



MEMORANDUM

To: Those Concerned
From: Teresa Lubbers
Commissioner
Date: March 3, 2011
Subject: Commission Meeting

Enclosed are agenda materials for the March Commission meeting. The meeting schedule is as follows:

Thursday, March 10, 2011 *(Eastern time)*

University Place Conference Center and Hotel
IUPUI Campus
850 W. Michigan Street
Indianapolis, IN 46202

- 4:00 – 5:30 p.m. Strategic Directions Subcommittee Meeting,**
Room 219, 2nd floor
- * 6:00 - 8:30 p.m. Dinner Working Session** *(public meeting),*
Indiana Room, 2nd floor

Friday, March 11, 2011 *(Eastern time)*

University Place Conference Center and Hotel
IUPUI Campus
850 W. Michigan Street
Indianapolis, IN 46202

- * 7:45 - 8:45 a.m. Breakfast Working Session** *(public meeting)*
Indiana Room, 2nd floor
- * 9:00 a.m. - 12:00 p.m. Commission Meeting** *(public meeting)*
Room 132, 1st floor

If you have questions, suggestions, or need a reasonable accommodation, please contact this office.

* The Commission for Higher Education abides by the Indiana Open Door Law (Indiana Code 5-14-1.5). All business meetings are open to the public. (Meals will not be provided.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

University Place Conference Center

Room 132

IUPUI Campus, 850 W. Michigan St.

Indianapolis, IN

Phone: 317-274-3876

Friday, March 11, 2011

- I. CALL TO ORDER -- 9:00 a.m.**
- II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**
- III. CHAIR'S REMARKS**
- IV. COMMISSIONER'S REPORT**
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IX. OLD BUSINESS

X. NEW BUSINESS

XI. ADJOURNMENT -- Approximately 12:00 p.m.

The next meeting of the Commission will be on May 13, 2011, in Kokomo.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, February 11, 2010

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at University Place Conference Center, Room 132, IUPUI Campus, 850 W. Michigan St., Indianapolis, Indiana, with Chair Mike Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Carol D'Amico, Susana Duarte de Suarez (via conference call), Jud Fisher, Keith Hansen, Chris Murphy, Eileen O'Neill Odum, George Rehnquist, Ken Sendelweck, Mike Smith.

Members absent: Jon Costas, Marilyn Moran-Townsend.

The following institutional Presidents attended the meeting: Dr. Linda Bennett, University of Southern Indiana, Dr. Daniel Bradley, Indiana State University, and Dr. Richard Helton, Vincennes University. Dr. Richard Ludwick, President of Independent Colleges of Indiana, was also present.

III. CHAIR'S REPORT

Mr. Smith announced that the Agenda will be slightly altered to accommodate Dr. Bradley's schedule. Indiana State University's degree program Doctor of Philosophy in Educational Administration would be presented first among the decision items.

Mr. Smith announced that, due to his very busy schedule as a Mayor of Valparaiso, Mr. Jon Costas would be resigning from the Commission. Mr. Smith asked Mr. Murphy to read the Resolution honoring Mr. Costas.

- R-11-01.1** **WHEREAS** Jon Costas served with distinction on the Indiana Commission for Higher Education since his appointment in 2005 to represent the First Congressional District, and reappointment in 2009; and
- WHEREAS** he successfully balanced the need to approach challenges facing higher education from a statewide perspective with the necessity of being sensitive to the particular needs of northwestern Indiana; and
- WHEREAS** while on the Commission, he gave generously of his time and talents while at the same time discharging the demanding responsibilities of elective office as Mayor of the City of Valparaiso; and

WHEREAS Mayor Costas served as Vice Chair of the Commission from July 2008 until he became Chair of the Commission in August 2009, ably serving in that post until September 2010; and

WHEREAS during his Chairmanship, he provided exceptional leadership in implementing the vision for Indiana postsecondary education as reflected in “*Reaching Higher*,” and

WHEREAS Jon’s winning manner proved invaluable to the Commission in helping to build consensus around important issues; and

WHEREAS his comments, questions, and insights invariably enriched the dialog around issues facing the Commission;

NOW THEREFORE be it resolved that the Commission for Higher Education expresses its appreciation for Jon Costas’ service to the State on behalf of Indiana higher education and wishes him every success in the future (Motion – Murphy, second – Rehnquist, unanimously approved)

Mr. Smith asked Mr. Hansen to comment on the Student Leadership Conference that took place on January 21st in Indianapolis. Mr. Hansen said that thirty student leaders and student trustees from Indiana state and Independent colleges attended the Conference. Several members of the Commission, as well as Mr. Scott Jenkins from the Governor’s office were also in attendance. Mr. Hansen briefly spoke of the Agenda of the Conference and the positive feedback he received from the attendees.

Mr. Smith thanked all the institutions for their work with the legislature. Mr. Smith said that this is a very busy time, and matters of extreme importance are being considered by the state. Mr. Smith particularly thanked the financial management from Purdue University, Indiana University and Ball State University, simply as an example of the type of work that goes on behind the scenes. The Commission had been able to engage with those and all institutions to look for collaborative and interesting ways to mitigate the financial challenges that are obvious in deliberations around the state regarding the proposed budget.

IV. COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, joined Mr. Smith in acknowledging the universities’ hard work, and the Commission’s intention to continuing working with them throughout the legislative session on budget and financial aid matters.

Ms. Lubbers noted the luncheon for legislators, which the Commission hosted on January 20th in cooperation with the College Board, National Conference of State Legislature and the Indiana Chamber of Commerce. Ms. Lubbers said that legislators were provided with a Higher Education Notebook, which included information about the higher education issues and budget recommendations.

Ms. Lubbers announced a few upcoming events. The first one is the Tuning Project Conference, which will be held on February 25th. The subject of this conference will be student learning outcomes and the work of LEAP, Tuning, and Lumina’s recently released Degree Qualifications

Profile. All these issues are related to student learning outcomes and how the quality of learning is being measured.

The other events include the Weldon Conference on April 15th and the Faculty Leadership Conference on April 29th. The theme of the Faculty Conference will be academic productivity and learning outcomes.

Ms. Lubbers asked Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, comment on the Tuning Conference.

Dr. Sauer said that there were funds left over from the Tuning Pilot Project completed last year. The Commission will use these funds to gather faculty members together on February 25th to continue this dialogue. The Commission hopes to have a thorough conversation with state universities, and also encourage the participation of the private colleges in Indiana. The Commission also hopes to continue these conversations at the Faculty Leadership Conference and Weldon Conference.

Mr. Murphy asked whether there will be a future meeting where the Commission members will be given a full report of the Tuning Conference. Dr. Sauer responded in the affirmative.

In conclusion, Ms. Lubbers said that both student and faculty representatives on the Commission serve only a two-year term, and Professor Cynthia Baker's term as a faculty representative on the Commission will be completed this coming June. The 2011 Faculty Nominating Committee will consider names and make recommendations to the Governor for his consideration.

V. CONSIDERATION OF THE MINUTES OF THE DECEMBER 2010 COMMISSION MEETING

R-11-01.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December 2010 regular meeting (Motion – Murphy, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Indiana's Cash for College Campaign (January – March 2011)

Mr. Jason Bearce, Associate Commissioner, Strategic Communications and Initiatives, Commission for Higher Education, presented this report.

Mr. Bearce first reminded the Commission members of Learn More Indiana, which is a state-led communication and outreach initiative working to help all Hoosiers succeed in school, complete college and connect to careers. Learn More helps Hoosiers in print, in person, on the phone and on the web to plan, prepare and pay for college and career success.

Mr. Bearce talked about three annual statewide campaigns that deal with planning, paying and preparing for college. Mr. Bearce stated that 70 percent of first-generation college students think they cannot afford college, and there are several reasons for such thinking: Indiana's college tuition and fees have grown by nearly 300 percent since 1990; Indiana's college debt load ranks 15th highest in the country; nearly two-thirds of Hoosiers graduate with college debt, and those who do not

graduate are ten times more likely to default on their college loans. Mr. Bearce then mentioned that there are resources for students: federal government allocates \$83 billion for the tuition purposes; state provides an extra \$250 million; Indiana's public colleges give out \$170 million, and Indiana's private colleges give out \$519 million. The goal of the Cash for College Campaign is to raise awareness about the billions of dollars in financial aid available for those who want to go to college, and to help Hoosier students and families prepare to pay for education and training after high school.

Mr. Bearce spoke about the campaign's emphasis on making sure that students meet the March 10 deadline for filing the FAFSA form. Other steps include saving for college, applying for various scholarships, and having payment plans to pay back the student loans.

Mr. Bearce described various steps of saving for college for students in the elementary, middle and high schools, as well as ways of paying for college for both college and adult students. Mr. Bearce briefly highlighted the resources available for the students and families across the state, including several student scholarship contests.

Mr. Bearce also mentioned the Indiana College Costs Estimator, a state-wide resource, which allows for consistent and accurate estimates of the actual cost of the college from campus to campus, including side by side comparisons. Beyond this, the College Cost Estimator also provides wrap-around services in the form of "Ask the Experts" sessions, which are live interactive chats, when people can ask various questions; "What if" scenarios, and more.

Mr. Bearce stated that Learn More Indiana has a website at CashforCollegeIndiana.org, as well as websites for all three campaigns. Mr. Bearce showed the Commission a few promotional materials made for the Cash for College Campaign.

Ms. D'Amico said that she is aware of some other College Cost Estimators that go one step further and talk about intended fields of study in college and the chances of paying a big debt: some degrees will allow graduates to get better jobs, thus making it easier for them to pay their debt. Mr. Bearce said that this is something that Learn More Indiana is trying to incorporate on all their resources. At present, the information that students can get includes the enrollment numbers, the graduation rates, the job placement in various programs, etc.

Ms. Odum asked whether this campaign has predetermined, specific qualified goals. Mr. Bearce responded affirmatively, saying that Learn More Indiana has a variety of outcome goals; at the broadest possible level Learn More Indiana is trying to set specific goals for each student population. Mr. Bearce confirmed that everything Learn More Indiana is doing is data-driven.

Ms. Duarte de Suarez asked whether the goals for this year campaigns were based on the goals of the last year, and whether they are getting more ambitious. Mr. Bearce responded in affirmative, saying that the goals build upon last year's campaigns' goals and targeting students at each stage of the education pipeline (K-12, college and adult). Learn More Indiana is collecting data related to all of these goals, and

they are seeing good results. Learn More Indiana is being really ambitious and hopes to see ongoing improvement.

B. Indiana College Access Challenge Grant Update

Mr. Bearce presented this report. He began his presentation with saying that everything the Commission does is centered on the completion challenge. Only a third of college freshmen earn a degree on-time, and just over half graduate within six years. The Commission is particularly engaged in the first generation low-income students, which is exemplified by the 21st Century Scholars Program. This program has done a phenomenal job as far as raising aspirations for college: more of these students go to college, and their high school graduation rates are above the general student population.

Mr. Bearce noted that college completion rates among the 21st Century scholars were no better than among their low-income peers, and significantly below the general student population.

Mr. Bearce spoke about the College Access Challenge Grant (CACG), which is funded through the U.S. Department of Education. CACG is designed to support efforts that increase the number of low-income students, who are prepared to enter and succeed in postsecondary education. Indiana currently receives \$2.4 million through CACG (anticipated annually over five years).

Mr. Bearce described the main three components on which Indiana's program focuses: planning, preparing and paying. Learn More Indiana has come up with the tiered support services approach based on student need, and the three tiers are: 1) Communication Campaign Support; 2) Online Support; and 3) On-the-Ground Support.

Mr. Bearce mentioned the CACG partners, which include Indiana Commission for Higher Education/Learn More Indiana; Indiana Youth Institute/Indiana Mentoring Partnership; several Indiana high schools; and several mentoring organizations.

Mr. Bearce briefly spoke about communications and campaign support, in which all students in selected high schools and students statewide are involved. He next spoke about online support, which impacts all students in selected high schools. While giving the online overview, Mr. Bearce mentioned several online support options: Naviance, which is a data-based approach; Navigation 101, which is a curriculum-based approach, and Indiana Career Explorer, which is an assessment-based approach.

Mr. Bearce then spoke about on-the-ground support, which includes student mentoring services. This support focuses mostly on the 21st Century Scholars enrolled in participating Indiana high schools. Mentoring services for scholars begin in high school and continue into college.

Continuing on the subject of on-the-ground support, Mr. Bearce spoke of the state's goal of developing a College Access and Success Mentoring Model, in order to better support Indiana students in accessing and succeeding in education and training beyond high school.

In conclusion, Mr. Bearce talked about other support services, which include webinars, training and collaborative community-based support from local college success coalitions. Currently, such coalitions are available in 18 counties, and 20 more counties will be added each year, until all 92 Indiana counties have a coalition. Mr. Bearce also gave a brief overview of partner roles.

Ms. Odum asked whether the mentors are compensated. Mr. Bearce responded that the state is paying \$1600 per student mentee, most of which covers costs related to managing the mentor-mentee relationship. Ultimately this money is going to the provider, who coordinates and manages the mentoring services.

Ms. Odum asked whether Learn More Indiana benchmarked this mentoring off of the more successful programs elsewhere, or whether this was the best idea for Indiana. Mr. Bearce responded that it is a combination. People have done mentoring, provided on-line solutions, messaging campaigns, but this is the first time that a comprehensive effort was made to combine all three. Mr. Bearce added that Learn More Indiana is excited by this approach and hopefully will be encouraged by the results.

Mr. Murphy asked whether a Posse program, a mentoring program on a campus, was a model for a mentoring program for CSCG.

Mr. Smith responded to Mr. Murphy's question, saying that Posse is a wonderful program, and the results of its work are admirable. Mr. Smith suggested that Commission should make a connection with this program through a Posse foundation in Chicago.

Mr. Bearce added that there are many mentoring programs, but none currently has statewide capacity, so Learn More Indiana has put in an application process to identify existing, proven models that would be willing to adapt their approach to provide some level of consistency across Indiana.

Mr. Murphy said that a few years ago at the Weldon conference he heard presentations from the institutions on what they are doing to improve retention. Mr. Murphy asked whether the Commission should make a connection between the institutions and the mentoring model. Mr. Bearce responded that the design of the mentoring model is that mentor relations begin on the high school level to plug a student into whatever program there is on a college level. If Indiana is not supporting students on a postsecondary level, it is not for a lack of programs; there are a lot of programs, but the problem is they are under many different names, managed by a large number of different offices, and have different procedures. So what seemed to make most sense logistically is to let colleges do what they are doing in their own ways, rather than try to come up with something that would be consistent at every campus, which may never happen.

Mr. Fisher asked whether Learn More is doing anything informational on financial aid for younger children. Mr. Bearce responded that current efforts begin at the kindergarten level, but more could be done to target their resources even earlier. Mr. Fisher said that it is important to start children on a path of higher education early - making sure children can read by the third grade, and talking to parents about the ways to start saving for college as early as possible.

VII. DECISION ITEMS

A. Academic Degree Programs

3. Doctor of Philosophy in Educational Administration To Be Offered by Indiana State University at Evansville and via Distance Education Technology in Partnership with the Vanderburgh School Corporation

Dr. Daniel Bradley, President, Indiana State University (ISU), introduced this item. He said that this program is very important to the University. It is going to help students to achieve their educational goal, and it also brings ISU's College of Education and the Vanderburgh School Corporation closer together to cooperate and develop good partnership.

Dr. Bradley invited Dr. Bradley Balch, Dean, School of Education, to speak about this program.

Dr. Balch introduced Dr. Vince Bertram, Superintendent of the Evansville Vanderburgh School Corporation, and asked him to speak about this program.

Dr. Bertram said that the Vanderburgh School Corporation is Indiana's largest school district. It serves 23,000 children; 60 percent qualify for free or reduced price lunch; 25 percent of the population in the district is minority. Dr. Bertram said that the Corporation is trying to find creative ways, to create solutions to meet the needs of the children in their community. Over the last four years the Corporation started to create more strategic partnerships. They continue to have great partnerships with the University of Southern Indiana, University of Evansville, Ivy Tech, Vincennes University, Brown University, Ohio State University, and now with Indiana State University in creating this new program. Initial interest in the program suggests that approximately two-thirds of the students will be current principals at all levels (elementary through high school), and the other third will be at the director level.

Mr. Smith expressed the Commission's enthusiasm over this great opportunity.

Mr. Murphy said that he would like to see more of the outcomes data. Mr. Smith added that this element is clearly of interest to the Commission members. He also said that it is very encouraging to see that the need was identified, and that one of Indiana's state institutions was able to respond with the tailored specific program.

Dr. Sauer gave the staff recommendations.

R-11-01.3 **RESOLVED:** That the Commission for Higher Education approves the *Doctor of Philosophy (Ph.D.) in Educational Administration* to be offered by Indiana State University at Evansville and via distance education technology in partnership with the Vanderburgh School Corporation, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary, January 28, 2011* (Motion – Murphy, Second – Hanson, unanimously approved)

1. Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription: Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography To Be Offered by Ivy Tech Community College of Indiana Statewide

Dr. Sauer said that the Commission's statutory authority applies to Certificate and Degree Programs that are one year or more in duration and have 30 or more credit hours. All of these twenty Certificates fall in the range of 16 to 20 credit hours. Ivy Tech seeks voluntary authorization from the Commission principally in order to make their students qualify for state financial assistance.

Dr. Sauer mentioned that in 2002 Ivy Tech brought 22 Certificates, all of them under the year in duration, and the Commission approved them. Dr. Sauer pointed out two important features of the Certificates. First of all, they are all tied to third party National Certification, so they are tied to marketable skills. Secondly, they all apply toward the Associate Degree. The courses that comprise these Certificates are all drawn from the Associate Degree curricula.

Another important reason, added Dr. Sauer, is that as the Commission has talked about big goal for Indiana of having 60 percent of population achieve some kind of certificate or degree, these certificates will play an important role in meeting this goal.

Ms. D'Amico asked whether these Certificates have been approved by the Department of Workforce Development, to see if they are prepared to offer their training vouchers for those getting these Certificates, so that it may not be necessary to use SSACI funds.

Dr. Mary Ostrye, Vice President, Academic Affairs, Ivy Tech Community College, responded that they have not done this yet, but they intend to. She added that there are 12 or 15 high school students in Lafayette, who are already interested in automotive certificates, and they are in a dual credit program. They would not be eligible for the Workforce funds. Dr. Ostrye stated that there would be a website developed for these Certificates, and they will have to have DOE approval. She also said that Ivy Tech wants to make sure the students are eligible for financial aid.

Ms. D'Amico said that she was surprised to see the low numbers of expected graduates. Dr. Ostrye responded that she made a very conservative estimate based on Ivy Tech's track record. She added that she is almost positive that the numbers will be much higher, but she wanted to put realistic numbers in the estimate.

Mr. Murphy expressed his concern over using state funds for Certificates that may or may not lead to two- or four-year degrees. He asked how many people took the Certificate programs and did not finish it. Dr. Ostrye said it is hard to determine due to a banner system they have in Ivy Tech, which indicates the degree choice. The students may be pursuing the Certificate and an Associate degree at the same time, so it is extremely difficult to distinguish whether they are pursuing just the Certificate or both. Some students do not specify that they want the Certificate, but when they earn enough credits for a Certificate, they want to receive it.

Mr. Murphy asked whether it is true that when a student announces that he is pursuing an Associate Degree, he will get funds from SSACI. Dr. Ostrye responded that it is true, but Ivy Tech does not want the students to declare that they want an Associate Degree, because later they may decide to get only a Certificate and not pursue an Associate Degree. At this time, Ivy Tech will have to count them in its records as not completing their goal. Dr. Ostrye stated that there are DWD funds available for the students pursuing Certificates.

Mr. Hansen asked whether these Certificates could be finished in one semester. Dr. Ostrye responded that most of them cannot, due to the prerequisites. Mr. Hansen said that the students attending the Student Leadership Conference expressed their concern that they cannot graduate on time because they are unable to take a class they need either because of the schedule of this class, or because the class is full. Dr. Ostrye said that they try to be very attentive to the students needs, but sometimes the students do not follow the scheduled plan.

Ms. Odum asked whether all of these courses were already in place. Dr. Ostrye responded that they were with some exceptions. She confirmed that all the courses that are in the Certificate curriculum will apply to an Associate Degree. Ms. Odum wanted to clarify that these Certificates will not be offered at every campus statewide. Dr. Ostrye confirmed that this is correct, but that Ivy Tech would like to have the authority for any campus to be able to offer any of these Certificates, if they so choose, especially those Certificates that are related to health care.

Mr. Smith wanted Dr. Sauer to confirm that there is nothing about these Certificates that contradicts the work the Commission did in the financial aid study. Dr. Sauer assured the Commission that he cannot see this happen.

Dr. Sauer gave the staff recommendations.

Mr. Murphy asked that in a year or two the Commission would like to received data on the original 22 Certificates that were approved in 2002, and on these 20 that are being approved on this day, to see the graduation rates. Mr. Murphy said

that if people do not finish their Certification, the money will be taken from those who could be getting two- or four-year degrees.

Ms. D'Amico said that she is very enthusiastic about these Certificates, and she hopes that Ivy Tech will be promoting an adult education, since there is a great need to retrain the Hoosier workforce.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, added a few comments. He said that the focus of these Certificates is to serve adult workers, who comprise 30 percent of the Ivy Tech population; part-time students, who come to Ivy Tech and do not complete a degree, but do complete something that has value in the marketplace. Dr. Doucette assured the Commission that they do have data systems that try to capture the students' intent, and Ivy Tech will continue keeping a record on those students who come to Ivy Tech to get their education.

R-11-01.4 RESOLVED: That the Commission for Higher Education hereby approves the *Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription; Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography*, to be offered by Ivy Tech Community College of Indiana statewide, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011 (Motion – Murphy, second – D'Amico, unanimously approved)

2. Master of Science in Nursing To Be Offered by Indiana University at Kokomo and East (Richmond)

Dr. Nasser Paydar, Chancellor, IU East, presented this item. Dr. Paydar reminded the Commission members that three years ago IU East announced that they were changing their mission. They eliminated all their Associate Degrees, as well as all their remedial courses; they have created a partnership with Ivy Tech.

Dr. Paydar mentioned that IU East also sees a need for those who have taken some college courses, have Associate Degrees in Indiana and need to complete their program. IU East has developed undergraduate on-line programs to address these students, who want to finish their degrees. Dr. Paydar stated that as a result, IU East enrollment grew 50 percent.

Dr. Paydar briefly spoke about the program being brought to the Commission for approval. He said that both IU East and IU Kokomo have partnered in developing this program. Dr. Paydar said IU East has been asked about this program before, so now this program has been created. Two tracks are available in the proposed program: Nursing Education and Nursing Administration. A notable feature of the proposed programs is their collaborative nature; the two campuses will collaborate on the offering of several required and elective courses, which will be taught online.

Dr. Sauer gave the staff recommendations.

R-11-01.5 **RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Science (M.S.) in Nursing*, to be offered by Indiana University at Kokomo and East (Richmond), in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011 (Motion – Sendelweck, second – Rehnquist, unanimously approved)

4. Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI campus

Dr. Sauer gave some introductory comments. He said that this program prepares researchers who will be based primarily in university research units and in other settings outside the school corporations in which research could be conducted. There is a difference between this program and other teacher education programs that have come before the Commission. This program did recall the need to take a look at other teacher education programs that are in place around the state. This is a huge project, but the Commission needs to find a way to do that. Dr. Sauer invited Dr. Uday Sukhatme, Executive Vice Chancellor for Academic Affairs, Indiana University Purdue University Indianapolis (IUPUI), to present the program proposal.

Dr. Sukhatme said that many degree programs are aligned with the priorities of Indianapolis. The new proposed program addresses the local, as well as strong national priority, for conducting competent research, and studying and improving urban education. This degree will require students to engage in research, thus preparing them to become leaders who understand the complexities of urban education and who will shape educational practice in the coming decades. This program also provides a strong opportunity for substantial external research funding, which will serve to support graduate students.

Dr. Sukhatme also stated that urban education is still a relatively new field of study, although several major urban serving universities have started this degree program in the past few years, including Columbia University, University of Wisconsin at Milwaukee, John Hopkins University, and several others, all in major cities. The new program fully aligns with IUPUI's mission of serving the local community. It makes use of already existing close collaborations which IUPUI has with all types of urban schools in Central Indiana: public, private, and charter schools. Dr. Sukhatme invited Dr. Pat Rogan, Associate Dean, to speak about the program.

Dr. Rogan said that urban education is a study of complex social systems that interact in an urban environment to shape the lives and learning of students and educators. Given the fact that approximately one out of four students in the United States lives in an urban area, that there is an on-going need of strong research in this area, the need for advanced scholars with experience and expertise in urban education has never been greater.

Dr. Rogan stated that this program will prepare researchers, which will be capable of working in a complex urban environment; who are well-versed in the literature relating to urban education, and have high skills in conducting research, including collaborative and interdisciplinary research, designed to solve problems and promote effective reform.

Dr. Rogan added that IUPUI has two centers focused on urban education: the Urban Center for the Advancement of STEM Education and CUME (Center for Urban and Multicultural Education). Dr. Rogan briefly described the curriculum of the program.

Ms. Odum asked how long IUPUI has been offering a Master's Degree in Education. Dr. Rogan responded that this is the second year. Ms. Odum asked whether there are any graduates yet. Dr. Rogan said there will be graduates this year. Ms. Odum asked about the number of graduates. Dr. Robert Helfenbein, Co-Chair of the Graduate Program, responded that they may have eight or ten who will be graduating this year.

Mr. Murphy referred to those universities who offer the same program, and asked whether IUPUI has information regarding their enrollment, the output of these programs, what they have done in their communities, what the positive impact is. Dr. Rogan responded that IUPUI have done their homework on the type of the positions the graduates have taken. Some of the programs graduate 15 to 30 students, and some of the positions that graduates have taken are within the U.S. Department of Education; some became presidents of foundations, leaders of corporations, etc. Mr. Murphy repeated his inquiry regarding the output of these programs, the impact on the urban environment, on the urban education system, or on any outcomes from having these programs, other than that people have obtained employment. Dr. Rogan responded that the leadership that has developed is contributing significantly to the literature IUPUI has around urban education, and they are serving in leadership roles to impact the education reform.

Mr. Smith wanted to share his anxiety and frustration around this element of education reform. He said that at the end of the day the university is training and informing scholars who will be placed in public policy positions. Mr. Smith wondered if anybody can deliver a promise to improve urban education, measuring either by completion rates or other success of the consumers, of the knowledge gained and applied following the research.

Mr. Smith said that he envisions eight presidents proclaiming they are the education presidents; he fashions this picture of enormously talented folks gaining tremendous knowledge of complexities of urban education, but at the end of the day this Commission is not all that excited about creating more informed staff; the Commission wants to know whether the problem can be fixed.

Dr. Rogan said she thinks it is important for the Commission to understand that their School of Education has faculty who are highly engaged in what they call translational research, which takes the literature on research and applies it directly in the fields of educationally related arenas, so that the university may be working to help shape the

educational programs within the state or particular district, to help English language learners, in particular. The university may use the research in partnership with the state and locality to better inform early childhood education; they may use research to decide which of these programs have been most successful nationally. All this means using the data to impact decision making and policy and programs.

Mr. Smith said that he understands all those intentions and has the highest respect for the design and intent. He said he is seeking more information about the ultimate outcome, where these well-trained researchers applied their findings and made a difference; and to what extent this measures the success of this proposed program. Dr. Rogan gave an example locally, talking about the research that looks at pre-kindergarten readiness tools. Researchers have conducted the study, compiled the data, and provided this data to the superintendents. Dr. Rogan stated that locally there are superintendents who are currently looking at the data and following the university's recommendations in order to select one of these pre-kindergarten readiness tools to be used across Marion County.

Mr. Murphy said that on one hand he is intrigued by this, and on the other hand he is troubled by this. The program that is supposed to be translational in intent and is research-oriented has 90 credit hours to get the Doctorate and only 12 credit hours devoted to real quantitative methodology, using informatics and data analysis. Mr. Murphy said that the program is dealing with a complex system, and trying to understand complex systems requires ability to manipulate multiple pieces of data. Mr. Murphy wondered why there were only 12 hours devoted to the data collection and analysis.

Ms. Odum said her question is very much related to that of Mr. Murphy's. She was surprised that Intermediate Statistics applied to the Ph.D. level. She wondered whether the requirement for the Master's level would be lower than that.

Dr. Rogan responded that the inquiry core is intended to provide the students with the knowledge base of the quantitative and qualitative inquiry. That is the foundational element of the research methodology; however, Dr. Rogan assured the Commission that the route of the program is not only through the course work; through all aspects of the program the students are engaged in research activity with faculty as part of the course work and as part of the dissertation. They have research and inquiry foci every step of the way.

Ms. Odum asked whether this was qualitative or quantitative research. Dr. Rogan responded that there were both. Ms. Odum said that it does not appear to be balanced; it appears to be much more geared towards the qualitative approach, based on the information that the Commission received. Ms. Odum said that that was problematic to her, anyway, on a Ph.D. level.

Dr. Rogan responded that the inquiry core is very much in line with research Ph.D. programs across the country.

Ms. Odum asked who gets the Advanced Statistics. Dr. Helfenbein stated that this is very much in line with Ph.D. work in education. One of the other factors is that there is a faculty committee, which works with individual students around specific research questions that the students develop. Dr. Helfenbein said that this is the best part of working with doctoral students, because the faculty does not know what questions the students are going to bring. Dr. Helfenbein added that in consultation with this

committee very often the further work in inquiry is required, based on the specific types of questions and types of inquiry the students are taking up. Very often it means further courses in statistical methodology, or particular sub-sets of statistical methodology, as well. This varies according to the student.

Dr. Helfenbein said he wanted to make a distinction. There is a Research Methodology of Inquiry Ph.D. program in Bloomington that was approved two or three years ago. Ms. Odum asked how this program compares to that one in terms of requirements. Dr. Helfenbein said that that program is preparing students of Methodology, so that writing and the research that they do is on the tools, the measures. The program being proposed to the Commission is slightly different in the sense that the university wants to understand the tools to get to the deeper questions in urban contexts.

Dr. Helfenbein also explained that it is conceivable that one of the students in this program may get a minor in Inquiry in Bloomington, which would be an additional 12 hours in specific inquiry methodology. This is a new part in Bloomington, and the university sees more and more students who are doing that. It is important to deeply understand the tools of methodology. But part of the confusion relates to a difference between the Ed.D. and Ph.D. There are a lot of Ed.Ds offered, and that is a degree designed to provide leaders within the districts, superintendents, leaders in DOE, etc. That is a very high level, highly skilled practitioner degree. This new program, which is being proposed, is preparing researches, and that is a very big difference.

Ms. D'Amico said that it makes it even more troubling for a Ph.D. to have the limited numbers of credit hours devoted to the actual research. She asked how this program would look different from an Ed.D. other than the word "urban" inserted in many cases. Dr. Rogan responded that this program has an inquiry or research orientation, whereas Ed.D. is more focused on a practitioner's level. Ms. D'Amico repeated that based on the information that the Commission has, this program looks familiar with the exception of the word "urban" inserted in it.

Dr. Barbara Bichelmeyer, Associate Vice President for Academic Planning, Indiana University, explained that in a Ph.D. program there are at least 15 credit hours dedicated to the dissertation, which is actual research that is focused on having students develop the exact research competency they need while engaged in some study related to an urban education focus. The minor in the Ph.D. often tends to be used towards providing the exact statistical or qualitative methods that the student needs. So when the inquiry core of the dissertation is combined with the minor, there are possibly at least half of these courses dedicated to statistics or to quantitative approaches, or to some kind of research method.

Ms. D'Amico asked whether in regular Ed.D. programs the dissertation would not be 15 credits. Dr. Bichelmeyer responded that an Ed.D. often is a 75 credit hour program, and the dissertation can be project-related as opposed to being research-related. Ms. D'Amico indicated that Dr. Bichelmeyer said it is possible that half of the courses will be dedicated to statistics, but there is nothing in the program that suggests that this is the case. Dr. Bichelmeyer said that in this Ph.D. program it is definitely 30 hours out of 90, which is a third of all hours; generally, for a minor there might be up to 18 more hours, but it is not guaranteed that all 18 hours will be research-related.

Ms. D'Amico asked whether the proposed curriculum will be exactly what it is at John Hopkins University. Dr. Rogan responded that this program is unique, though they did look at the curricula in other universities.

Mr. Bland asked what inspired IUPUI to offer this program in Indianapolis. He said that the University has explained more about the research and addressed some of the concerns, but he wanted to know what excited the university so that it translates into change here in the urban environment. Dr. Rogan responded that given that IUPUI already has multiple partnerships in the Indianapolis area, as well as statewide and nationally, the University has high demand and high interest among people who want to pursue this degree. These people see it as a way of extending their knowledge, their career growth, their impact on an education-related field, and that is what is so exciting to IUPUI.

Dr. Rogan also said that IUPUI has the faculty who are already highly engaged in their own research trajectories around issues on urban education. The university has collaborated nationally with others who are doing similar work. They had conversations with the other universities who are offering similar programs, and they know that they will join that elite coalition, so that collectively, as urban serving universities, they can better impact the P-20 pipeline and leadership.

Dr. Rogan added that all of those efforts in partnership are also combined with the fact that the university has smart, passionate, hard-working, innovative doctoral students who will come in and work to continue to elevate this program, the rigor of the research, the impact of the findings and the impact on school education and reform. All this is very exciting for the university; they are ready for that.

Dr. Sukhatme added to this that IUPUI has a much stronger reputation than all the other institutions as far as community and civic engagement is concerned.

Dr. Robert Sandy, Assistant Vice President for Statewide Academic Relations, IUPUI, said that the oldest of these programs is 10 years. Given the 5-6 year life to creating the Ph.D., it is not possible to get a record yet on how the results of trained Ph.Ds. have changed urban education. Dr. Sandy said that when his department came in with its Ph.D. program, it has nine credit hours of econometrics courses, and that was enough then, because economics was considered to be a quantitative course.

Dr. Sandy also added that students in the Ph.D. program have to take a number of statistics classes, which are built into the thesis, and in some cases they have to take extra statistical classes, or learn on their own. The students cannot finish their thesis without the requisite skills related to the problem the students are addressing.

Ms. Odum asked whether an average Ph.D. economic student needs to take an Intermediate Statistics course. Dr. Helfenbein responded that this would be an Intermediate Doctoral Statistics course. He explained that there are different levels of Intermediate Statistics courses, and Intermediate Statistics on the Master's level is not the same as this on the Doctoral level.

Ms. Odum asked what the prerequisite for the Intermediate Statistics course would be for a person coming in without the quantitative background. Dr. Helfenbein responded that it would depend on the student, because there is certain educational research within a

Master's degree, as well as in educational research, and there is an inquiry core; so admissions will have to determine what prerequisite courses the student will have to take to reach the Ph.D. level.

Dr. Bichelmeyer talked about levels of statistical courses for various degrees. Dr. Rogan added that IUPUI has been working on this program for five years, have done intensive research, looked at the top tier universities in the country, and they can put this program of study up against any program, because this is very rigorous program.

Dr. Sauer gave the staff recommendation. He said that the staff has had extensive conversations about this program. There are some areas that could be pursued further in terms of other education Ph.D. programs that have been in place for at least a few years. Dr. Sauer added that he thinks that the Commission staff tried to pay attention to some of the bigger issues and to sort out what this program is about. This program is not really designed to prepare people to go to a school corporation; it is intended to prepare researchers who will be employed outside the school system. The staff wanted to give the University a chance to make its case. Dr. Sauer stated that the staff also felt that urban school corporations do have very difficult complex problems, and to the extent that this particular program provided an opportunity to understand those problems better and to have their findings applied, the program could make positive difference. Dr. Sauer said that the Commission staff felt that this opportunity warranted the positive recommendation.

Mr. Murphy referred to page 77 in the Agenda book and asked for an explanation of the financial issue. Dr. Sauer said that it was the staff understanding that there were no new state funds requested for this program. He apologized for the mistake on page 77. Mr. Smith asked for a new chart to be provided to the Commission members.

Mr. Murphy said that since undertaking the "*Reaching Higher*," the Commission has had a good bit of a dialogue about the problems, either perceived or real, with the Schools of Education in the state. Mr. Murphy stated that the Commission members wanted to stand back, and possibly, with the help of outside funding, look much harder at what is coming out of Schools of Education, what impact they have on teaching in the State of Indiana and the results of teaching in Indiana. As the Commission looks at these issues, added Mr. Murphy, this is something that needs to be put in the back of the mind in regards of the context.

Mr. Smith said it prompts him, however, to observe the discussion that makes no more clear connection to that previously stated objective than the one with which the Commission members came to at the meeting. Mr. Smith stated that he has heard this bifurcation of both the scholarly pursuit and the outcome, and the point of this discussion is not Ed.D., but a much different objective. Mr. Smith pointed out that the Commission is plowing a new ground here, and this leaves a program at higher risk.

Mr. Bland said that it excited him to talk about the challenges of our environment. There is so much criticism of what we do and not do, and what we do not have, how people really are not making a difference. Mr. Bland stated that he would much rather see institutions saying: "This is our background, this is our history, this is our work at the ground level, this is our work at the Master's level, we've researched this, and we see these other institutions, and we are trying to engage with them to have the full working

collaboration with the Woodrow Wilson fellows.” Mr. Bland added that all those things make him say that he admires the University for pursuing this.

Dr. Bepko made a motion to approve the program. Dr. Baker seconded the motion. Ms. D’Amico said that her vote will be “No”. She explained that it is not because she does not respect the great deal of thought that went into this program and the motive behind it. She said that her concerns are that the promise that Mr. Bland articulated does not come through the pages of the proposed program. She said she would be interested to know a little bit more about other programs from other respected universities.

Dr. Bepko said that he had spent 40 years in Indianapolis trying to create new programs that were responsive and creating an institution that was engaged. Dr. Bepko added that he should think that if this kind of a research Ph.D. program was not proposed, the Commission should have asked the IU School of Education why they were not doing what seems highly relevant and something they ought to be doing.

Mr. Smith thanked Dr. Bepko for his supporting remarks. He referred to Mr. Bland’s question on what inspired and what excited IUPUI about this proposed program. Mr. Smith explained that the Commission is saying that there is a mandate, and the Commission would really like to see the program lifted higher, made more distinctive, make an even deeper dive into a very obvious threat not only to our community, but to our nation, and that is the spirit of what is going on here. Mr. Smith pointed out that there is not expressed antagonism towards the program; everybody is saluting and acknowledging it. However, concluded Mr. Smith, what the Commission has been asked to respond to, falls short of what they hoped to see.

Ms. Duarte de Suarez said that she would like to join Ms. D’Amico in voting against the program.

Ms. Odum said she would abstain, because she feels she does not have adequate information to make an informed judgment. She added that she does not put that on the IUPUI team, but this may be the Commission’s own traditional process here which the members may be forced to use. For her personally, Ms. Odum said, it could be her lack of time on the Commission, but especially for the Ph.D. level there is just not enough information for her to really understand how it relates to IUPUI’s successful Master’s program.

Dr. Bepko wanted to make clear whether the request was to make the recommendations better. Mr. Smith confirmed that. Dr. Bepko asked whether there are any specific recommendations on how the program could be made better. Mr. Smith responded that there are unprosecuted inquiries as to how the esteemed peers are doing and how this compares, for example, to the programs that are currently in place with the esteemed peer group.

Mr. Hansen said that he would abstain, as well. He said he sees no reason why the Commission cannot get more information about the program; that it would not significantly hurt the program by pushing it back.

Dr. Sauer said that the Commission always has an option of tabling this item and having staff pursue some of the questions that have been raised.

Dr. Bepko expressed the wish to see a specific list of comments that have been made during the discussion; he said he would like to have a chance to reflect on them.

Dr. Sauer responded that the Commission has raised a good point, and the course of action would be to table the item for this meeting, and to have the staff work in conjunction with the university representatives and with individual Commission members, to develop a list of items for which additional information should be provided.

Mr. Smith suggested that previous motion to approve be withdrawn, after which there would be a new motion to table the item.

R-11-01.6 RESOLVED: That the Commission for Higher Education hereby agrees to table the *Doctor of Philosophy in Urban Education*, offered by Indiana University through its IUPUI Campus (Motion – Murphy, second – D’Amico, unanimously approved)

Mr. Smith addressed the IUPUI representatives, saying that perhaps, this is the value of the process that the vote will develop an even deeper understanding of what should excite everybody concerned. The Commission looks forward to see the results promptly, perhaps, at the Commission’s next meeting.

Dr. Bepko said that he thinks this is an important step, because of some good comments that were made, which should be inviting. He added that the Commission should have a chance to work on these comments, and the University should have a chance to make improvements, based on these comments.

Mr. Smith agreed with these comments, and he said other Commission members agreed with them, as well.

5. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposals for expedited action.

R-11-01.7 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Bachelor of Science in Criminal Justice to be offered by Indiana University East Statewide via Distance Education Technology
- Bachelor of Science in Homeland Security and Public Safety to be offered by Vincennes University Statewide via Distance Education Technology (Motion – Murphy, second – Sendelweck, unanimously approved)

B. Capital Projects

1. Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus

Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, Commission for Higher Education, presented this item. He said that this project has been previously authorized by the General Assembly. This is Phase II, and Phase I was approved by the Commission on September of 2009, at approximately \$39.5 million. Mr. Dudich gave a brief description of the project.

Mr. Dudich mentioned that at this point Ivy Tech is requesting only a portion of Phase II, so at some later date they will come back for the additional \$23 million in authority to construct an independent facility behind the new St. Vincent facility and the infrastructure work at the North Meridian Campus Technology Building. Ivy Tech provided an option to not request all \$6.8 million today; they would be happy to finish the connector between the two campuses at a cost of \$2.4 million.

Mr. Dudich gave the staff recommendation. The estimated cost of the project in terms of fee replacement annually is \$590,000, based on the \$6.8 million. There is currently no funding in the Commission recommended appropriation for this project. In the recommendations that the Commission members voted on in December, and those presented to the House Ways and Means Committee and the Budget Committee, this project is not listed. However, in the conversations with Commission members in November and December, it has been agreed that if the Commission approves this project, the Commission staff will work with legislative staff to identify current dollars, not new dollars, to fund this project.

Ms. Odum offered an amendment to the vote. She suggested that the approval would be contingent upon Ivy Tech finding funding necessary to cover the fee replacement cost within the Commission's appropriation recommendation for Ivy Tech.

R-11-01.8 RESOLVED: That the Commission for Higher Education recommends amended approval to the State Budget Agency and the State Budget Committee the following project: *Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus*, as presented in the project description and staff analysis (Motion – Fisher, second – Murphy, unanimously approved)

2. Advanced Manufacturing Training & Technology Center at Vincennes University – Jasper Campus

Mr. Dudich presented this item. He stated that this project had an overwhelming support from the community and surrounding counties, economic organizations, school corporations, businesses in Dubois County and Jasper area. Vincennes University is going to have total funding support of nearly \$5,000,000 coming from the community, which is almost half the cost of the overall project.

Mr. Dudich stated that this project was previously authorized by the General Assembly in 2007. Estimated fee replacement for the project is \$698,000. Mr. Dudich added that the funds for this project are not included in the Commission's Higher Education budget

recommendation for Vincennes and not included in the fee replacement appropriation. However, in the conversations with Commission members in November and December, it has been agreed that if the Commission approves this project, the Commission staff will work with legislative staff to identify current dollars, not new dollars, to fund this project.

Mr. Dudich gave the staff recommendation.

Ms. Odum asked for the same amendment, that these funds be found within Vincennes resources and not be taken from other institutions at this point.

R-11-01.9 **RESOLVED:** That the Commission for Higher Education recommends amended approval to the State Budget Agency and the State Budget Committee the following project: *Advanced Manufacturing Training & Technology Center at Vincennes University – Jasper Campus*, as presented in the project description and staff analysis (Motion – D’Amico, second – Rehnquist, unanimously approved)

3. Capital Project on Which Staff Proposes Expedited Action

Staff presented an item for expedited action.

R-11-01.10 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item:

- McNutt (Dejoya) and Teter (Wissler) Quad Restrooms – Renovation: \$3,552,200 (Motion – Sendelweck, second – Hansen, unanimously approved)

VIII. 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
- D. Minutes of the December Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 11:45 a.m.

Mike Smith, Chair

Jud Fisher, Secretary

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DISCUSSION ITEM A: Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus

Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee the following project: *Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus*. 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 dollars (\$1,000,000). 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 within ninety (90) days after the project is submitted to the Commission. This project was authorized by the General Assembly.

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. Original authority was passed by the General Assembly in 2009 for both institutions totaling \$53 million. However, given improved efficiencies, this current project is estimated to cost \$45,000,000, thus saving nearly 20 percent of the original cost. This project will be funded through academic facilities/student fee bonds.

Supporting Document

Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus, March 11, 2011.

**TAMARACK HALL REPLACEMENT AND IVY TECH COMMUNITY COLLEGE –
NORTHWEST AT THE INDIANA UNIVERSITY NORTHWEST CAMPUS**

Project Description

PROJECT SUMMARY:

Indiana University proposes the replacement of 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. This project will maintain the individuality of each program with modern and spacious areas for significant instructional programs whole merging similar spaces such as classrooms, auditoria, and common areas. The exterior of the building will be designed so each institution maintains its individual identity through building architectural features.

PROJECT DESCRIPTION:

Tamarack Hall was built on the Northwest campus in 1957. This facility has served many functions over the years and is one of the anchors on campus. Indiana University proposed to replace it with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from tamarack Hall at Indiana University and Ivy tech Community College – Northwest under one structure. This project will maintain the individuality of each program with modern and spacious areas for significant instructional programs while merging similar spaces such as classrooms, auditoria, and common areas. The exterior of the building will be designed so each institution maintains its individual identity through building architectural features. Specifically, this building would accommodate the following:

Space	Indiana University (asf)	Ivy Tech (asf)	Shared Space (asf)	Total (asf)
Auditorium/Theatre/Lecture			9,735	9,735
Classrooms			14,175	14,175
Student Lounge/Study			10,280	10,280
Academic Space	30,845	12,320		43,165
Wellness Center			2,000	2,000
Administration	2,180	6,300		8,480
IU Police	2,760			2,760
Lindenwood/Sycamore	15,470			15,470
Total (asf)	51,255	18,620	36,190	106,065

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The completion of this project is critical to the support of the academic, research, and community missions of the IU Northwest campus and Ivy Tech Community College – Northwest. The facility described in this project would enable each institution to continue its growth as institutions of higher learning. By developing a multi-use educational facility, it will greatly strengthen the ability of both institutions to connect and enlighten the public with an array of programs, events, and learning opportunities.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

Tamarack Hall was constructed in 1957. Since that time, only minor work was done on the building in small areas; however, substantial renovation was never accomplished. Due to the amount of systems and possible structural work, as well as an outdated layout, it was determined that the building was in dire need of replacement. However, in September 2008, it sustained severe damage from above-ground flooding and was rendered unusable for academic instruction.

This facility accommodates many critical academic and support programs including performing and fine arts, instructional media, minority studies, history and philosophy, general classrooms and campus police. With the closing of the existing building, all of these functions have had to be relocated to separate areas on campus. A new building would reposition these crucial functions under one roof and accommodate them with new and more efficient spaces.

Ivy Tech Community College has also experience record enrollment growth and requires expansion of its existing facilities on the Gary campus. Through the implementation of this unique building program that incorporates IUN Tamarack Hall and Ivy Tech Community College – Northwest, both institutions will benefit by having a wider range of student services and amenities. While this project would maintain the individuality of each program with modern and spacious areas for significant instructional programs, it would also merge similar spaces such as classrooms, auditoria, and common areas. By creating this joint venture, sharing common areas, along with given improved efficiencies, the expense of this project would be reduced dramatically and would generate a significant savings of nearly 20 percent of the original cost, which was authorized by the General Assembly in 2009 for both institutions.

When completed, this exciting partnership facility will be the hub of student, campus and community activity with its location adjacent to the existing IUN campus and just a few blocks from the current Ivy Tech – Northwest campus. A joint facility in this area would likely improve seamless transfers between our institutions as students seek to complete their associates' or bachelors' degrees.

ALTERNATIVES CONSIDERED

Indiana University considered renovation of its existing building; however, due to the severe damage caused by the flood in September 2008 and the significant cost savings this joint venture will incur, it has been determined this option is the best to meet the required needs of both institutions.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

This project has been on the university's ten-year plan for several biennia.

HISTORICAL SIGNIFICANCE

Indiana University does not consider any of the buildings or structure affected by this project to be historically significant.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DISCUSSION ITEM B: Bloomington New Construction at the Ivy Tech Community College 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: *Bloomington New Construction at the Ivy Tech Community College Bloomington campus*. 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 dollars (\$1,000,000). 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 within ninety (90) days after the project is submitted to the Commission. This project was authorized by the General Assembly.

The Trustees of Ivy Tech Community College request authorization to proceed with a new construction project in Bloomington. A new building will create a full service site in Bloomington and reduce the heavy reliance on leased buildings, alleviate the current and projected shortages in space, and provide growth of degree programs. The 2009 General Assembly authorized bonding in the amount of \$20,000,000 for Bloomington construction. Additionally, the 2007 General Assembly authorized cash in the amount of \$350,000 for Bloomington planning and the College requests release of these funds.

Supporting Document

Bloomington New Construction at the Ivy Tech Community College Bloomington campus, March 11, 2011.

BLOOMINGTON NEW CONSTRUCTION AT THE IVY TECH COMMUNITY COLLEGE BLOOMINGTON CAMPUS

Project Description

PROJECT SUMMARY:

The College is proposing new construction of a \$20.35 million addition to its main campus building in Bloomington. Space dedicated to the College's academic mission and appropriate space for student support services is the first priority.

PROJECT DESCRIPTION:

The 2007 General Assembly authorized the College to plan and the 2009 General Assembly authorized the College to construct a new building for Ivy Tech Community College of Indiana in Bloomington. The 2007 General assembly appropriated \$350,000 cash for planning and the 2009 General Assembly authorized issuing bonds not to exceed \$20,000,000. An addition to the existing campus building of approximately 85,000 gross square foot (GSF) will be constructed on land owned by the College.

Site analysis was conducted prior to construction of the current facility and infrastructure (sewer, water, sidewalks, access) already exists. Architectural and engineering design funding was included in the state's 2007 biennium budget, but has not been released. With Commission for Higher Education review, State Budget Committee and Governor's approval in spring 2011, the College will be able to construct the project and occupy the new space in time for the start of fall 2013 classes.

As currently envisioned, the new building will be attached to the north end of the existing building. It will be a steel framed, two story facility with brick, stone, and glass exterior and a combination of block and steel-stud and drywall interior construction. The project will include parking and site development. The environmental system will include self-supporting, zoned HVAC units with a variable air volume system. Schmidt Associates has been identified to provide consulting services for this project.

As with any space, a premium will be placed on areas that serve the needs of students in the Bloomington region. Assignable areas dedicated to the College's academic mission and appropriate space for student support services is the first priority. As a comprehensive community college, space must also be assigned to provide students a holistic education with the knowledge that students who are engaged in their education, either inside or outside the classroom, are more likely to be retained and complete their educational plans.

Planning indicates that the assignable area needed will include the following:

- Multi-use classrooms that provide enough space to create a state-of-the-art learning environment. Classrooms must be adaptable so that they can provide an appropriate learning environment for a wide range of academic programs in the Schools of Health Sciences, Business, Liberal Arts & Sciences, Public and Social Services, Technology, Education, and Applied Science & Engineering. Each classroom space must be accompanied by the latest in instructional technology.

- Multi-use computer labs that can serve as classroom space for programs such as Computer Information Systems, and also provide "open" computer areas to assist students in their coursework.
- Simulation laboratory space for the Bloomington Paramedic Science Program. This program recently received national accreditation, and in order to meet community needs and attract additional students, it will be essential to have space on campus for paramedic simulations.
- Areas for student support and development for a growing population of students. In a culture where students expect convenience and seamless service, it is vital that all primary student services be centered in one location. The current facility makes this task nearly impossible. Admissions, financial aid, registrar, advising, student development, bursar, testing, and bookstore facilities should all be within close proximity in order to provide students with efficient and effective service. In addition, new initiatives targeted at increasing retention rates such as student success centers, counseling offices, academic support services, advising centers, and career services necessitate additional space.
- A new and expanded library to accommodate a growing population. Library facilities will be expanded to increase student study areas and to provide additional access to computer resources.
- Faculty and staff office space to accommodate the growth of the campus. The space envisioned for faculty and staff offices in the current facility has been outgrown due to the effects of record enrollment growth. To meet the challenges of enrollment, the campus has added significant numbers of faculty and staff since moving into the current facility in 2002. By the time a new facility is built, many additional personnel will have been added. Areas originally meant for storage and other needs in the current facility have been converted into office space and many faculty/staff share offices in order to stretch currently available space. Several faculty offices are now required to be located off-campus in leased facilities.
- Expansion and relocation of the campus bookstore. This addition is a vital component of providing effective and efficient service for students. The current bookstore resides in a small second floor location, removed from most other student services. Relocating the bookstore to a first floor area of the new building, more accessible to the loading dock and storage space, would increase the efficiency of the operation and serve students more effectively. The College's bookstore partner, Follett Higher Education Group, will build out the space provided at no cost to the College.
- An auditorium with a seating capacity of approximately 500. In the existing facility, there is no dedicated space for larger presentations and meetings. This lack of space forces the campus to consistently move campus events into rented community facilities and/or use common space dedicated to students for events. With the addition of student life, civic engagement, and liberal arts programs that make the Bloomington campus a comprehensive community college, this space is needed to provide students with appropriate college experiences.
- A small Wellness Center for student and employee use. One reason consistently given by students who fail to persist in their academic program is personnel health issues. In addition, with the addition of recreational sports programs in recent years, a facility is needed to complement and enhance such student life activities. Moreover, employees contribute to rising costs for the

institution when they fail to maintain their health. A Wellness Center, modeled on the current facility at the Ivy Tech - Evansville campus, would contribute to greater student persistence and employee health. This investment would save the College money, and add to the comprehensive nature of the Bloomington campus.

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

As a statewide, open-access, community college, Ivy Tech Community College of Indiana provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development. Ivy Tech Community College strives to accomplish its mission placing strategic emphasis on professional and technical education, general education, transfer education, developmental education, student development and services, continuing education, workforce education and training, community service, diversity and continuous improvement of all instruction and services.

The project supports the mission of the College as it continues to expand program offerings to meet the increasing demand for accessible, affordable higher education. It supports the strategic vision of the College to bring new and expanded educational programs to Indiana's communities, to provide workforce education and economic development, to expand opportunities for student development, and to provide centers for continuing education and service to Indiana's communities.

New and improved services to the community, within the mission of the College, will be attained by an increase in accessible, quality space for general classrooms, dedicated labs and flexible space for short-term training.

Ivy Tech - Bloomington has evolved since 2001 from a small campus attempting to meet the workforce and training needs of the greater Bloomington area to a thriving community college that is part of the fabric of its communities. It is now a unique part of the Ivy Tech system, serving as the front door to the state's flagship university while dynamically meeting the workforce needs of a burgeoning life and health science economy.

While it has only been a little over eight years since construction was completed on a new 148,000 square foot facility at the Bloomington campus, much has changed. The campus has experienced consistent enrollment growth, added a host of new academic programs and transfer opportunities to the College's four-year educational partners, and responded to the ever-changing workforce development needs of its six county service area. As a result of its relationship with Indiana University-Bloomington, the campus is a partner in the Hoosier Link program and has students enrolled from 84 of Indiana's 92 counties. In 2006, Ivy Tech-Bloomington was recognized by College Week as the 3rd fastest growing community college of its size in the nation. Since then the campus has continued to grow at an unprecedented rate.

The Bloomington campus has demonstrated quality in every category by which it is evaluated, and has become a leader in a number of areas - from articulation and transfer of academic degrees and credits, to civic engagement on the part of its students, to workforce development in the life/health sciences. Its success is evident in the investment the region has made in its future.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES:

The new facility is essential to meet enrollment and program growth demands. Fall full-time equivalent (FTE) enrollment has almost tripled (up 291.0 percent) since the fall of 2000. Since locating in the current facility in 2002, student enrollment has increased from approximately 2,600 headcount to over 6,344 students with 4,034.3 FTE (fall 2010). Health care and life sciences programs and transfer offerings have been expanded to their limit in the current space. Area life science industry partners project a need for an additional 1400 entry-level workers in the next 5-7 years and have partnered with the campus to design and offer necessary workforce and education programs. A new regulatory affairs certificate program and associate degree program was designed in 2007-08. The College has leased additional space to provide general classrooms, computer labs, and Workforce and Economic Development offerings in response to community employer's requests. The campus is also looking at additional leased space to implement the culinary clinical requirements for its new hospitality degree. That program has been identified in the Strategic Skills Initiative (SSI) as one of the underserved industry partners in the service area, and the campus has a strong education and training partnership with the new French Lick resort and Casino (FLRC). The culinary training program was implemented in leased space.

In addition to current leased space, a unique partnership between the Bloomington Campus and Monroe County government through the Monroe County Redevelopment Commission has resulted in the county's TIF bonding of construction of a \$5 million dollar "Indiana Center for the Life Sciences" building on ground owned by the college east of its current location. This new facility, housing four science labs and three general classrooms, is being leased to the college for the period of the bond issue for a nominal fee. The science labs and general classrooms will temporarily alleviate short-term space issues for life sciences programs; however the campus is implementing a respiratory care program that requires the additional lab space opened up with the move of the biotechnology lab to the new center. Necessary long-term growth is increasingly constrained because of a lack of space to expand other science-based programs and add other new career, technical, and transfer programs to meet community needs. At current long-term, historical double-digit enrollment pace it is estimated that the campus is on track for 13,000 student headcount by 2020.

ALTERNATIVES CONSIDERED

No other long-term solutions to the need for space were considered.

RELATIONSHIP TO LONG-RANGE FACILITIES PLANS

The construction of this new facility is consistent with the long-range facilities plan of the region and ten-year plans of the College. The new facility will provide excellent space for the planned programmatic increases for this community. The building will provide adequate space of new programs as well as expansion of presently offered classes.

HISTORICAL SIGNIFICANCE

The site is not a historical site and the existing building is not a historical building.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DISCUSSION ITEM C: Update on Tuning, the Degree Profile, and LEAP

Staff Recommendation

For information only.

Background

At its last meeting, the Commission for Higher Education requested an update on the Tuning initiative. Given that a conference was held on February 25, which focused attention on two other projects related to Tuning (the Degree Profile and LEAP), it seemed appropriate to include all three initiatives in this update. The February 25 conference, which was held at the Indiana History Center, was attended by 67 administrators and faculty from both the public and independent sectors.

Tuning Indiana

Indiana was one of three states (along with Utah and Minnesota) that participated in a 2009 pilot of Tuning, which fits under the broad umbrella of the Bologna process developed in Europe. Tuning process has since spread to other parts of the world, most notably Latin America.

The pilot began with a gathering of teams from all three states in Chicago in April and concluded with a similar gathering in Washington, DC in December. In Indiana, the Tuning process was applied to three disciplines: Chemistry, Elementary Education, and History. Each discipline team met three times in Indianapolis and all three teams gathered for a concluding conference in November. After some follow-up work was concluded, a final report was issued in June 2010.

Degree Profile

Earlier this year, the Lumina Foundation for Education issued a report entitled, *The Degree Qualifications Profile*, authored by Cliff Adelman, Peter Ewell, Paul Gaston, and Carol Geary Schneider. The Degree Profile described in this report spells out five basic areas of learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning. Descriptions of how these five areas of learning apply to three degree levels – associate, baccalaureate, and master’s – are included in the report.

LEAP

In 2005, the Association of American Colleges and Universities (AAC&U) launched an initiative entitled “Liberal Education & America’s Promise” (LEAP). This initiative includes the Essential Learning Outcomes, which describes four areas of preparation for undergraduate students: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; and Integrative and Applied Learning. LEAP also includes other areas of activities, such as High Impact Practices that affect student learning and a major effort on the assessment of student learning.

At present, four public institutions or campuses (Indiana State University, IPFW, IUPUI, and Vincennes University) and eight independent institutions (Butler University, Earlham College, Franklin College, Goshen College, St. Joseph’s College, University of Evansville, Valparaiso University, and Wabash College) are members of the LEAP Campus Action Network. The faculty of four regional campuses (IU Northwest, IU East, IU South Bend, and Purdue University North Central) have approved resolutions to join the Campus Action Network, with the faculty of the remaining regional campuses scheduled to address participation in the coming weeks.

Supporting Document

To be distributed.

Friday, March 11, 2011

DECISION ITEM A-1:

Master of Science in Management To Be Offered by Indiana University East at Richmond

Staff Recommendation

That the Commission for Higher Education approve the Master of Science (M.S.) in Management to be offered by Indiana University East at Richmond, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011

Background

In consulting with constituents in the region, Indiana University East concluded that a master's degree in management would provide more flexibility to meet the needs of businesses, especially smaller employers, than a degree in business administration. The proposal has the support of the business community, including the Wayne County Chamber of Commerce, Reid Hospital, and the manufacturing and tourism and convention sectors.

The proposed program will be cohort-based, which was the strong preference of those responding to a survey the University conducted. A notable feature of the proposal is the clear delineation of specific learning objectives or competencies that a graduate of the program will acquire upon completing the program.

IU East has eliminated all of its associate degree programs and has been in the forefront of developing transfer and articulation pathways with Ivy Tech Community College. Adding a limited number of master's degree to the campus portfolio is consistent with the Commission's regional campus agreement.

Supporting Documents

- (1) *Abstract – Master of Science in Management To Be Offered by Indiana University East at Richmond*, February 25, 2011
- (2) *New Academic Degree Program Proposal Summary – M.S. in Management*, February 25, 2011

Abstract

Master of Science in Management
To Be Offered by
Indiana University East at Richmond

February 25, 2011

Objectives: To provide a graduate management degree to serve the collective needs of organizations including non-profit, government, small business, healthcare, as well as for-profit.

Clientele to be Served: This degree is designed as a professional degree for individuals needing management education regardless of undergraduate major. It will serve baccalaureate graduates who are currently employed in management or are emerging as managers.

Curriculum: A total of 36 semester credit hours are required to complete the program, distributed as follows:

Required Courses

- Leadership and Motivation (3)
- Organizational Learning and Change Management (3)
- Managerial Research (3)
- Managerial Uses of Financial Information (3)
- Marketing Management (3)
- Managerial Economics (3)
- Managerial Application of Information (3)
- Contemporary Managerial Ethical Issues (3)
- Human Resources Management (3)
- Global Leadership (3)
- Strategic Management (3)
- Management Project (3; capstone)

Employment Possibilities: Students in the program will currently be employed. Through integration of work and graduate education, the prospect for promotion and increased responsibility within the organization is strong.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 25, 2011

I. Prepared by Institution

Institution/Location: Indiana University East at Richmond

Program: M.S. in Management

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	22	42	42	42	42
Part-Time	0	0	0	0	0
Total	22	42	42	42	42
Enrollment Projections (FTE)					
Full-Time	17	32	32	32	32
Part-Time	0	0	0	0	0
Total	17	32	32	32	32
Degree Completions Projection	0	20	20	20	20
New State Funds Requested (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds Requested (Increases) *	-0-	-0-	-0-	-0-	-0-

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	-0-	-0-	-0-	-0-	-0-
New State Funds To Be Considered For Recommendation (Increases) *	-0-	-0-	-0-	-0-	-0-

CHE Code: 10-31

Campus Code: 1811

County: Wayne

Degree Level: 07

CIP Code: Federal – 520201; State – 520201

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DECISION ITEM A-2:

Doctor of Philosophy in Environmental Health To Be Offered by Indiana University Bloomington at Bloomington

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Environmental Health to be offered by Indiana University Bloomington at Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011.

Background

As defined by the World Health Organization, “environmental health addresses all the physical, chemical, and biological factors external to a person, and all the related factors impacting behaviours ... it is targeted towards preventing disease and creating health-supportive environments.” Environmental factors include nutrition, diet, lifestyle choices (such as smoking), occupational exposures, and toxicants in water, air, soil, and consumer products.

Indiana University seeks authorization to offer the Ph.D. in Environmental Health, which will focus on two areas: (1) environmental toxicology and (2) rural and global environmental health. With respect to the latter, rural environmental health issues share commonalities with global ones, e.g. exposure to pesticides and herbicides in rural areas of the U.S. is not dissimilar to similar exposures in less developed countries.

Purdue University West Lafayette has a related Ph.D. in Occupational and Environmental Health. While there is some inevitable overlap between the IU and Purdue programs – e.g. both require a foundation in toxicology and have core courses in this area – there are important differences in what the two programs emphasize and the research orientations of their faculty. Essentially, the Purdue program places more emphasis on how occupational and industrial factors affect health, and includes different areas of focus, such as ergonomics, whereas the IU program will emphasize more the environmental impacts on human health, especially as they relate to rural populations.

It should also be noted that the IU program incorporates the competencies required by the Council on Education for Public Health (CEPH) to become a program accredited by that body, and the University intends to seek accreditation. The Purdue program is not accredited by CEPH.

The resources on the Bloomington campus to offer this program were recently bolstered when several faculty – including Dr. James Klaunig, who is an internationally respected researcher in the fields of Chemical and Environmental Toxicology/Carcinogenesis, Risk Assessment and Susceptibility – re-located to Bloomington from the IU School of Medicine, IUPUI campus. Dr. Klaunig previously was Director of the Center for Environmental Health in the School of Medicine on the IUPUI campus (and is a former State Toxicologist for Indiana), and currently chairs the Department of Environmental Health at IU Bloomington. Researchers in Environmental Health at the Bloomington campus have brought in a total of \$14.7 million in external research funding since January 1, 2004.

The program is intended to ultimately have an impact on the health of the state's population, which ranks well below the national average regarding risk factors resulting in disability and death, with two-thirds to three-quarters of the states having lower rates of preventable deaths than Indiana. Employment prospects for graduates are good, with the Society of Toxicology reporting that nationwide there are only about 9,000 toxicologists prepared at the doctoral level and there are more than 400 openings for such individuals. The most recent data indicates there are over 700 government and private industry openings in Environmental Health.

This program has sufficient merit on its own to warrant consideration for action by the Commission. Authorization of this program by the Commission should be considered independent of any later decision about establishing one or two schools of public health in Indiana.

Supporting Documents

- (1) *Abstract – Doctor of Philosophy in Environmental Health To Be Offered by Indiana University Bloomington at Bloomington, February 25, 2011*
- (2) *New Academic Degree Program Proposal Summary – Ph.D. in Environmental Health, February 25, 2011*

Abstract

Doctor of Philosophy in Environmental Health
To Be Offered by
Indiana University Bloomington at Bloomington

February 25, 2011

Objectives: To educate the next generation of environmental health professionals to understand the influences and effects of environmental factors on human health and disease with a focus on rural communities; to prepare health scientist to conduct and share through scholarly pursuits the results of original lab-based research; to emphasize the scientific, technological, policy, and management skills needed to address environmental, toxicological and occupation health concerns; and to advance the discipline of Environmental Health.

Clientele to be Served: The program is designed to attract graduates from accredited public health programs and related fields (health, applied health, and the sciences).

Curriculum: A total of 90 semester credit hours is required to complete the program, distributed as follows:

Major Coursework (39 credit hours)

- Environmental and Occupational Health (3)
- Principles of Toxicology (3)
- Environmental and Occupational Epidemiology (3)
- Introduction to Environmental Health Research (3)
- Risk Assessment, Policy and Toxic Regulations (3)
- Multivariate Statistical Analysis (3)
- Environmental Health Research Rotations (1.5 credits to be taken at least twice)
- Environmental Health Research (3 credits to be taken at least 3 times)
- Seminar in Environmental Health (1 credit to be taken at least 3 times)
- Current Topics in Environmental Health (3 credits to be taken at least twice)

Major Electives (12 credit hours)

Minor (9 to 12 credit hours per minor)

Dissertation (30 credit hours minimum)

Employment Possibilities: Professionals trained in Environmental Health, including those in Toxicology, Occupational Health and Risk Assessment, will see job opportunities grow over the next several decades due to an increase in retirements and challenges in the chemical, physical, built and social environments. While there is a significant demand for toxicologists and Environmental Health specialists, academic positions are in high demand, frequently with over a hundred qualified applicant per position.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 25, 2011

I. Prepared by Institution

Institution/Location: Indiana University Bloomington to be offered at Bloomington

Program: Ph.D. in Environmental Health

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>
Enrollment Projections (FTE)					
Full-Time	<u>6</u>	<u>11</u>	<u>15</u>	<u>19</u>	<u>19</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>6</u>	<u>11</u>	<u>15</u>	<u>19</u>	<u>19</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-44

Campus Code: 1809

County: Monroe

Degree Level: 19

CIP Code: Federal – 512202; State – 512202

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DECISION ITEM A-3:

Doctor of Philosophy in Epidemiology To Be Offered by Indiana University Bloomington at Bloomington

Staff Recommendation

That the Commission for Higher Education approve the Doctor of Philosophy (Ph.D.) in Epidemiology to be offered by Indiana University Bloomington at Bloomington, in accordance with the background discussion in this agenda item and the *Abstract*, February 25, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 25, 2011.

Background

In August 2009, the Commission for Higher Education approved a Ph.D. in Epidemiology for Indiana University at its IUPUI campus, which was the first such program in the state. That program places emphasis on the medical and biological aspects of disease, and has its roots in and continued close affiliation with the IU School of Medicine. The proposed program will focus on the biobehavioral aspects of community health and wellness, especially as it relates to Indiana's rural population. The Bloomington program has its roots in physical fitness and the kinesthetic and wellness sciences, and draws upon the exceptional strengths of the Bloomington campus in the social and behavioral sciences.

The degree program will be housed in the Department of Kinesiology, a unit in the School of Health, Physical Education, and Recreation (HPER), which has numerous resources that contribute to the offering of the proposed program. These resources include: the Office of Community Health Engagement, which is the catalyst for an epidemiology investigation of household violence in Lawrence; the Rural Center for AIDS/STD prevention, which is funded by the Centers for Disease Control and recently hosted a national conference in this area; and specialized laboratories – including the Nutrition Laboratory, the Neuro-Behavioral Laboratory, and the Human Performance Laboratory – which serve as the locus for much research done by program faculty.

The program is intended to ultimately have an impact on the health of the state's population, which ranks well below the national average regarding risk factors resulting in disability

and death, with two-thirds to three-quarters of the states having lower rates of preventable deaths than Indiana. In a 2009 report, the Council of State and Territorial Epidemiologists (CSTE) estimated that the number of epidemiologists will need to increase significantly to meet demand.

This program has sufficient merit on its own to warrant consideration for action by the Commission. Authorization of this program by the Commission should be considered independent of any later decision about establishing one or two schools of public health in Indiana.

Supporting Documents

- (1) *Abstract* - Doctor of Philosophy in Epidemiology to be offered by Indiana University Bloomington at Bloomington, February 25, 2011
- (2) *New Academic Degree Program Proposal Summary* - Ph.D. in Epidemiology, February 25, 2011

Abstract

Doctor of Philosophy in Epidemiology
To Be Offered by
Indiana University Bloomington at Bloomington

February 25, 2011

Objectives: To provide rigorous training in the practice of Epidemiology with a defined focus on rural communities by contributing to the understanding of the etiologies of disease prevention and wellness, and the improvement of rural public health through excellence in research and practice. The goal of the program is to educate future professionals who are highly qualified as independent investigators, academicians, and practitioners of Epidemiology and who may specialize in the health disparities of rural communities.

Clientele to be Served: Graduates from accredited programs/schools of public health or related fields. Students are most likely to enroll on a full-time basis.

Curriculum: A total of 90 semester credit hours is required to complete the program, distributed as follows:

Prerequisite Coursework (12 credit hours – only 9 of which count toward 90 total)

- Epidemiology (3)
- Introduction to Research (3)
- Interpretation of Data (3)
- Public Health Foundations and Leadership (3)

Major Coursework (30 credit hours minimum)

- Social Epidemiology (3)
- Advanced Health Behavior Theory (3)
- Global Epidemiology (3)
- Evaluation of Interventions (3)
- Health and Disease Disparities in Rural Communities (3)
- Chronic Disease Epidemiology (3)
- Infectious Disease Epidemiology (3)
- Race, Ethnicity, Culture and Related Determinants of Health (3)
- Advanced Epidemiology (3)
- Advanced Epidemiological Methods (3)

Major Electives (9-12 credit hours)

Supporting Electives (3-28 credit hours)

Minor (9-12 credit hours per minor)

Research Skills (9 credit hours)

Qualifying Examination

Dissertation (21-30 credit hours) and Dissertation Defense

Employment Possibilities: Epidemiologists work at universities, research institutions, local, state and federal agencies, major health organizations, and large corporations.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 25, 2011

I. Prepared by Institution

Institution/Location: Indiana University Bloomington to be offered at Bloomington

Program: Ph.D. in Epidemiology

	Year 1 FY2011	Year 2 FY2012	Year 3 FY2013	Year 4 FY2014	Year 5 FY2015
Enrollment Projections (Headcount)					
Full-Time	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>20</u>
Enrollment Projections (FTE)					
Full-Time	<u>4</u>	<u>9</u>	<u>14</u>	<u>19</u>	<u>19</u>
Part-Time	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	<u>4</u>	<u>9</u>	<u>14</u>	<u>19</u>	<u>19</u>
Degree Completions Projection	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>
New State Funds Requested (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds Requested (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

II. Prepared by CHE

New State Funds To Be Considered For Recommendation (Actual) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
New State Funds To Be Considered For Recommendation (Increases) *	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>

CHE Code: 10-45

Campus Code: 1809

County: Monroe

Degree Level: 19

CIP Code: Federal – 261309; State – 261309

* Excludes new state dollars that may be provided through enrollment change funding.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DECISION ITEM A-4: Academic Degree Programs on Which Staff Propose Expedited Action

Staff Recommendation

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

- Bachelor of Arts and Bachelor of Science in Construction Management to be offered by Ball State University at Muncie
- Bachelor of Arts in Fashion Design to be offered by Indiana University Bloomington at Bloomington
- Bachelor of Science in Electrical Engineering to be offered by Purdue University-North Central in Westville
- Bachelor of General Studies to be offered by Indiana University East and Kokomo Statewide via Distance Education Technology

Background

At its August and September 2004 meetings, the Commission for Higher Education began implementing a new policy on new academic degree programs on which staff proposes expedited action. These programs meet the criteria identified in that policy and are hereby presented for action by consent, in accordance with the aforementioned policy and the information presented in the supporting documents.

Supporting Documents

- (1) *Background Information on Academic Degree Programs on Which Staff Propose Expedited Action*, February 25, 2011
- (2) *Policy for New Academic Degree Programs on Which Staff Propose Expedited Action*, September 2, 2004

Background Information on Academic Degree Programs on Which Staff Propose Expedited Action

February 25, 2011

CHE 09-59 Bachelor of Arts and Bachelor of Science in Construction Management to be offered by Ball State University at Muncie

Proposal received on December 23, 2009
CIP Code: Federal – 522001; State – 522001
Projected Annual Headcount: 280; FTEs: 270; Degrees: 65
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Ball State University and Ivy Tech Community College agree that at present no articulation makes sense to a closely related degree at the College. However, both institutions will continue to work on a potential pathway.

CHE 10-27 Bachelor of Arts in Fashion Design to be offered by Indiana University Bloomington at Bloomington

Proposal received on June 30, 2010
CIP Code: Federal – 500407; State – 500407
Projected Annual Headcount: 159; FTEs: 163; Degrees: 36
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

Indiana University and Ivy Tech Community College agree that no articulation makes sense to a closely related degree at the College.

CHE 10-47 Bachelor of Science in Electrical Engineering to be offered by Purdue University-North Central at Westville

Proposal received on December 27, 2010
CIP Code: Federal – 141001; State – 141001
Projected Annual Headcount: 75; FTEs: 65; Degrees: 12
New State Funds Requested, Actual:
Year 1: \$ 0
Year 2: \$ 0

Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the B.S. in Electrical Engineering is consistent with the regional campus agreement.

CHE 11-02 Bachelor of General Studies to be offered by Indiana University East and Kokomo Statewide via Distance Education Technology

Proposal received on January 28, 2011
CIP Code: Federal – 240201; State – 240102

IU East

Projected Annual Headcount: 85; FTEs: 55; Degrees: 38
New State Funds Requested, Actual:

Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

IU Kokomo

Projected Annual Headcount: 85; FTEs: 55; Degrees: 37
New State Funds Requested, Actual:

Year 1: \$ 0
Year 2: \$ 0
Year 3: \$ 0
Year 4: \$ 0
Year 5: \$ 0

An articulation agreement with Ivy Tech Community College exists for this program. Approval of the Bachelor of General Studies is consistent with the regional campus agreement and with the Commission's policies on distance education .

Policy for New Academic Degree Programs on Which Staff Propose Expedited Action

September 2, 2004

Pursuant to the Commission's desire to expedite action on new academic degree program requests whenever possible, the staff has identified a set of factors, which though not exhaustive, suggest when a request might be considered for expedited action by consent and when a request would require Commission consideration prior to action. With respect to the latter, the presence of one or more of the following factors might suggest a significant policy issue for which Commission attention is needed before action can be taken:

- Consistency with the mission of the campus or institution
- Transfer of credit
- New program area
- New degree level for a campus
- Accreditation
- Unnecessary duplication of resources
- Significant investment of state resources

In the absence of these factors or an objection from another institution, Commission staff will propose expedited action on new program requests. Examples of situations that pose no policy issues for the Commission include, but are not limited to:

- Adding a second degree designation to an existing program (e.g. A.S. to an A.A.S.)
- Delivering an on-campus program to an off-campus site through faculty available on-site or traveling to the site
- Adding a degree elsewhere in a multi-campus system to a new campus within the system.

All requests to offer new academic degree programs must continue to be accompanied by a full program proposal, unless otherwise specified in the guidelines. It is only after a proposal is received that a determination will be suggested as to how the request might be handled.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

DECISION ITEM B: Capital Projects 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:

- Glick Eye Institute – Third and Fourth Floor Lab Build-Out at Indiana University – Purdue University Indianapolis: \$4,500,000
- Family and Consumer Science Building Renovation at Indiana State University: \$3,000,000
- Ralph and Bettie Bailey Hall at Purdue University West Lafayette: \$8,182,000
- Cooling Tower Replacement at Purdue University Calumet: \$2,700,000
- Combine Liberty Drive I and II lease agreements at Ivy Tech Community College – Bloomington: \$234,900 for first year of five years

Background

Staff recommends the following capital projects 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 Projects on Which Staff Propose Expedited Action, March 11, 2011

Background Information on Capital Projects on Which Staff Propose Expedited Action

March 11, 2011

A-2-11-2-24 Glick Eye Institute – Third and Fourth Floor Lab Build-Out Project Cost: \$4,500,000

The Trustees of Indiana University request authorization to proceed with the renovation build-out of interior space on the third and fourth floors of the new Eugene and Marilyn Glick Eye Institute located on the IUPUI campus. This project provides space improvements to the third and fourth floor which will consist of faculty offices and associated support. Renovations on the fourth floor will consist of research lab space, research support spaces, faculty offices, and building support spaces. The scope of work also includes modifications within the basement and penthouse mechanical areas in supporting these new areas. The project is estimated to cost \$4,500,000 and will be funded by \$2,800,000 of auxiliary revenue bonds to be repaid by IU School of Medicine revenues from contractual lease payments and indirect cost recovery revenue and \$1,700,000 of IU School of Medicine grant funds.

C-1-11-2-03 Family and Consumer Science Building Renovation Project Cost: \$3,000,000

The Indiana State University Board of Trustees request authorization to proceed with the renovation of the Family and Consumer Science Building to house the ISU Welcome Center. The project will involve the reconfiguration of existing space in the Family and Consumer Science Building, constructed in 1956, to accommodate the ISU Welcome Center now housed in Erickson Hall. The renovation will include replacement of cooling, heating, lighting, roof, and electrical systems much of what is original to the facility. Upon relocation of the ISU Welcome Center and other academic/administrative functions housed in Erickson Hall, the facility will be returned to the Housing and Dining System for use as student housing. Therefore funds for the Family and Consumer Science renovation project will be provided from the University's Housing and Dining Reserves.

B-1-11-2-14 Ralph and Bettye Bailey Hall Project Cost: \$8,182,000

The Purdue University Board of Trustees request authorization for the new building of the Ralph and Bettye Bailey Hall at the West Lafayette campus to house the Purdue Musical Organizations (PMO), offices and rehearsal spaces. This new facility will enhance the overall experience of PMO students by allowing them to safely and conveniently study, rehearse and record music. In addition, a new facility will attract student and community traffic, raise awareness of PMO programs and boost recruitment. The estimated cost of this project is \$8,182,000 to be funded from Gift Funds. This project cost includes the cost of land acquisition as well as demolition of the structure currently on the building site.

**B-2-10-1-14R Cooling Tower Replacement
Project Cost: \$2,700,000**

The Purdue University Board of Trustees request authorization for the Cooling Tower Replacement project at the Calumet campus. The project was previously approved at an estimated cost of \$1,500,000 as required under the Bylaws of the Board of Trustees of Purdue University and was subsequently approved by the Budget Committee on July 7, 2010. The cost of the project increased by \$1,200,000 largely as a result of the determination during the design that much of the cooling tower electrical and mechanical infrastructure also needed to be replaced and to facilitate future expansion of cooling capacity. The estimated cost of the project is now \$2,700,000 to be funded from Purdue University Calumet Reserves.

**F-0-11-5-05 Combine Liberty Drive I and II lease agreements in Bloomington
Project Cost: \$234,900 for first year of five years**

The Ivy Tech Community College of Indiana Board of Trustees request approval of the project to Combine Liberty Drive I and II lease agreements in Bloomington. This project involves combining two lease agreements for the Liberty Drive I and II leases in Bloomington to produce a savings for the College of \$37,375 the first year of the five-year combined leases. The College has been using the two leases spaces since August 2007 and June 2008 respectively and the rent for the combined lease agreements will exceed \$150,000. The Liberty Drive I and II leases are needed to continue serving Ivy Tech students in Bloomington. It is one of the three off campus sites that being leased due to the shortage of instructional space at our main campus.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

INFORMATION ITEM A: Status of Active Requests for New Academic Degree Programs

<u>Institution and Site</u>	<u>Program Title</u>	<u>Date Received</u>	<u>Status</u>
1. BSU	B.A./B.S. in Construction Management	12/23/09	On March agenda for action.
2. IU-Bloomington	B.A. in Fashion Design	06/30/10	On March agenda for action.
4. IU-East	M.S. in Management	06/30/10	On March agenda for action.
8. IU-South Bend	M.A.T. in Special Education	10/18/10	Under CHE review.
9. IU-South Bend	M.S.Ed. in Educational Leadership	10/18/10	Under CHE review.
10. IU-East	B.S. in Human Life Science	10/18/10	Under CHE review.
11. IU-East	B.S. in Biochemistry	10/18/10	Under CHE review.
13. IU-Bloomington	Ph.D. in Environmental Health	11/19/10	On March agenda for action.
14. IU-Bloomington	Ph.D. in Epidemiology	11/19/10	On March agenda for action.
16. Purdue Univ.-North Central	B.S. in Electrical Engineering	12/27/10	On March agenda for action.
17. IU-East & Kokomo-Statewide via Dist. Ed. Tech.	Bachelor of General Studies	01/28/11	On March agenda for action.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

INFORMATION ITEM B: 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-0-11-2-25 Indiana University
General R&R Projects – ARRA funding
Project cost: \$3,037,016*

Indiana University requests authority to proceed with several R&R projects, none of which exceeds \$750,000. The funding of these projects comes from ARRA funds as allocated by the 2009-11 biennium. This is the final draw of ARRA funds for IU and represents 100% of the ARRA funds appropriate to IU.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

INFORMATION ITEM C: 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

B-1-08-1-02 Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000

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 is awaiting a letter from the Budget Agency requesting review.

F-0-08-1-03 Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$350,000

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 \$350,000 and would be funded from 2007 General Assembly cash appropriation. This project is awaiting a letter from the Budget Agency requesting review.

B-1-10-6-18

Purdue University
Herrick Labs Center for Advanced Acoustics Research Addition
Project cost: \$12,500,000

The Trustees of Purdue University seek authorization to proceed with planning of the project Herrick Labs Center for Advanced Acoustics Research Addition on the West Lafayette campus. The expected cost of the planning of the project is \$12,500,000 and would be funded from Federal Grant Funds and departmental funds. This project is awaiting a letter from the Budget Agency requesting review.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000

The Trustees of Purdue University seek 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 is awaiting a letter from the Budget Agency requesting review.

B-4-09-1-21

Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000

The Trustees of Purdue University seek 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 is awaiting a letter from the Budget Agency requesting review.

A-9-09-1-12

Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000

The Trustees of Indiana University request 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 project would be funded through state fee replacement appropriations. This project is awaiting a letter from the Budget Agency requesting review.

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Friday, March 11, 2011

INFORMATION ITEM D: Minutes of the February 2011 Commission Working Sessions

MINUTES OF THE COMMISSION WORKING SESSIONS

Thursday, February 10, 2011

I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 4:30 p.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Marilyn Moran-Townsend, Ken Sendelweck, Carol D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Keith Hansen and Michael Smith.

Absent were: Chris Murphy, Jon Costas, and Susana Duarte de Suarez

Staff present: Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

II. DISCUSSION

- A. Jon Gubera, Associate Commissioner for Policy, presented an update on the progression or lack thereof for bills in the current legislative session that are associated with the mission of the Commission.
- B. Jason Dudich, Chief Financial Officer, presented on two capital projects that would be heard the following day. Members expressed concern over how these projects would be funded under the current budget recommendation.

III. ADJOURNMENT

The Chair adjourned the meeting at 6:15p.m. (ET).

MINUTES OF THE COMMISSION WORKING SESSIONS

Friday, February 11, 2011

IV. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at University Place Conference Center, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Jerry Bepko, Dennis Bland, Ken Sendelweck, Carol

D'Amico, Jud Fisher, Eileen Odum, George Rehnquist, Chris Murphy, Susana Duarte de Suarez, Keith Hansen, and Michael Smith.

Absent were: Jon Costas, and Marilyn Moran-Townsend

Staff present: Teresa Lubbers, Jason Bearce, Jon Gubera, Jason Dudich, Ken Sauer, Catisha Coates and Jennifer Seabaugh.

V. DISCUSSION

- A. Teresa Lubbers, Commissioner for Higher Education, informed the Commission that Staff reviews had been conducted and merit rewards were issued based on the rules and values given by the State Personnel Office.
- B. Ken Sauer, Associate Commissioner of Academic Affairs, discussed two proposed PhD programs in education. Members expressed favorable views of the PhD in Educational Administration program by ISU delivered for the Vandenberg School Corporation. Several Members expressed concerns about the PhD in Urban Education (research) at IUPUI.
- C. Jason Dudich, Chief Financial Officer, presented on two capital projects that would be heard the following day. Members expressed concern over how these projects would be funded under the current budget recommendation.

VI. ADJOURNMENT

The Chair adjourned the meeting at 8:52 a.m. (ET).