate B.A., not a B.S.

The proposed degree's scientific/technical focus will be the first of its kind in Indiana. It will appeal to students who are already living and working in Indiana who may not wish to relocate or travel out-of-state to further their educations. Employers who offer tuition compensation would be likely to prefer in-state tuition rates to out-of-state rates, as well as the convenience of a local institution. Appealing to in-state students will make it more likely that they will remain in Indiana and use their degrees to support progress in the state.

In addition, students from out of state may also find this course of study appealing, given that few regional institutions offer a B.S. in technical communication.

c. Evidence of Labor Need

i. National, State, or Regional Need

Indiana and surrounding states will be served by this proposed degree. Multiple industries have need of technical communicators who are well educated in a broad range of abilities. Locally, many companies employ technical communicators for a variety of functions. A good-sized portion of the anticipated majors may consist of people who have been in the workforce and who will enroll specifically to earn

the TCM B.S., thus enhancing the overall enrollments at IUPUI. This major will probably appeal to a small number of students who declare the major soon after graduating from high school; the curriculum of the degree program is designed to accommodate such students as well as the others who come to it from other situations.

ii. Preparation for Graduate Programs or Other Benefits

Requirements for admissions to graduate programs in technical communication and related fields vary, but the broad-ranging nature and the focus on both theory and practice in the TCM B.S. will prepare our students well for admission to a variety of graduate programs.

Upon completion of a B.S. degree in Technical Communication, students will be well prepared to enter graduate programs that emphasize further study of the theory and practice of technical communication and related fields. Regionally, several opportunities for graduate study exist. For instance, the Communication Studies Department at IUPUI offers a Master's Degree in Applied Communication and is in the process of creating a Ph.D. degree in that same area. The English Department at Purdue University, West Lafayette offers a master's degree and a Ph.D. in Rhetoric and Composition with a special area in Professional and Technical Writing. The Illinois Institute of Technology also offers a Master's in Technical Communication. Other educational regional and national opportunities are likely to emerge over the years, and the proposed degree will put students at the forefront of that growth.

Across the United States, at least 14 institutions offer Master of Science degrees and at least 12 offer Master of Arts degrees in technical communication, according to the Society for Technical Communication's Academic Database. <http://www.stc.org/education/academic-database>. For more discussion, see full proposal.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

At least three highly reputable sources have recently indicated that TCM B.S. graduates are likely to enter careers with expanding prospects and a satisfying level of compensation.

- *The US News and World Report* in 2010 listed technical communication as one of 50 top careers nationally for which growth was projected over the next decade.
(<http://money.usnews.com/money/careers/articles/2009/12/28/technical-writer.html>)
- The Occupational Outlook Handbook, 2010-11 Edition, notes that the field is expected to grow 14-18% between 2008 and 2018. (<http://www.bls.gov/oco/ocos319.htm>)
- The Bureau of Labor Statistics lists the mean annual wage for Technical Communicators nationally at about \$65,000 in 2009. (Data for 2010 were not available.)
(<http://www.bls.gov/oes/current/oes273042.htm#top>)

iv. National, State, or Regional Studies—None conducted.

v. Surveys of Employers or Students and Analyses of Job Postings

In interviews with regional technical communicators and supervisors in the fall of 2010, we learned that the field continues to grow and the demand for technical communicators will continue to increase. Specifically, we learned that the following skills are likely to be important for technical communicators.

All interviewees noted that having both strong technical skills and strong communication skills was crucial. The results of these interviews helped to shape the curriculum for the proposed major. For a continued discussion of suggested skills and job postings, see full proposal.

vi. Letters of Support

The full proposal includes several letters from regional companies endorsing a high need for this degree program and graduates of the program. The full proposal also includes letters of support from within the University expressing a need for this program.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

Initially, we will offer the program with existing full-time faculty members and selected part-time faculty members. If the new degree program meets its enrollment goals (approximately 30 majors) within the first three years, one new faculty member will be required with expertise in usability and technology for technical communicators. For more discussion and a complete list of faculty, see full proposal. For tables on Direct Program Costs and Out of Pocket Costs, see Appendix A.

ii. Facilities

Initially, this new degree will be able to use existing resources; additional ones may be needed as the program grows, but those needs will be relatively modest. The Purdue School of Engineering and Technology and the University Information Technology Services already provide many of the technical resources that students and faculty members will need. In addition, the Technology and Leadership Communication Department is seeking to renovate classroom space to support active, collaborative, problem-based learning in technical communication courses and other areas. (Funding for that renovation will come from a variety of internal sources.)

iii. Other Capital Costs and equipment—None

b. Support

i. Nature of Support (New, Existing, or Reallocated)

Primarily Existing; Small Reallocation

ii. Special Fees above Baseline Tuition—

No special fees are attached for admission to this program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Within the State of Indiana, no other Bachelor of Science degree in Technical Communication is offered. Purdue University, West Lafayette, offers a B.A. in Professional Writing through the English Department but does not offer a B.S. Indiana Purdue Fort Wayne and the University of Indianapolis offer only Professional Writing Minors. The nearest school offering a B.S. in technical communication is the Illinois Institute of Technology, in Chicago. Another regional institution, Miami University of Ohio, offers an undergraduate B.A., not a B.S.

ii. Related Programs at the Proposing Institution

For over a decade, the current TCM Certificate (19 cr.) has served students who wished to earn a credential in technical communication, while earning a Bachelor's degree in another discipline or after having earned a Bachelor's degree. The TCM Program plans to continue to offer the TCM Certificate while also offering a major for those interested in a more in-depth education in the field. If a student begins working toward the TCM Certificate and chooses to switch to the major, the courses already earned will apply to the major as appropriate. Conversely, if the student begins in the TCM Major but elects not to complete it, a TCM Certificate may be awarded if the student has met all its requirements.

In 2010, members of the TCM Program's Industrial Advisory Board participated in revising the existing undergraduate TCM certificate. During this process, participants realized that the Certificate alone was not sufficient to provide students with a broad range of the knowledge, skills, and proficiencies that they would need as technical communication professionals. They urged the TCM program to look into offering a minor, major, and a graduate degree. For continued discussion, see full proposal.

b. List of Similar Programs Outside Indiana

Illinois Institute of Technology; Miami University of Ohio offers a B.A. in the field. In the United States, about 146 institutions offer B.A. degrees in Technical Communication, but only about 20 offer a B.S. in the field (according to the Society for Technical Communication's academic database <http://www.stc.org/education/academic-database>.) The proposed TCM major at IUPUI will lead to a B.S. with a strong background in technology. Such an education will help technical communicators understand technology both as a topic and as a tool that they will employ in contemporary technical communication venues.

c. Articulation of Associate/Baccalaureate Programs

Students will be able to transfer course credits that meet degree requirements from other institutions, especially those with whom IUPUI has articulation agreements. Consistent with IUPUI policy, graduates will need to earn at least 32 credit hours at IUPUI. Existing course articulation agreements between IUPUI and Ivy Tech and other relevant institutions will be honored.

Students who have completed the Ivy Tech requirements for the General Education Transfer Core Certificate and the A.S. in Professional Communication will be able to transfer those courses to apply to the TCM B.S. requirements. The TCM Program has created an articulation agreement with Ivy Tech Community College.

d. Collaboration with Similar or Related Programs on Other Campuses

At this time, we have not established formal collaborations with programs on other campuses, but we anticipate that informal collaborations in the future may be desirable.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

To earn the B.S. degree in Technical Communication, students will be required to complete a minimum of 120 credit hours, distributed among the following four core areas.

Technical Communication – 53 hours

Technology/Engineering/Science/Math – 34 hours

Organizational/Cultural Dynamics – 12 hours

Humanities/Social Sciences – 21 hours

Students will be required to complete one, 3-credit-hour internship (TCM 42000 or equivalent) near the end of this degree program. Many other courses will offer experiential research and learning opportunities in keeping with the campus Research, International, Service-learning, and Experiential learning (RISE) initiative.

This degree program will allow students to complete the entire degree in three years by taking summer classes. Many students may be preparing for career changes in mid-life, so this three-year plan will allow them to move through the degree efficiently and advance their career goals in a timely manner.

The option to complete the degree in four years is also available to students. To see the three year and four year plans of study, see full proposal.

b. Exceeding the Standard Expectation of Credit Hours

This degree program requires 120 hours.

c. Program Competencies or Learning Objectives

Specific objectives for graduates include:

Knowledge: Upon graduation, students will have a useful understanding of the theories that inform technical communication, especially as these theories are integrated with practice. They will understand principles of 1) verbal and visual communication as expressed orally, in writing, and in electronic formats, 2) collaborative writing and team dynamics, 3) usability and user-centered design, and 4) project management. They will also understand the basics of technology as a topic about which they will typically communicate.

Values: Upon completing this degree, students will understand that technical communicators often serve as “user advocates,” using their knowledge about users to create communication products designed to aid users in utilizing sophisticated technology to achieve their goals. Graduates will understand that technical communicators apply their understandings of users’ goals to devise communication products that help users to employ technology successfully. Graduates will also understand options for addressing with integrity the ethical challenges that arise in complex workplace communication contexts.

Skills: The skills that graduates of this degree will demonstrate correlate well with the knowledge they will attain. Students will develop written and oral communication skills, including the ability to communicate visually. They will develop skills with technology used to create usable communication products in a variety of environments. They will develop abilities to plan and manage complex communication projects. Finally, they will develop skills in negotiating within organizations in order to accomplish communicative goals. More specifically, they will develop abilities to conduct usability tests and analyze the data to improve products including software applications, websites, and devices; communicate complex technical concepts in a clear manner; successfully collaborate with and train colleagues in best practices; manage all aspects of communication projects from start to finish; use differing style guides appropriately; and communicate effectively with specific audiences using an appropriate approach.

Other outcomes: Students will develop an awareness of the situatedness of technical communication, understanding that conventions of communication need to be adapted to the needs of specific users and contexts. Upon completing this degree, they will also understand that effective technical communication will sometimes be internationalized or localized. Finally, because they will earn a B.S. , they may have more credibility in a technical setting than if they had earned a B.A. , according to several individuals who conferred with us in the shaping of this proposal.

All outcomes will demonstrate that students have incorporated the IUPUI Principles of Undergraduate Learning and with the RISE (Research, International, Service-learning, and Experiential Learning) initiative on IUPUI's campus, as discussed in subsequent sections of this proposal.

d. Assessment

IUPUI's Principles of Undergraduate Learning will guide the evaluating of student learning outcomes for the B.S. in Technical Communication.

In addition, the TCM Program will collaborate with the Purdue School of Engineering and Technology's Assessment Committee in designing, carrying out, and analyzing assessment practices. As with other degree programs within the school, assessment of the TCM program will have the following components: (1) assessment of student learning through evidence collected for the measurable learning outcomes developed to meet the IUPUI's Principles of Undergraduate Learning, (2) assessment of employer satisfaction using both surveys and focus groups, (3) assessment of alumni satisfaction through feedback using a process similar to the process for employer feedback, and (4) assessment of the program using matriculation rates, graduation rates, employment and graduate study placement rates, and advancements. Information gathered through the assessment process will be used to help determine the effectiveness of the program in meeting its intended learning outcomes and to guide adjustments to help with continuous programmatic improvement.

e. Licensure and Certification

No licensure in Technical Communication is available.

f. Placement of Graduates

The School of Engineering and Technology provides its students a Career Services office to assist in the professional development and placement of graduates. The office collaborates with companies throughout the world to assist students in locating paid internship, co-op, and career opportunities. In addition, TCM faculty members will assist in this process, especially through their extensive network of community connections. For continued discussion, see full proposal.

g. Accreditation

Currently, technical communication as a field is not under the guidance of external accrediting agencies. However, the national Council for Programs in Technical and Scientific Communication does provide resources for programs to use in evaluating themselves for a variety of purposes. We anticipate using those resources at regular intervals in order to improve the degree program.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY					
9-Nov-12					
Institution/Location: Purdue University to be offered through the IUPUI campus					
Program: B.S. in Technical Communication					
	Year 1 FY2013	Year 2 FY2014	Year 3 FY2015	Year 4 FY2016	Year 5 FY2017
Enrollment Projections (Headcount)					
Full-Time	339	732	1,083	1,191	1,191
Part-Time	45	45	63	90	90
Total	384	777	1,146	1,281	1,281
Enrollment Projections (FTE)					
Full-Time	8	17	24	24	24
Part-Time	5	9	14	18	18
Total	13	26	38	42	42
Degree Completions Projection	0	0	6	6	15
CHE Code: 12-25					
Campus Code: 1813					
County: Marion					
Degree Level: Bachelors					
CIP Code: Federal - 090908; State - 090908					

APPENDIX A

Campus: Indiana University-Purdue University Indianapolis\

Program: Bachelor of Science in Technical Communication

Date: 27 July2011

TABLE 1A

TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

	<u>Year 1</u> <u>FTE</u>	<u>2012-13</u>	<u>Year 2</u> <u>FTE</u>	<u>2013-14</u>	<u>Year 3</u> <u>FTE</u>	<u>2014-15</u>	<u>Year 4</u> <u>FTE</u>	<u>2015-16</u>	<u>Year 5</u> <u>FTE</u>	<u>2016-17</u>
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A. Total Direct Program Costs

1. Existing Departmental Faculty Resources	1.2\$	108,000	2.2 \$	198,000	3.3\$	297,000	4.4 \$	396,000	4.4 \$	396,000
2. Other Existing Resources		22,000		40,000		59,000		79,000		79,000
3. Incremental Resources (Table 1B)		107,300		222,700		327,300		327,300		317,300
TOTAL		\$ 237,300		\$ 460,700		\$ 683,300		\$ 802,300		\$ 802,300

B. Sources of Program Revenue

1. Reallocation	\$ 130,000	\$ 238,000	\$ 356,000	\$ 475,000	\$ 475,000
2. New-to-campus Student Fees	84,000	174,300	256,100	256,100	256,100
3. Other (Non-State)					
4. New State Appropriations					
a. Enrollment Change Funding	23,300	48,400	71,200	71,200	71,200
b. Other State Funds	0	0	0	0	0
TOTAL	\$ 237,300	\$ 460,700	\$ 683,300	\$ 802,300	\$ 802,300

Campus: Indiana University/Purdue University Indianapolis
 Program: Bachelor of Science in Technical Communication
 Date: 27 July 201

TABLE 1B
 DETAIL ON INCREMENTAL OR
 OUT-OF-POCKET DIRECT PROGRAM COSTS

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2012-13	FTE	2013-14	FTE	2014-15	FTE	2015-16	FTE	2016-17
1. Personnel Services										
a.. Faculty	0.8	85,200	1.6	170,400	2.3	245,000	2.3	245,000	2.3	245,000
b.. Support Staff	0.3	16,800	0.7	33,600	1.0	48,300	1.0	48,300	1.0	48,300
c. Graduate Teaching Assistants	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total Personnel Services		102,000		204,000		293,300		293,300		293,300
2. Supplies and Expense										
a. General Supplies and Expense		3,500		16,100		31,700		31,700		31,700
b.. Recruiting		1,000		1,000		0		0		0
c. Travel		800		1,600		2,300		2,300		2,300
d. Library Acquisition		0		0		0		0		0
Total Supplies and expense		5,300		18,700		34,000		34,000		34,000
3. Equipment										
a. New necessary for program										
b. Routine replacement										
Total Equipment		0		0		0		0		0
4. Facilities										
	0		0		0		0		0	
5. Student Assistance										
a.. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
Total Student Assistance		0		0		0		0		0
Total Incremental Direct Costs	\$	107,300	\$	222,700		327,300		327,300	\$	327,300

To: Ken Sauer,
Senior Associate Commissioner for Research and Academic Affairs
Indiana Commission for Higher Education

This document is in response to questions regarding the proposal of a B. S. degree in Technical Communication at IUPUI. Two questions were presented: (1) Should this degree be offered through the existing IUPUI Communication program? and (2) Does the B. A. in Professional Writing at Purdue West Lafayette offer a concentration in Technical Communication?

- (1) The proposed TCM BS has its foundation in E&T perspectives and courses. Because of that feature, it can stand alone as a major, or it can become a double major for someone in a technical field. The approaches in the proposed degree are distinctive from those found in a Liberal Arts perspective.

The TCM BS degree would be best offered through the TCM Program in the Purdue School of Engineering and Technology at IUPUI for the following reasons.

- TCM faculty members have the required expertise and a regional network in Technical Communication, a field distinct from Communication Studies and English.
- Letters from regional academic administrators support locating the TCM BS in the Purdue School of Engineering and Technology.
- The BS degree in TCM is most appropriate in a School of Engineering and Technology rather than a School of Liberal Arts which has a tradition of offering BA degrees.

Following are comments from Dean David Russomanno, Purdue School of Engineering and Technology, IUPUI regarding the TCM program being housed in the School of Engineering and Technology:

- The program responds to the needs of STEM employers by embedding the rigor of the project-based engineering and technology programs into the curriculum
- The program prepares students to effectively communicate technical solutions in a global, economic, environmental, and societal context through shared and tightly coupled curricular experiences with the engineering and technology programs
- The program supports the engineering ABET accreditation criteria which requires outcomes that demonstrate our students' ability to: i) communicate effectively; ii) function on multidisciplinary teams; and iii) use the techniques, skills, and modern engineering tools necessary for engineering practice
- The program effectively and efficiently utilizes existing faculty and staff expertise and resources while not duplicating other programs on campus or within Indiana
- The program is strongly endorsed by deans and other leaders of communications-oriented programs at IUPUI, Purdue, W. Lafayette, and IU-Bloomington

In response to the question of how the proposed IUPUI TCM BS is distinct from other degrees and disciplines such as Communication Studies and English/Professional Writing, the attached chart in Appendix A indicates similarities and differences.

- (2) The Professional Writing major at Purdue West Lafayette does offer a concentration in Technical Writing. The Director of that Program, however, notes that the focus at Purdue West Lafayette is on writing and that the program currently offers a very limited number of courses with a technical orientation. He sees the IUPUI program as a possible partner in the delivery of technically oriented courses to Purdue West Lafayette students through summer enrollments or future online delivery methods. He is highly supportive of this proposal.

Appendix A: IUPUI TCM BS' relationship to other programs

The topics in the left-hand column were selected from the list of competencies that technical communicators need in order to succeed in contemporary technical communication environments. (The list of competencies was drawn from the IUPUI TCM Industrial Advisory Board's input and primary and secondary research during the process of preparing the TCM BS proposal.) Although the Communication Studies BA and the PUWL English Professional Writing BA are making valuable contributions in many ways, overall, we believe that the TCM BS degree will prepare students well for careers in technical communication in ways that differ significantly from the preparation offered by the two other degree programs. **Green** indicates a high level of relevant coursework in the degree program, **yellow** indicates a moderate level, and **red** indicates a low level.

Three regional programs Competencies for Technical Communicators	Proposed Technical Communication BS (IUPUI)	Communication Studies BA (IUPUI)	Professional Writing/ English Degree (specialty in Technical Writing (PUWL)
<i>Technology/ Science/Math course work</i>	34 hours. Opportunity to earn a minor or certificate in a technical/scientific field.	9-11 hours of math and science.	12 hours in math and science. Required to earn a minor in another field, a minor that could be in a technical or scientific field.
<i>Courses in Technical Communication and relevant disciplines</i>	53 hours	33 hours in Communication Studies, some not relevant to technical communication.	30 hours in writing and technical/professional writing.
<i>Project/documentation management</i>	Two required and several elective courses.	None required	None required.
<i>Written communication</i>	Integrated into TCM Core courses.	First-year composition Electives.	Several courses, some tangential to technical communication
<i>Usability</i>	One course, plus integration into several other courses.	None required	Integrated into several courses.
<i>Oral Communication</i>	Introductory speech course. A few electives in formal and informal oral communication.	Many courses in formal and informal oral communication	Introductory speech course.
<i>Editing of technical/scientific communication</i>	Required course plus integration in other courses.	None required	None required
<i>Training</i>	Electives.	None required	None required
<i>Electronic Communication</i>	Several electives and integrated into other courses.	Several electives in general media.	Integrated into several courses.
<i>Mastery of software for technical communication</i>	One required course in software tools plus integration in other courses.	Several electives, mostly in TV/video/film.	One required course in Computer Aided Publishing.
<i>Research approaches for learning about audience, subject matter, and communication media in the workplace</i>	One required course in workplace, applied research plus integration in other courses.	Two required courses in general communication research methods.	One required course in research in general technical writing.
<i>Theoretical foundations for technical communication</i>	One introductory course with integration into other courses.	Several theoretical courses, but not specific to technical communication	One required course and an option for a course in theories of rhetoric and composition
<i>Organizational/international/intercultural dynamics of technical communication</i>	12 credit hours plus an option to complete foreign language courses and courses in project management.	Several electives in organizational communication. One optional course in intercultural communication.	None
<i>Broad, general education.</i>	21 hours in Humanities, Language, and Social Sciences	36 hours in General Education.	30 hours in General Education

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DESCISION ITEM B-1:

Mills Residence Hall Renovation – Indiana State University

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Mills Residence Hall Renovation – Indiana State University*. Staff recommendations are noted in the staff analysis

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Indiana State University requests authority to renovate Mills Residence Hall on the Terre Haute campus. The renovation will provide for updated mechanical systems including fire suppression and air conditioning. Additional items include updating restroom facilities, lighting, doors, and other upgrades. The project would be funded through housing and dining services borrowing and reserves totaling \$22 million.

Supporting Document

Mills Residence Hall Renovation – Indiana State University,
November 9, 2012

MILLS HALL RENOVATION INDIANA STATE UNIVERSITY

DESCRIPTION OF THE PROJECT

The renovation of Sycamore Towers is a part of the long-term plan for residence hall facilities on the campus of Indiana State University. Phase I of this project is the renovation of Mills Hall within the Sycamore Tower complex and would include the installation of air conditioning to the facility and fire protection, replacement of the heating system, windows, power and data systems, fire alarm systems, individual temperature controls, and energy-wheel exhaust system. However, the shared double occupancy room configuration will generally remain in place as currently exists. Project will be financed using a combination of cash reserves within the Housing and Dining System and the issuance of long term debt. Funds of the Housing and Dining System would be used to support future R&R needs for the project. Total project cost is estimated by RATIO Architects to be \$22 million as of tentative bid date. No change in operating cost is anticipated. The operating cost is a part of the Housing and Dining System budget.

NEED AND PURPOSE OF THE PROJECT

Many of Indiana State's housing options are antiquated and in need of major refurbishment. The Campus Master Plan, adopted in 2009, calls for the renovation of several existing residential facilities that have had no major renovation in over 40 years and do not meet existing building codes for new construction, including fire safety and ADA compliance. The renovation of Sycamore Towers with double occupancy rooms and appropriate lounge/study space creates an environment that is attractive to students and conducive to living and learning. Indiana State University believes campus housing provides students with many benefits including living in an academically supported environment with academic peer advisors and learning communities. It also allows students the ability to stay connected to campus through activities that foster educational, social, and leadership development as well as opportunities to engage with students from a variety of different cultures, backgrounds, and lifestyles.

SPACE UTILIZATION

The renovation of existing student housing does not anticipate any additional square footage beyond what is currently in place and previously approved. Renovations of existing housing structures normally result in a reduction of the number of beds available to provide for improved facilities and meet current building codes and standards. It is the desire of the University to maintain the existing overall bed count currently in place.

COMPARABLE PROJECTS

Comparable on campus housing projects approved by tile Commission include:

- (1) Ball State Studebaker East Residence Hall approved May 2010, \$24 million renovation with 440 beds at a size of 97,000 gross square feet (\$55,000 per bed, \$247 per gross equate foot);
- (2) Indiana State University North Campus Residence Hall approved March 2012, \$24 million new building with 352 beds at a size of 139,000 gross square feet (\$68,000 per bed, \$172 per gross square foot);
- (3) Indiana University Bloomington Third Street Residence Hall approved May 2011, \$38 million building with 450 beds at a size of 155,000 gross square feet (\$84,000 per bed, \$245 per gross square foot);

- (4) Vawter Field Housing approved October 2011, \$40 million new building with 300 beds at a size of 128,400 gross square feet (\$133,000 per bed, \$310 per gross square feet);
- (5) Indiana State University Erickson Hall approved December 2011 , \$10 million renovation with 260 beds at a size of 78,690 gross square feet (\$38,500 per bed, \$ 143 per gross square feet); and
- (6) Ball State Johnson A Residence Hall approved June 2012, \$35.7 million renovation with 590 beds at a size of 178,400 gross square feet (\$60,500 per bed, \$200 per gross square feet).

STAFF ANALYSIS

ISU's ten year housing capital plan calls for on-going renovations and improvements to the 10 on-campus housing facilities, including the renovation of Mills Residence Hall (one of four towers in the Sycamore Towers facility). Previously, ISU has renovated several on-campus housing facilities in order to provide greater options to students living on campus comparable to other housing options in Terre Haute without increasing overall bed count.

As of the fall of 2012, 100% of on-campus housing was occupied with approximately 3,700 beds available to students. The Morris Hall renovation will renovate the facility which currently has 410 beds and create new space for students to study and gather while retaining 366 beds. Even though there is little change in the overall bed space in Mills Hall, as ISU renovates and upgrades several on-campus housing options over the next 10 years the overall number of beds will fluctuate. Overall ISU projects by 2019 the total number of beds will be approximately 3,800. Currently, 30% of students enrolled at ISU live on-campus.

In addition to renovating student studying and gathering space in Mills Hall, the renovation will provide for a fire suppression system and air conditioning for the residence hall. While the cost per square foot is slightly higher than other comparable projects, the addition of the fire suppression system and air condition is a main drive of the cost. In order to provide a safe and comfortable living environment and continue to offer updated on-campus housing to students, ISU continues to upgrade and renovate residence halls built in the early 1960's. Mills Hall has not had a major renovation or upgrade since being built in 1956.

Funding for the project will be provided through cash reserves (\$2M) held by the Housing and Dining Services Division of ISU along with the issuance of auxiliary revenue debt (\$20M) to be financed through housing and dining services revenue. The cost per square foot is approximately \$220 and will affect nearly 100,000 gross square feet of residence hall space. Current standard room and board rates at ISU are \$8,262, with premium rates reaching \$9,282 for double rooms with private bathrooms. ISU does not anticipate major changes in the room and board rates based on this project.

ISU is requesting the Commission review and approve the renovation of Mills Hall. This project is not required to have General Assembly approval or authorization; therefore the Commission did not review this project as part of previous biennial budget requests.

Staff recommends the Commission provide a favorable review of the project.

PROJECT SUMMARY AND DESCRIPTION
FOR: SYCAMORE TOWERS - PHASE I MILLS HALL

Institution:	Indiana State University		Budget Agency Project No.:	C-1-13-2-01
Campus:			Institutional Priority:	
Previously approved by General Assembly:	N/A		Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes			
Project Summary Description: Sycamore Towers consists of four 12 story residence halls built between 1962 and 1963 housing 1,600 students. Each similarly constructed residence hall, using a cast-in-place concrete frame with precast double tees floors, houses approximately 400 students. Over the past forty years only minor renovations or upgrades have occurred to these facilities. This project is the beginning of a multi-year effort to renovate each of the residence halls that are a part of the Sycamore Towers complex. Phase I consists of the renovation of Mills Hall beginning in the summer of 2013 with projected occupancy in fall 2014. Mills Hall, constructed in 1963, has had only minimal upgrades or renovation since its original construction.				
Summary of the impact on the educational attainment of students at the institution: Phase I of the Sycamore Towers project is integral to the University's long-term plan for the renovation of existing facilities to provide attractive housing for students and create an atmosphere conducive to living and learning. Renovation of this facility will provide approximately 366 beds within reconfigured floor space.				
Project Size:	99,953	GSF	61,598	ASF
Net change in overall campus space:				ASF
Total cost of the project (1):	\$ 22,000,000		Cost per ASF/GSF:	\$ 220.10 GSF \$ 357.15 ASF
Funding Source(s) for project (2):	<input type="button" value="\$ 20,000,000"/> - IC-21-35-3 as supplemented by IC 21-35-5 <input type="button" value="\$ 2,000,000"/> - Housing and Dining Reserves <input type="button" value=""/> - List amount and note the fund source/bonding authority here <input type="button" value=""/> - List amount and note the fund source/bonding authority here			
Estimated annual debt payment (4):	\$ 1,067,794			
Are all funds for the project secured:	Yes			
Estimated annual change cost of building operations based on the project:			0	
Estimated annual repair and rehabilitation investment (3):	\$ 330,000			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)

(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)

(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost.

(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate.

- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DESCISION ITEM B-2:

International Studies Building - Indiana University Bloomington Campus

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *International Studies Building – Indiana University - Bloomington*. Staff recommendations are noted in the staff analysis

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than \$500,000, regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds seven hundred fifty thousand dollars (\$750,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds one million five hundred thousand dollars (\$1,500,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

The Trustees of Indiana University requests authority to construct the International Studies Building at the Bloomington Campus of Indiana University. The project will provide a single location of various international centers, institutes, and study programs currently located throughout the Bloomington campus. The facility is roughly 188,000 gross square feet and will free up current space for renovation and repurposing. The project would be funded through borrowing, athletic television revenues and proceeds from the sale of land, totaling \$53 million.

Supporting Document

International Studies Building - Indiana University Bloomington Campus, November 9, 2012

INTERNATIONAL STUDIES BUILDING INDIANA UNIVERSITY BLOOMINGTON CAMPUS

DESCRIPTION OF THE PROJECT

The proposed International Studies Building (ISB) will house approximately 10 academic departments and 19 research centers or programs focused on the study of global cultural processes and foreign languages. These units will be drawn from the College of Arts and Sciences and the School of Education. In addition, the ISB will become home to the dean of the School of Global and International Studies along with his staff.

Relationship to Other Capital Improvement Projects: No other projects are dependent upon the completion of this project.

Historical Significance: This project has no impact on any facility that is over 50 years old.

Alternatives Considered: Due to lack of appropriate academic and research space on campus and the specific needs of this project, the university has determined that new construction is the only feasible alternative.

Relationship to Long-Term Capital Plan for Indiana University: This project has been on the university's ten-year plan since 2002.

IMPACT ON EDUCATIONAL ATTAINMENT OF STUDENTS

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve.

NEED AND PURPOSE OF THE PROJECT

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve. In addition, and in accordance with the University Master Plan, this new facility will also make possible the renovation of several older buildings to be returned to much improved academic use.

SPACE UTILIZATION

The ISB will be approximately 188,000 gross square feet, possibly distributed over 4 levels with the upper floors of the building consisting mainly of faculty offices and other spaces serving academic departments, programs, centers and institutes - conference room, reception/secretary rooms, visitors waiting room, copier/workroom, storage/supplies room, graduate student lounge, specialized research libraries/labs and space for computer workstations. The lower floors, including the entry level, will house classrooms, a large student/public gathering space (serving as a reception hall, and including a cafe or other suitable food service), kitchenette/catering set-up, building-wide mailroom, and media services room. The campus' need for more office and classroom space is acute, and perhaps has reached a critical point. The new ISB will not only offer more usable square feet, but fresh spaces that are better designed for research and teaching in the 21st century.

COMPARABLE PROJECTS

- 1) IUB Jacobs School of Music Studio Building at \$345/gsf (although there are special requirements for acoustical treatments in much of that building)
- 2) IUB Honors College at \$272/gsf
- 3) IUB Cyber infrastructure Building at \$303/gsf
- 4) IUN Tamarack Hall replacement project is projected to cost approximately \$255/gsf

STAFF ANALYSIS

The International Studies Building (ISB) project proposed by Indiana University would provide a new single location for foreign languages and foreign studies currently spread throughout the Bloomington campus. The ISB, while creating new space on campus, will open up current space in facilities and buildings located throughout campus for renovation and repurposing.

Foreign languages and foreign studies programs are spread throughout the Bloomington campus, most located within Wells Quad and Ballantine Hall, with some locations in houses located throughout campus. The ISB will allow for all of the foreign languages and studies programs to be housed in one location and will open space in Wells Quad and Ballantine Hall for renovation and repurposing. IU plans to convert the Wells Quad buildings back to on-campus housing, possibly as an Honors College residence hall. Parts of Ballantine Hall would be vacated, renovated and reopened to provide additional academic and academic support space on campus. These changes will allow IU to consolidate several academic programs into one location while updating and renovating current space for future use and extending the life of several buildings on campus.

IU Bloomington may realize some level of operational efficiency over time by consolidating the foreign languages and foreign studies programs into one specific building. In addition, by re-tasking Wells Quad to a residence hall facility there will be a reduction on the operational costs to the academic and administrative side of the Bloomington campus. While the building will increase the operational costs to the IU Bloomington campus by \$1.1 million per year, IU Bloomington estimates that through operational efficiencies and repurposing of buildings, these operational increase can be covered. Regarding deferred maintenance of buildings on-campus, by renovating Wells Quad and parts of Ballantine Hall, IU Bloomington will lower its deferred maintenance on campus.

The proposed ISB will cost approximately \$53 million and will provide approximately 188,000 gross square feet of new space. The estimated cost per square foot is \$282 and is comparable to previously reviewed new construction projects submitted by IU. Of the overall gross square footage, approximately one-third of the building will focus on classrooms or learning/study areas for students. The remaining portion of the building will be for office space, support space and general use.

Funding for the new ISB will come from three main sources, Big Ten television network revenues (\$26 million), indirect cost recovery revenues (\$17 million) and revenue from sale of land proceeds (\$10 million). Of the \$53 million, \$43 million will be financed through the issuance of revenue bonds and certificates of participation (COPS). No state funds are being requested to construct the ISB. IU Bloomington will use funds from Residential Programs and Services to finance the renovation of Wells Quad and may request state funds in the future to renovate Ballantine Hall.

Based on the analysis conducted by staff, staff recommends the Commission provide a favorable review of the capital project.

CAPITAL PROJECT SUMMARY AND DESCRIPTION

For: **International Studies Building**

Institution:	Indiana University	Budget Agency Project No.:	A-1-08-1-22
Campus:	Bloomington	Institutional Priority:	<input type="checkbox"/>
Previously Approved by General Assembly:	No	Previously Recommended by CHE:	<input type="checkbox"/>
Part of the Long-Term Capital Plan:	Yes		
20084867			

Project Summary Description

The proposed International Studies Building (ISB) will house approximately 10 academic departments and 19 research centers or programs focused on the study of global cultural processes and foreign languages. These units will be drawn from the College of Arts and Sciences and the School of Education. In addition, the ISB will become home to the dean of the School of Global and International Studies along with his staff.

Summary of the Impact on the Educational Attainment of Students at the Institution

The ISB will embody Herman B Wells' prescient vision that "the campus of Indiana University is not just in Bloomington, or even the state of Indiana; it encompasses the four corners of the globe." The ISB will literally bring "the world" to Bloomington by offering state-of-the-art classrooms, offices, and gathering places for the study of foreign languages and humanistic inquiries into global cultures. IU offers instruction in more foreign languages than at any other university, and its longstanding regional/area studies programs are world-renowned. At present, these international-focused academic programs are scattered throughout the Bloomington campus. For the first time, all of this global research and teaching will be housed in a single building, offering exciting possibilities for new collaborations and cross-national projects. The ISB will give these programs the modern and appropriate space they deserve.

Project Size:	188,000	GSF	116,600	ASF	62%	ASF/GSF
Net Change in Overall Campus Space:	<input type="checkbox"/>		188,000	GSF	116,600	ASF

Total Project Cost:	\$53,000,000	Cost per ASF/GSF:	\$282	GSF	
			\$455	ASF	
Funding Sources(s):	\$33,000,000	Certificates of Participation {IC21-33-3-5} *			
	\$10,000,000	Auxiliary Revenue Bonds {IC21-35-3}, Repaid by Athletic Television Rights Income			
	\$10,000,000	Proceeds of the Sale of University-owned Properties			
Estimated Annual Debt Payment:	\$3,673,210				
Are All Funds for the Project Secured?	<input type="checkbox"/> Yes				
Estimated Annual Change Cost of Building Operations Based on the Project:	\$1,086,640				
Estimated Annual Repair and Rehabilitation Investment:	\$795,000				

* Certificates of Participation in a Lease/Purchase Agreement with the IU Building Corporation,
Repaid by Indirect Cost Recovery Funds from Research.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DECISION ITEM B-3:

Capital Project for Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Indianapolis Campus: School of Dentistry Renovation - \$2,300,000

Background

Staff recommends the following capital project be recommended for approval in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations. If there are questions or issues requiring research or further discussion, the item could be deferred until a future Commission meeting.

Supporting Document

Background Information on Capital Project on Which Staff Proposes Expedited Action, November 9, 2012

Background Information on Capital Projects on Which Staff Proposed Expedited Action
November 9, 2012

**A-2-13-2-25 Indiana University – Indianapolis Campus: School of Dentistry Renovation
Project Cost: \$2,300,000**

The Trustees of Indiana University request authorization to proceed with the renovation 4 lecture halls in a School of Dentistry building on the IUPUI campus. Currently the 4 lecture halls hold room for 530 students. The planned renovations will expand the capacity to 576 students without increasing the space of the lecture halls. In addition, the renovation will include wiring to facilitate on-line instruction and testing and updated mechanical/electrical/network systems associated with these rooms. New policies on campus will allow other degree/academic program classes to be conducted in the lecture hall space, resulting in better space utilization of the IUPUI campus. The project is estimated to cost \$2,300,000 and will be funded through campus repair and rehabilitation funds (\$650 K) and School of Dentistry clinic revenues (\$1.7 million).

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

DECISION ITEM C:

Administrative Item on Which Staff Proposes Expedited Action

Staff Recommendation

That the Commission for Higher Education approve by consent the following administrative action, in accordance with the background information provided in this agenda item:

- Authorize staff to renew a license agreement with the National Center for College Costs for the ongoing implementation of the Indiana College Costs Estimator.

Background

In June 2010, the Indiana Commission for Higher Education approved an initial two-year license agreement with the National Center for College Costs for the deployment of the Indiana College Costs Estimator website (www.indianacollegecosts.org) and ongoing implementation support services. The Indiana College Costs Estimator is designed to make federal, state and institutional financial aid transparent on a statewide basis.

Launched publicly in January 2011 as part of Learn More Indiana's annual "Cash for College" campaign, the Indiana College Costs Estimator offers Hoosier students and families a "one stop shop" for calculating and comparing the net cost of college at each of Indiana's public and private colleges. Key features include Expected Family Contribution (EFC) estimates customized by individual/campus, side-by-side cost comparisons of Indiana colleges, "Ask the Expert" sessions, and more.

Under the proposed service agreement with the National Center for College Costs, the Commission for Higher Education would dedicate \$117,000 of College Access Challenge Grant funding from the U.S. Department of Education for a one-year license renewal offering unlimited statewide use of the Indiana College Costs Estimator tool and related training/support services.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

<u>Institution/Campus/Site</u>	<u>Title of Program, School, or College</u>	<u>Date Received</u>	<u>Status</u>
1. IU-Northwest	B.S. in Dental Hygiene	01/04/2012	To be discussed at the Nov. 8 AA&Q Cmte. meeting.
2. IU Kokomo	Bachelor of Applied Science	02/29/2012	Withdrawn by IU.**
3. IU East	Bachelor of Applied Science	02/29/2012	Withdrawn by IU.**
4. IU East	M.A. in English	02/29/2012	To be discussed at the Dec. 12 AA&Q Cmte. meeting.
5. IU Kokomo at Kokomo	B.S. in Hospitality and Tourism	07/05/2012	To be discussed at the Dec. 12 AA&Q Cmte. meeting.
6. IU through its IUPUI campus	Ph.D. in Health Communications	07/05/2012	To be discussed at the Nov. 8 AA&Q Cmte. meeting.
7. Purdue Univ. through the IUPUI Campus	B.S. in Technical Communication	07/26/2012	On November agenda for action.

** The University has indicated that it intends to submit another proposal for a Bachelor of Applied Science, which will reflect a single curriculum and will apply to all five IU regional campuses.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
1. ISU	M.Ed. in Elementary Education	10/31/2012	Added statewide delivery via distance education technology.
2. ISU	Ph.D. in Educational Administration	10/31/2012	Added statewide delivery via distance education technology.
3. IU Northwest	Bachelor of Fine Arts	10/31/2012	Added to existing B.A. in Fine Arts.
4. IU East	B.S. in Nursing (Completion)	10/31/2012	Added Madison as an off-campus site.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

*A-7-13-2-26 Indiana University – Northwest
Dunes Medical Façade Repair
Project Cost: \$1,250,000*

The Trustees of Indiana University requests authority to proceed with the repair of the Dunes Medical facility and façade located on the Northwest campus of Indiana University. Due to the deterioration of the building's envelope system, water is penetrating the interior of the building causing damage throughout the structure. The project will restore windows, cement veneer panels, roofing systems, building insulation systems, sealant systems, mechanical equipment systems and joints in the metal fascia systems. Currently, the Dunes Medical facility houses the School of Medicine, the School of Business and Economics, the College of Health and Human Services, the Center for Management Development and the School of Public and Environmental Affairs. The estimated cost of the project is \$1,250,000 and is funded through campus renovation funds.

*B-1-13-2-15 Purdue University – West Lafayette
South University Water Main Relocation
Project Cost: \$900,000*

The Trustees of Purdue University requests authority to proceed with the relocation of a potable water main on the Purdue University West Lafayette campus. The relocation will include the installation of a direct buried portable water main to relocate and replace the

existing main in a utility tunnel on campus. The existing main and tunnel will be demolished and removed as part of the project. Due to the age and condition of the current potable water main, a relocation and replacement main will continue to provide reliable water service to new facilities on the West Lafayette campus. The estimated cost of the project is \$900,000 and will be funded through repair and rehabilitation university general funds, which are derived from student repair and rehabilitation fees and state repair and rehabilitation funds.

- B-1-13-2-16 *Purdue University – West Lafayette
Stadium Mall Tunnel Waterproofing and Repair
Project Cost: \$1,145,000*

The Trustees of Purdue University requests authority to proceed with the renovation and repair of a section of infrastructure tunnel on the Purdue University West Lafayette campus. The project provides for structural and waterproofing repairs to a utility tunnel along with landscape and hardscape changes due to the renovation of the tunnel. The renovations to the utility tunnel will provide for reliable utilities, environmentally safe infrastructure, reduced risk of failure and a safe operating environment for the University. The estimated cost of the project is \$1,145,000 and will be funded through repair and rehabilitation university funds, which are derived from student repair and rehabilitation fees and state repair and rehabilitation funds.

- B-1-13-2-17 *Purdue University – Randolph County
Davis-Purdue Agriculture Center Building Construction
Project Cost: \$1,300,000*

The Trustees of Purdue University requests authority to proceed with the construction of a new agriculture center in Randolph County as part of Purdue's agriculture duties and responsibilities. The proposed construction of a new building will replace the shop/office building which is no longer adequate for equipment maintenance activities. The new building will include space for staff, ADA compliant restrooms and a classroom for groups visiting the research farm. The Purdue-Davis Agriculture Center supports more than 20 researchers from various departments in the college of Agriculture, USDA research staff and numerous visitors. The estimated cost of the project is \$1,300,000 and will be funded through gift funds (\$1.1 million) and departmental funds (\$200,000).

- B-1-13-2-18 *Purdue University – West Lafayette
Water Tower Rehabilitation
Project Cost: \$1,200,000*

The Trustees of Purdue University requests authority to proceed with the repair and rehabilitation of the main water tower at the West Lafayette campus. The project will include cleaning and preparing the water tank for new paint both interior and exterior. In addition, the replacement of the cathodic protection system and other upgrades to meet safety and operational requirements are included in the rehabilitation project. The project will allow for on-going maintenance to the water tower to improve the expected life of the tower and meet safety requirements. The estimated cost of the project is \$1,200,000 and will be funded through university repair and rehabilitation funds, which are derived from state appropriated funds, student fees and savings realized in the institution's general operation budget.

- B-1-13-2-19 *Purdue University – West Lafayette*

*Stadium Parking Lot R Lighting and Asphalt Repair
Project Cost: \$1,260,000*

The Trustees of Purdue University requests authority to proceed with the repair and replacement of the asphalt parking lot near Ross-Ade Stadium and installation of lighting in the parking lot. The project will allow for improvement in the infrastructure on the West Lafayette campus, extend the life expectancy of the parking lot and provide for adequate lighting for safety and security. The estimated cost of the project is \$1,260,000 and will be funded through parking facilities reserves which are derived from parking fees collected by Purdue University.

II. NEW CONSTRUCTION

*C-1-12-2-03R Indiana State University
North Campus Residence Hall Project Revision
Project Cost: \$25,770,000 (Increased by \$1,770,000)*

The Trustees of Indiana State University seeks authorization to increase the previously authorized funding amount for the North Campus Residence Hall. The Commission approved the project in March of 2012 at a funding level of \$25 million. Due to higher than expect bids submitted by vendors, ISU will need an additional \$1.77 million of funding authorization to complete the project as approved by the Commission. The scope and project itself will remain the same with no changes to the number of beds or facility design. The additional \$1.77 million will be funded through housing and dining reserves. The original \$25 million will still be funded through housing and dining revenue bonds (\$21 million) and housing and dining reserves (\$3 million).

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, November 9, 2012

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-7-09-1-09 Indiana University Northwest
 Tamarack Hall Replacement and Ivy Tech Community College – Northwest
 Project Cost: \$45,000,000
 Submitted the Commission on January 21, 2011

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

A-9-09-1-12 Indiana University Southeast
 New Construction of Education and Technology Building
 Project Cost: \$22,000,000
 Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02

Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07

Purdue University
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007

General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-4-09-1-21

Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000
Submitted to the Commission on October 29, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project was recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

C-1-07-2-01

Indiana State University
Renovation of Life Science/Chemistry Lab Phase II
Project Cost: \$4,500,000
Submitted to the Commission on March 22, 2012

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is \$4,500,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is currently under review by Commission staff.

D-1-05-1-02

Ball State University
Boiler Plant Project (Revised)
Project Cost: \$3,100,000
Submitted to the Commission on February 1, 2011

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 General Assembly bonding authority.

STATUS: The project is being held by the Commission until funds are identified to support the project.

STATUS: The project is being held by the Commission for further review by staff.

F-0-08-1-03

Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$20,350,000
Submitted to the Commission on February 12, 2011

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

F-0-12-1-02

Ivy Tech Community College of Indiana
Indianapolis Fall Creek Expansion – Phase III (Final Phase)
Project Cost: \$23,098,100
Submitted to the Commission on March 21, 2012

The Trustees of Ivy Tech Community College of Indiana seeks authorization to proceed with the final phase of the Indianapolis Fall Creek Expansion project. The final phase of the project will include: upgrade to infrastructure (HVAC, plumbing, electrical, safety and code compliance); the build out of three floors of the Ivy Tech Corporate College and Conference Center for a Center for Instructional Technology; and additional classrooms, labs, offices and student support. The expected cost of the project is \$23,980,100 and would be funded from 2007 General Assembly bonding authorization. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

III. LEASES

None.