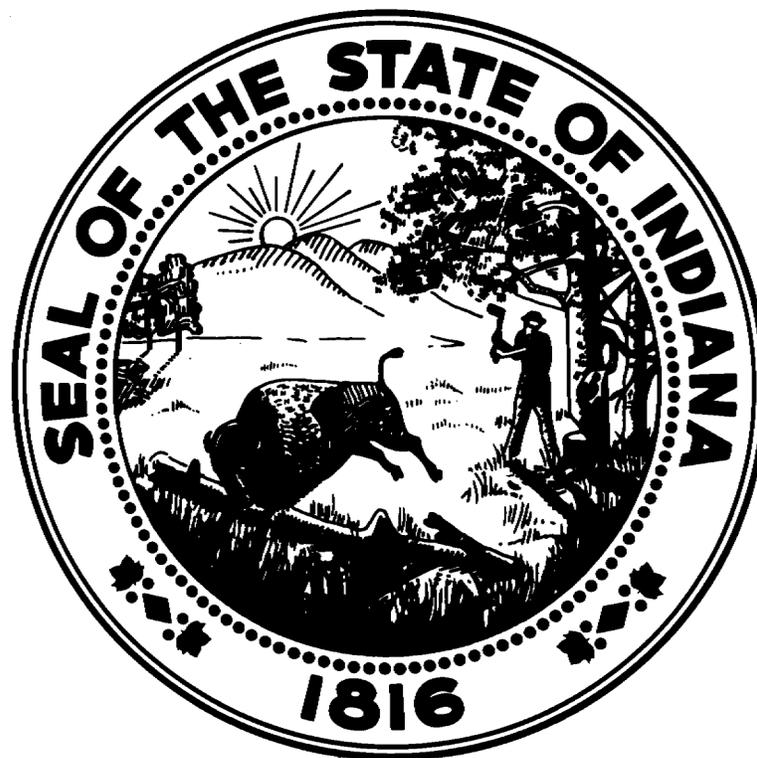


Indiana Commission for Higher Education

## AGENDA MATERIALS

May 13-14, 2010



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INDIANA COMMISSION FOR HIGHER EDUCATION  
101 West Ohio Street, Suite 550  
Indianapolis, Indiana 46204

**DINNER WORKING SESSION AGENDA**  
**Thursday, May 13, 2010 – 6:30 p.m. (Eastern Daylight Time)**

**Ball State University**  
Pittenger Student Center  
Cardinal Hall A, 2<sup>nd</sup> floor  
University Avenue  
Muncie, IN

**DISCUSSION TOPICS**

1. Ball State University Geothermal Energy Initiative
2. Weldon Conference Feedback
3. Lumina Foundation RFP to Increase Adult Degree Completion
4. CEEP Report/LMI Evaluation Process

**BREAKFAST WORKING SESSION AGENDA**  
**Friday, May 14, 2010 – 7:45 a.m. (Eastern Daylight Time)**

**Ball State University**  
Pittenger Student Center  
Cardinal Hall A, 2<sup>nd</sup> floor  
University Avenue  
Muncie, IN

**DISCUSSION TOPICS**

1. Financial Aid Study Update
2. WGU-Indiana announcement



# AGENDA

Commission for Higher Education

## COMMISSION MEETING

**Ball State University**  
Pittenger Student Center  
Cardinal Hall B, 2<sup>nd</sup> floor  
University Avenue  
Muncie, Indiana 47306

**Friday, May 14, 2010**

- 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**
- V. CONSIDERATION OF THE MINUTES OF THE MARCH COMMISSION MEETING .....1**
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**IX. OLD BUSINESS**

**X. NEW BUSINESS**

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

\*\*\*\*\*

The next regular business meeting of the Commission will be on June 11, 2010 in Terre Haute.



**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**March 12, 2010  
Friday**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 9:00 a.m. at University Place Conference Center at IUPUI Campus, 850 W. Michigan St., Indianapolis, IN, with Chair Michael Smith presiding.

**II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM**

*Members Present:* Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Jon Costas, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Michael Smith.

*Members Absent:* Carol D'Amico.

Dr. Daniel Bradley, President of the Indiana State University, and Dr. France Cordova, President of Purdue University, attended the meeting. Mr. Anthony Maidenberg, Interim President of Independent Colleges of Indiana, was also present.

**III. CHAIR'S REMARKS**

Mr. Smith welcomed Dr. Randall Dodge, Adjunct Professor of Higher Education, Taylor University, who brought a group of graduate students in the Master of Arts in Higher Education program from Taylor University to the meeting.

Mr. Smith announced that this year's annual H. Kent Weldon Conference on Higher Education will focus on Challenges and Opportunities: Improving College Productivity. The conference will be held on Monday, April 19 at the IUPUI Conference Center. Mr. Smith said that the agenda will feature Governor Daniels as the morning keynote speaker, a panel of higher education productivity experts from the Association of Governing Boards, Lumina Foundation leadership, and a panel of University Presidents and Trustees, as well as representation from the Governor's office and the General Assembly.

Mr. Smith invited Ms. Baker to comment on the upcoming Faculty Leadership Conference. Ms. Baker said that the annual Faculty Leadership Conference will be held on Friday, April 23 at the University Place Conference Center. Ms. Baker said that the theme of the Conference is "Faculty Response and Responsibilities in Tough Economic Times." The invitations were sent to the faculty leaders of all state universities, as well as to the Commission members.

Mr. Smith invited Ms. Moran-Townsend to give an update on the work of the Strategic Directions Committee. Ms. Moran-Townsend said that members of the Committee reviewed the insightful comments from the institutions regarding the budget formula. She said the members of the Committee pledged to keep these comments at the forefront of discussions during the May retreat, and as the budgeting formulas are developed for this fall.

Ms. Moran-Townsend also said that the members of the Committee reviewed staff recommendations to support *Reaching Higher's* focus on affordability. This is a continuing portion of the discussion that the Committee has. The Committee members have come forward with some great ideas in that area. Ms. Moran-Townsend added that the Committee ran out of time at the meeting, so the Committee members are being asked to provide additional input between now and the next meeting.

Mr. Smith invited Commissioner Lubbers to present her report.

#### IV. COMMISSIONER'S REPORT

Ms. Lubbers began her report by welcoming a group of students from Taylor University. She also acknowledged Commission member Mr. Dennis Bland, President of the Center for Leadership Development (CLD), for the Center's extraordinary success. Mr. Lubbers said that she attended CLD's 30<sup>th</sup> Annual Minority Business and Professional Achievers Recognition Awards Dinner, at which over \$1 million in scholarship funding was provided to Hoosier youth. The mission of CLD is to foster the advancement of minority youth in central Indiana as future professional, business and community leaders by providing experiences that encourage personal development and educational attainment. Ms. Lubbers congratulated CLD on their success and Mr. Bland for his extraordinary leadership.

Ms. Lubbers gave an update on 2010 legislative session. She spoke about Senate Bill 257, which has been referred to as the "Commission Bill." This bill has four elements: Commission will review capital projects within 90 days of the request for review; includes clarifying language regarding membership on the Commission excludes full time university employees; includes clarifying language regarding meeting participation; and requires that dual credit programs are approved either by National Alliance of Concurrent Enrollment Partnerships (NACEP) or the Commission for Higher Education. Ms. Lubbers said that this bill has passed, and is now on the Governor's desk awaiting signature.

House Bill 1001 is also waiting for Governor's signature. This bill includes provision that identifies university government representatives as liaisons and tightens the reporting requirements. House Bill 1135 is also waiting for Governor's signature. This bill clarifies the awarding of college credit. House Bill 1297, related to Purdue University's bonding, has been dramatically scaled back, and now includes only technical changes and some language about bonding for promised gifts to the University. This bill is also waiting for Governor's signature.

Ms. Lubbers stated that on Tuesday, March 2, Indiana joined sixteen other states in the official announcement of the Complete College America (CCA) Alliance. This organization, led by the former Commissioner for Higher Education Stan Jones, is looking at college completion rates around the country, especially for first generation students and underrepresented populations. Ms. Lubbers added that the participating states have promised to develop strategies to improve and track college completion rates. She also pointed out that the goals of CCA are consistent with the goals of *Reaching Higher* and Indiana's institutional reporting.

Ms. Lubbers asked Mr. Smith for the motion to approve the hiring of Nicole Crouse to the position of Financial and Operations Assistant for Accounting and Human Resources at the Commission for Higher Education. Mr. Smith welcomed Ms. Crouse to the Commission, commenting that this is the fifth smallest Commission in the United States. Mr. Smith asked for the motion to approve (Motion ó Rehnquist, Second ó Bepko, unanimously approved).

Ms. Lubbers continued with her report, reminding the audience that applications to the Student Nominating Committee for the student representative position on the Commission are due March 19<sup>th</sup>, and the interviews will be held on March 27<sup>th</sup> at the Commission's office.

In conclusion, Ms. Lubbers spoke about online learning. She said that 2009 Sloan Survey of Online Learning revealed a 17 percent increase in online enrollments from the previous year. 2,500 colleges and universities participated in the survey. The results show that approximately 4.6 million students were enrolled in at least one on-line course in Fall 2008 (these are the most recent numbers). This means that more than one out of four students is taking at least one course on-line.

Ms. Lubbers said that some of the questions in the survey are instructive for the Commission's consideration of online instruction/learning, for example, whether retention of students is harder in online courses. The highest percentage of responses was neutral. Another question was whether learning outcomes in online courses were comparable to face-to-face courses. The highest percentage of responses was that they are the same; those with most inferior rating came from schools that do not use online courses. Another question was whether faculty received adequate training for teaching on-line. The responses vary greatly by institutions. Ms. Lubbers concluded that the growth in on-line enrollments dramatically exceeded the growth of the overall higher education student population (17 percent compared to 1.2 percent).

## V. **CONSIDERATION OF THE MINUTES OF THE FEBRUARY COMMISSION MEETING**

Mr. Sendelweck commented that Mr. Helton was mentioned as the President of Ivy Tech Community College, while he is President of Vincennes University. Mr. Smith asked that a wording of the phrase in Item IV (Commissioner's Report), paragraph five: "Commission's State-Level Dashboard of Key Indicators shows that the Commission is making progress toward its goals" be changed to reflect that this was an effort of all institutions, not just the Commission. The phrase will be worded as follows: "Commission's State-Level Dashboard of Key Indicators shows that Indiana public colleges and universities are making progress toward goals."

**R-10-2.2 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the February 2010 regular meeting as amended. (Motion of Murphy, second of Sendelweck, unanimously approved)

## VI. **DISCUSSION ITEMS**

### A. **Line Item Report - Indiana University Technology Initiatives**

1. **Abilene Network Operations Center**
2. **I-Light Network Operations**
3. **GigaPop Project**

Dr. Bradley Wheeler, Vice President for Information Technology, and CIO, presented this report. He said that Indiana University (IU) was chosen as the home for the Abilene network operations center (NOC). The Abilene Network is an Internet2 high-performance backbone network that enables the development of advanced Internet applications and the deployment of leading-edge network services to Internet2 universities and research labs across the country. This network has become the most advanced native IP backbone network available to universities participating in Internet2.

Dr. Wheeler stated that Abilene connects regional network aggregation points (called GigaPoPs) to provide advanced network services to Internet2 university, corporate, and affiliate member institutions in all 50 states, the District of Columbia and Puerto Rico. Today Abilene has 44 direct connectors including the Indiana GigaPoP, 228 participants in all 50 states, 104 sponsored participants and 33 state education group partners (SEG-P), such as IHETS here in Indiana.

Dr. Wheeler pointed out that Abilene is a proving ground for high-bandwidth technologies. The cross-country backbone is employing optical transport technology and advanced high-performance routers, with the goal of offering 100 megabytes per second of connectivity between every Abilene connected desktop.

Dr. Wheeler said that being the NOC for Abilene has enabled Indiana University to develop the reputation and expertise in managing the operations center of high performance networks and led to the establishment of the Indiana University Global Research Network Operations Center (Global NOC.)

Dr. Wheeler told the Commission that in addition to being awarded the NOC for the global research networks, IU provides similar services to the advanced high performance network, National LambdaRail (NLR). IU is also planning to increase its involvement in several other national networking initiatives, as well as to service the international high performance networking community, which will bring more external funding to the University and the state.

Dr. Wheeler added that the Indiana GigaPoP continues to play an expanding role in Indiana's linkage to the developing national cyberinfrastructure. It is a key infrastructure component of I-Light and I-Light2, and it has become one of a very few perimeter network interface points in the nation. The GigaPoP is now the single interface point for the State's entire higher education sector not only to Internet2 and other advanced networks, but also the commodity Internet.

Dr. Wheeler spoke about I-Light, which has become an integral part of keeping Indiana's status as a leader in networking. I-Light has the capability to provide all higher education institutions across the state with access to other state, regional, and national networks. It will also allow new partnerships with neighboring states, by allowing interconnections between light and similar networks in those states.

Mr. Murphy asked whether Internet2 and the existing network were using the same bandwidth. Dr. Wheeler responded that there was some difference on how much capacity each one has, but they are all fiber optics.

Mr. Murphy referred to Dr. Wheeler's comment the projects employing 65 to 80 people in Indiana University. He was wondering whether any other work is being done by some other public or private firm in the local area, like software or hardware development. Dr. Wheeler responded that their charge was first and foremost to serve research and education, and IU stayed very narrow and guarded because that was the guideline that was given to the University. Dr. Wheeler added that this is technology that IU has developed. There is a commercial interest in it, and they will work on that through IU Research and Technology Corporation to see whether this may be commercialized or licensed in some way.

Mr. Smith asked whether some small private-for-profit technological start-up companies will be able to use these systems to collaborate with the research being done in other states. Dr. Wheeler responded that their expertise is strictly limited to higher education, so at present this will not be possible.

Mr. Slaughter referred to Dr. Wheeler's statement that placement of commodity Internet have enabled Indiana's K-20 community to take advantage of considerable reductions in rates for internet connectivity. Mr. Slaughter's question was whether the prices for higher education have been driven down due to this technology. Dr. Wheeler responded that IU has not done this yet.

Mr. Smith asked whether the infrastructure that was developed between Bloomington, Lafayette and Indianapolis is easily updated to embrace new technology, as science allows. Dr. Wheeler responded that they are constantly upgrading the switching and networking equipment. Dr. Wheeler pointed out that they put the allied network together and, as they do with all their technology investments, they have built it around the life cycle funding. They have a capital reserve, so when the equipment gets old, they use this reserve to refresh or replace it.

Mr. Slaughter referred to Dr. Wheeler's mentioning the funding in education, its efficiency and productivity. He asked who has made a decision to exclude the rest of the education spectrum in the state, whether this was IU's decision or policy makers' somewhere else in the state. He was wondering if the goal was to save the state money and make the education spectrum as a whole matter, why this was not being done. Dr. Wheeler responded that this was not IU's decision. Mr. Jeffrey Linder, Associate Vice President for State Governmental Relations, Indiana University, answered that IU is working on creating public-private relationship to serve the state in the best manner and to provide the best opportunities for the universities and businesses all over the state.

## **B. Financial Aid Study Report**

Mr. Bernie Hannon, Senior Associate Commissioner, presented this report. Before starting his report, he made a few comments regarding the previous presentation. Mr. Hannon thanked Dr. Wheeler and IU for making this presentation on short notice. Mr. Hannon also briefly spoke about the funding for this line item, pointing out that these items will be among those presented to the Commission members for their budget recommendations. He said that the state corporation to fund I-Light is now down from \$5-6 million a year to \$2 million a year. He also added that in a couple of months the office of the Commission for Higher Education will be purchasing the I-Light model for the first time, and this will save the office a considerable amount of money.

Mr. Hannon began his report by reminding the Commission members that the General Assembly asked the Commission, with the assistance from the State Student Assistance of Indiana (SSACI), to study the funding of college scholarship programs provided by SSACI and the state's public universities.

When Mr. Hannon spoke about the percentage of eligible FAFSA filers who were offered and not offered awards, Mr. Smith asked about the reasons why 48 percent of the eligible FAFSA filers were not offered awards. Mr. Hannon responded that the awards were

based on a degree of need. He said that more details will be given further in his presentation.

Mr. Hannon continued with his presentation. He mentioned that in recent years the total number of people eligible for SASSI awards grew much faster than the student population itself. When that happens, the amount of the award has to drop; this academic year SSACI dropped their maximum award öcapö by 30 percent, which means that students are getting less money for their tuition. Mr. Hannon explained how the öneedö for financial aid is determined. He also spoke about the studentsöeligibility for certain awards, as well as about SSACI entitlement programs, which are based on current year tuition and fee charges.

Ms. Moran-Townsend asked for the reason for the 21<sup>st</sup> Century Scholars percentage of award expenditures granted by need and non-need. Mr. Hannon explained that this was based on the changes in the family income by the time the student goes to college.

Mr. Hannon continued with the presentation. He responded to questions from Mr. Murphy and Ms. Moran-Townsend regarding the definition of CVO (Children of Disabled Veterans and Children and Spouses of Deceased Public Safety Officers). He mentioned that Indiana is more generous with its awards to the children of disabled veterans than many other states.

Mr. Slaughter asked whether it was correct that the student could go to a graduate school, but get an award at a rate of an undergraduate school. Mr. Hannon said he did not have this information.

In conclusion, Mr. Hannon spoke about the SSACI and postsecondary education for incarcerated citizens. He pointed out that entire prisoner postsecondary education is almost entirely funded through SSACI grants and institutional subsidy. Mr. Hannon named state and independent colleges offering programs in Indiana prisons. He spoke about the benefits of and issues with prisoner education. Ms. Baker asked about the most achieved prisoner degree. Mr. Hannon said that DOC (Department of Corrections) will have this information.

Mr. Murphy said that some granular information would be instructive. Mr. Hannon agreed to provide it. Mr. Smith confirmed that more information would be very helpful, and asked Mr. Hannon to gather it by the Commission meeting in June.

### **C. High School Feedback Report**

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, presented this report. He began his presentation by thanking Ms. Jennifer Seabaugh, Manager of Information Research at the Commission for Higher Education, for her work at this report. Dr. Sauer said that there are two types of reports, included in the Agenda book: one is for public distribution and the other for internal use only, for the purposes of educational improvement.

Dr. Sauer explained that the difference between the two reports is that the first report does not have university campus level detail, whereas the second report does. Dr. Sauer spoke about the information in both reports.

Dr. Sauer pointed out that this was the first effort of this kind. He said that the Commission already anticipates adding some other data to these reports in the future; for example, it would be helpful to reference state data on each report, so that a particular principal or the superintendent could see very quickly how the data, for example, regarding remedial education, is compared with the statewide total for this particular piece of information.

Mr. Murphy asked whether it would be possible to see what happens to the students represented in these reports. Dr. Sauer confirmed that the next version of these reports will contain persistence and degree completion data. He mentioned that good thing about the SIS data is that it has a lot of historical information, so it is possible to go back and look at the high school class that graduated four or six years ago and see how these students did with respect of persisting and earning a degree.

Dr. Sauer continued the presentation by saying that the Commission would like to add the ICI data, if possible. Dr. Sauer mentioned that in 1990s, ICI produced a kind of a high school feedback report, which was called "High School Grade Report." It contained information that the Commission does not have access to; it had to be gathered directly from the institutions regarding specific courses that the students would complete in the first year of college. This report had done a wonderful service, and in addition to talking to ICI about trying to use their data for purposes of filling out this report, the Commission would like to coordinate its efforts with those of ICI both in terms of content and timing for the maximum benefit.

Mr. Bland asked Dr. Sauer to give a brief summary of thoughts in conclusion of the presentation. Dr. Sauer said that the summary would be that even though these reports have been out only for a week or so, they have already generated a lot of interest, and the benefit from getting this data out and getting people to look at it and react to it would be much greater than had been anticipated, even though the Commission did have some high expectations regarding this effort.

Dr. Sauer said that he looks forward to learning more about the postsecondary perspective of this, because the Commission wants to make sure it is providing data that can make a difference to high schools and high school corporations around the state. Dr. Sauer also said that the Commission will have to listen carefully to what the principals, and superintendents, and general public would like to see, and try to be responsive to these needs.

Ms. Lubbers added that there was a great interest in information about the remediation part of the reports.

**D. Ivy Tech Community College Accelerated Associate Degree Program**

Ms. Haley Glover, Associate Commissioner, Policy and Planning Studies, Commission for Higher Education, introduced this item.

Dr. John Newby, Executive Director of K-12 Initiatives, invited Dr. Paula Birt, Director of ITCC Accelerated Associate Degree Program, to present this item.

The Accelerated Associate Degree Program (AADP) is a four-year pilot project funded by Lumina Foundation, the Indiana Commission for Higher Education and Ivy Tech

Community College, and provides recent high school graduates the opportunity to earn an Associate's Degree in less than one year.

Dr. Birt said that the project will target students from traditionally low-income, high-minority population and low-college-entry high schools in Indianapolis and Fort Wayne. These are students who are capable of doing college-level work with the right interventions, but are not currently on the right pathway for college success. Dr. Birt pointed out that the goal of the program is to intervene in the lives of students, who may be underachieving due to lack of support at home, misconceptions about the cost of college, or boredom with high school.

Dr. Birt spoke about the selection criteria for the program. She said that students will be nominated by teachers, administrators and counselors, and selected by advisory panel. Dr. Birt explained what the role of a student will be to enter in the program. She also talked about the role of a parent or a guardian, mentioning among other things the completion of FAFSA form by March 10, 2010.

Dr. Birt mentioned the role of high school in advertising and promoting the AADP to students and parents, in nominating students for selection into the program, in developing and counseling students in remediation opportunities necessary for college readiness.

Dr. Birt said that the first class of AADP students will begin in the fall 2010 semester and complete a 60 credit-hour program by August 2011. During each 8-week learning module, students will enroll in three to four classes that will meet from 8:30 a.m. to 4:00 p.m. Monday through Friday. Dr. Birt also said that the students will be placed in cohort groups and will stay together through the 40-week academic program. These cohort groups will provide peer support and learning opportunities.

Students will receive a stipend, which will be equivalent of working ten hours per week at a rate of \$7.50 per hour. This will assist the students in covering transportation and food expense. The reason for the stipend is that the students will not be allowed to work on school days and discouraged from working on weekends, because the participation in the AADP is essentially a full-time job for participating students. The grant for the program will cover each student's book and supply fees as well. Each participating school will receive a stipend to support enhanced counseling and remediation opportunities for participating students.

Ms. Baker asked whether the stipend could be increased if the program will not have as many students as it was planned. Dr. Birt said that this may be possible.

Mr. Bland asked whether students will have enough help with filing their FAFSA forms, to make sure they meet the deadline. Dr. Birt said that she has already had one meeting with the Fort Wayne high schools counselors and asked them about assistance the colleges should provide parents to make sure the FAFSA forms are filled on time. The counselors assured Dr. Birt that the schools will have lots of opportunities available for the students and parents to get the assistance. Dr. Birt also said that this is a follow-up item that will be discussed at the next meeting with the counselors.

Mr. Smith said that the Commission for Higher Education was familiar with the importance of this work. He added that the Commission considered this model at some length when it was preparing its *Reaching Higher* document. Mr. Smith pointed out that

it was anticipated that the design of this program responded to several of the basic elements of the *Reaching Higher*, including success, access, and addressing a target of the underserved populations. Mr. Smith said that the Commission has a strong interest in the success of the AADP, and he asked Dr. Birt and Dr. Newby to keep the Commission informed of the program's progress.

## VII. DECISION ITEMS

### A. Academic Degree Programs

#### 1. Associate of Science in Engineering Technology To Be Offered by Ivy Tech Community College at South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, introduced Dr. Mary Ostrye, Dean, Academic Affairs, and invited her to present this item.

Dr. Ostrye described the new program and how curriculum was developed. She said that last year, the Commission for Higher Education approved the Purdue University West Lafayette B.S. in Engineering Technology to be delivered via Statewide Technology at four initial sites. Purdue, Ivy Tech and the Commission staff had been meeting regularly over the previous several months to develop and articulation agreement between the B.S. in Engineering Technology and what would be a new Ivy Tech program, the A.S. in Engineering Technology. Dr. Ostrye said that the articulation agreement has been completed and will apply to all Statewide Technology and Ivy Tech Engineering Technology programs.

Dr. Ostrye told the Commission members that Ivy Tech will be offering the A.S. in Engineering Technology at seven sites. Four of these sites (Kokomo, Muncie, Richmond and South Bend) are in the same regions for which Purdue received approval to offer the B.S. in Engineering Technology. The other three sites (Bloomington, Columbus, and Evansville) will be ready to start offering this program next year.

Ms. Moran-Townsend asked whether Ivy Tech had information regarding the local job market for graduates of the A.S. in Engineering Technology program. Dr. Ostrye confirmed that Ivy Tech did this research, and the information was in Ivy Tech's proposal materials. Dr. Ostrye also pointed out that the students from Bloomington, Columbus and Evansville would be able to transfer their credits to any Statewide Technology and Ivy Tech Engineering Technology programs.

Dr. Vearl Turnpaugh, Assistant Vice Provost of Career and Technical Programs, Ivy Tech Community College, spoke about the local job market. He mentioned that Cummins Engineering in Columbus is very interested in this program, because this company is expecting a growth in the future. Dr. Turnpaugh said that there is a \$16 million building being constructed in Columbus for Advanced Manufacturing for Excellence, and this will be a great location for Ivy Tech, IU and Purdue.

Dr. Turnpaugh also said that in Bloomington Cook's Group Company has been urging Ivy Tech to start offering Engineering Technology degrees, since there is a demand for them there. Dr. Turnpaugh confirmed that there are great economic development

opportunities in Evansville, as well, due to a possibility of Steel Dynamics coming in that area.

Mr. Sendelweck asked whether Ivy Tech had any discussions about articulation with the USI (University of Southern Indiana) School of Engineering. Dr. Ostrye responded that Ivy Tech indeed approached USI on this subject, but at first there was a doubt that Engineering and Engineering Technology will make a good match. However, Advanced Manufacturing program at USI and Engineering Technology program in Ivy Tech might work, so the articulation discussions are just beginning.

Dr. Sauer gave the staff recommendation.

**R-10-2.3**      **RESOLVED:** That the Commission for Higher Education hereby approves the *Associate of Science in Engineering Technology* to be offered by Ivy Tech Community College at South Bend, Kokomo, Muncie, Richmond, Columbus, Evansville, and Bloomington in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion of Murphy, second of Moran-Townsend, unanimously approved)

## **2. Master of Science in Aeronautics and Astronautics To Be Offered by Purdue University-Statewide via Distance Education Technology**

Dr. Christine Ladisch, Executive Vice President for Academic Affairs, Purdue University, introduced this proposal. She invited Dr. Tom Shih, Professor and Head of Aeronautics and Astronautics, to present this proposal.

Dr. Shih gave detailed information about the program. He said that the Aeronautics and Astronautics program is specialized, highly regarded program, and serving a national market in this program area is consistent with Purdue's mission and state interests to support enhancement of the national and international standing of the West Lafayette campus.

Dr. Shih pointed out that the same fees are being charged to all distance education students, whether they are Indiana residents or not. He added that 85 percent of the students in the courses in Aeronautics and Astronautics currently being offered via distance education are out-of-state students.

Mr. Murphy asked why there were no thesis requirements in this program. Dr. Shih responded that there are two programs within Master thesis: one requires a student to have a thesis, and the other allows a student just to take courses. Mr. Murphy pointed out that the thesis is the most important part of the thinking program, and it develops the ability to discern. Dr. Shih confirmed that, but he also said that many Master's programs across the country have the option of

either have thesis or just take courses, and some students, especially those who pay for their education themselves, tend to take this second option. Also, the program with the thesis option takes two years to finish, while the program without the thesis can be finished in one year.

Ms. Moran-Townsend expressed her disappointment at the fact that the fees for the distance education program were three times higher than those charged for the classroom education. She asked Dr. Shih to explain how the expenses were calculated. She was wondering whether the distance education tuition proposed by Purdue was taking advantage of the market opportunity regardless of its cost, or the classroom education program was more substantially subsidized, thus creating such a dramatic difference.

Dr. Shih responded that the fees are high because they have to cover all costs of delivery the program online, which also includes salaries paid to the instructors and staff. Dr. Shih pointed out that this program is trying to be self-supporting; they are not making any profit. Ms. Moran-Townsend asked whether \$309 tuition per credit hour in the classroom education must be subsidized. Dr. Shih responded that this is only the cost of delivery of the program online.

Mr. Slaughter asked whether there were any residency requirements for the students. Dr. Shih answered that there were no requirements.

Ms. Moran-Townsend asked whether there was a discussion about charging the fees proposed in this program. Dr. Ladisch responded that there was no discussion because this degree is a part of a suite of distance degree programs offered by Purdue Office of Engineering Education. Dr. Ladisch also mentioned that she brought with her detailed financial information about the pricing of this degree, per request from the Commission members. She added that this breakdown will define how the fees were calculated.

Ms. Moran-Townsend asked how much the fee would be for the in-classroom education versus the online education. Dr. Ladisch said the exact number would have to be extracted from the information given to the Commission members.

Mr. Murphy asked whether the fee was higher for a distance education than for in-class education. Dr. Ladisch said it was because Purdue office of Engineering Education has developed specialized projection rooms for these courses, so the costs of the facilities to provide the distance education have to be embedded in the cost of the credit hour. Mr. Murphy said that since the students taking these programs are mostly engineers, their fees are probably paid mostly by the corporations for which they are working.

Dr. Sauer gave the staff recommendations.

Mr. Smith asked whether Dr. Sauer could make a specific reference in the staff recommendations to existing policy; whether there is an indifference regarding a relationship on a cost per-hour basis for distance education versus on-campus education. Dr. Sauer said that when the Commission policy was developed over ten years ago, there was some concern about the cost of programs, but because there were some conflicting views on how to approach this, the decision was

made at that time that in-state students would not pay more than the out-of-state students.

Mr. Smith wanted to point out that the Commission had series of discussions in which members expressed expectations to see a favorable cost differentiation for distance learning delivery techniques versus on-site education. Mr. Smith said that the Commission is surprised with the data and presentation, since it was expecting to see lower fees if the program is delivered via distance education.

Mr. Murphy said that previously the Commission was mostly discussing the undergraduate degrees offered via distance education across the state of Indiana. However, in the case of offering the Master's degrees and educating people across the country, Mr. Murphy pointed out that there may be a difference in the view of the ability of Purdue or any other institution who has distinguished themselves globally in this area, and to take advantage of this will be to the advantage of the state of Indiana.

Mr. Smith said that this will be a very good topic for discussion at the May retreat of the Commission. Mr. Smith agreed with Mr. Murphy's opinion and added that it is necessary to think of all the market forces that influence decision making and the enterprise of higher education; and that this will pertain to several other schools.

Ms. Moran-Townsend suggested that this is the time to update the distance education policy.

**R-10-2.4      RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Science in Aeronautics and Astronautics* to be offered by Purdue University-Statewide via Distance Education Technology, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion of Murphy, second of Bland, abstained of Moran-Townsend, approved by majority)

### **3. Doctor of Nursing Practice To Be Offered by Indiana State University at Terre Haute**

Dr. Daniel Bradley, President, Indiana State University, introduced this proposal. He briefly spoke about both programs presented by Indiana State University for the Commission's consideration and approval. He said that these new programs are aligned with the Commission's efficiency guidelines, and that they are direct result of program prioritization.

Dr. Bradley pointed out that these programs reallocate resources of the programs of high value and of high need to the state, as well as stay in line with the mission and the

strategic plan of the University. These programs require no outside funding, and they are in demand by students and employers. Dr. Bradley also said that in the Agenda booklet it was mentioned that Indiana State University will be bringing forward four additional health and human services related program proposals within next year. Dr. Bradley said the ISU is planning to bring no more than two more programs within mentioned time period.

Dr. Bradley invited Dr. Jack Maynard, Provost and Vice President for Academic Affairs, to give a brief overview of degree programs. He invited Dr. Richard Biffö Williams, Dean, Nursing, Health and Human Services, to present the proposal.

Dr. Williams said that over the last year, ISU spent a considerable amount of time looking into the needs of the workforce for this program. Dr. Williams said that in 2008, the American Association of Colleges of Nursing conducted a study, which showed that over 50,000 qualified nursing students were turned away from their programs due to the nursing faculty shortage. He pointed out that Indiana State University is no different. Over 25 of the University's nursing faculty will retire over next five years, so one of the reasons of the University offering this program is to get doctors and nurses to become educators.

Dr. Williams said that the second reason for proposing this program is that state of Indiana is currently rated 43<sup>rd</sup> for the number of doctors and nurse-practitioners per one hundred thousand people. He said that ISU is hoping with this new program to meet these demands. He briefly described the curriculum of the program.

Ms. Moran-Townsend asked whether there is going to be a problem with finding the nursing practicum for this program. Dr. Williams said that they will not have problems. He said that with their Family Nurse Practitioner program online, the University already has contracts in over 48 states, so the relationships are already there, and the University can expand on them very easily.

Mr. Costas asked whether the graduates from the new program will be able to go into medical practice in addition to being able to teach. Dr. Williams confirmed that the program will allow them either to be nurse educators, or to go to a clinical practice.

Dr. Sauer gave the staff recommendations. He also commended the Indiana State University for their strategic planning.

Mr. Slaughter asked whether the other DNP programs were struggling to find new students. Dr. Sauer said that the programs that are already approved are meeting the projected enrollments.

**R-10-2.5**      **RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Nursing Practice (D.N.P.)* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion of Rehnquist, second of Costas, unanimously approved)

**4. Doctor of Physical Therapy To Be Offered by Indiana State University at Terre Haute**

Dr. Richard Biffö Williams, Provost for Nursing, Health and Human Services, Indiana State University, spoke to this proposal. He said that after speaking to local state and regional health professionals they realized that this is one of the most sought after programs to meet the demand. Dr. Williams added that Physical Therapist is listed within the top ten of the Hot 50 Jobs in Indiana in eight of the eleven workforce regions of the state.

Dr. Williams mentioned that the Indiana Department of Workforce Development reports that there should be approximately 144 new positions annually throughout the state, while Indiana's existing three Doctor of Physical Therapy (D.P.T.) programs are producing an average of 116 new D.P.T. each year. One way ISU intends to distinguish its program from the three existing D.P.T. programs is to place special emphasis on preparing Physical Therapists for rural settings, which is something the University has emphasized in other health programs.

Dr. Williams also said that they will seek national accreditation for the Physical Therapy program, so each of their students will be eligible to take a Board exam once they complete their course of study.

Mr. Murphy asked whether there is a distinction between this program and rehabilitation; whether a graduate from this program will be able to work at the rehabilitation facility. Dr. Williams assured the Commission that the graduates will be qualified to work at the any rehabilitation facility. Mr. Smith added that the students will be able to work at the work site rehabilitation facilities, as well.

Mr. Murphy asked whether there was a nutritional component in the program. Dr. Williams confirmed that in the program there were nutritional competencies.

Ms. Baker said she noticed a difference in credit hours between a Doctor of Nursing Practice and the Doctor of Physical Therapy: the first requires fifteen credit hours of scholarship, and the second only three. Dr. Williams explained that some of the courses have different names within the curriculum, but the number of credit hours is similar.

Dr. Sauer gave the staff recommendations.

**R-10-2.6 RESOLVED:** That the Commission for Higher Education hereby approves the *Doctor of Physical Therapy* to be offered by Indiana State University at Terre Haute, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion ó Costas, second ó Sendelweck, unanimously approved)

**5. Master of Arts in Secondary Education To Be Offered by Ball State University-Statewide via Distance Education Technology**

Dr. Terry King, Provost and Vice President for Academic Affairs, Ball State University, briefly presented this proposal.

Ms. Moran-Townsend made a comment on how much the dramatic difference in fees charged to students enrolled in the distance education program and enrolled in on-campus program is appreciated.

Ms. Lubbers made a comment on behalf of Ms. Carol DøAmico, who was absent. Ms. Lubbers asked what the Masters of Arts in Education programs actually looked like; whether a masterø degree in education would have a positive impact on teacher performance and student learning.

Mr. Smith referred to the minutes of the February 2010 Commission meeting, at which discussion was centered on these topics.

Dr. King gave an example of one of the options of the M.A. in Secondary Education, the Woodrow Wilson program, which is designed for people who are pursuing an initial teacher license. He briefly mentioned two other options for this program.

Mr. Murphy said that in some other countries, for example, in Finland, the teachers get on average lower pay than the teachers in the United States, but the performance of the elementary education teachers is dramatically better in terms of the outcomes in the classrooms. He added that the teachers there have a very rigorous training in content and pedagogy before they can go to the classrooms to teach. Mr. Murphy asked whether Dr. King had any knowledge or experience of this. Dr. King responded that in the USA there is a great variability in what is required from the teachers; for example, at Ball State all the secondary teachers are required to have a major in their content area. Some schools in the country do not require this, so the teacher can teach physics without having a major in that subject.

Before giving the staff recommendations, Dr. Sauer said that the staff did not forget the questions that were raised during the discussion at the last monthø meeting. The staff did look at some programs that used to be considered exemplary, and yet needed changes. Dr. Sauer also mentioned U.S. Secretary of Education Arne Duncanø comments about some programs that were originally considered innovative, but had to be looked into.

Dr. Sauer offered a conclusion to which the Commission came. He said that the two programs - this one, as well as the next one coming up for a discussion and approval - are relatively small programs. Rather than extend conversation on these two programs better idea might be to think about ways to have a broad conversation that will involve all schools of education, as well as the Department of Education, the Professional Licensing Board, school superintendents and teachers.

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Dr. Sauer gave the staff recommendations.

**R-10-2.7**     **RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Arts in Secondary Education to be offered by Ball State University-Statewide via distance Education Technology*, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion – Slaughter, second – Rehnquist, unanimously approved)

**6. Master of Science in Education To Be Offered by Indiana University East at Lawrenceburg**

Dr. Nasser Paydar, Chancellor, Indiana University East, briefly spoke about the proposal.

Dr. Sauer gave the staff recommendations.

**R-10-2.8**     **RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Science in Education* to be offered by Indiana University East at Lawrenceburg, in accordance with the background discussion in this agenda item and the *Abstract*, February 26, 2010; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, February 26, 2010. (Motion – Baker, second – Costas, unanimously approved)

**7. Academic Degree Programs on Which Staff Propose Expedited Action**

Staff presented a list of degree programs proposed for expedited action. There was no discussion of these items.

**R-10-2.9**     **RESOLVED:** That the Commission for Higher Education hereby approves by consent the following degree program(s), in accordance with the background discussion in this agenda item:

- Master of Science in Computer Science to be offered by Purdue University-Calumet at Hammond
- Master of Arts in Communication to be offered by the University of Southern Indiana at Evansville
- Master of Arts in Sports Journalism to be offered by Indiana University at its IUPUI Campus (Motion – Murphy, second – Moran-Townsend, unanimously approved)

**B. Capital Projects for Which Staff Proposes Expedited Action**

Mr. Smith asked for a special action on these items. He proposed to vote on expedited action for the first item.

**R-10-2.10 RESOLVED:** That the Commission for Higher Education hereby approve by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Powers Building Center for Innovation through Visualization and Simulation on the Purdue University Calumet Campus: \$3,700,000 (Motion of Murphy, second of Baker, unanimously approved)

Mr. Smith invited Mr. Hannon to speak to the second capital project.

Mr. Hannon explained the process of reviewing the capital projects. He said that there are three levels of reviewing these projects: staff review, expedited review, and a full Agenda review. If the project is under \$2,000,000, and there is no policy to discuss, the staff can review it and simply report to the Commission that this had been done.

The term "expedited action" applies to those budget items that are more than \$2,000,000, but when there is no substantial policy issue at stake, and there are no state funds involved. In this case the item is included in the Agenda for an "Expedited Action", so that the project may be moved more quickly.

However, if the project piques the interest from the Commission members, it can be removed from "Expedited Action" and moved to a full Agenda item. Mr. Hannon pointed out that this is the case with this particular project, and Purdue University is ready to make presentation on this item.

Mr. Kevin Green, Director, Governmental Relations, Purdue University, gave brief background information on this project. In November 2005 the Commission reviewed and recommended a project by Purdue University to construct replacement student housing on the West Lafayette campus. The project is a three-phase project. The first two phases of the project came in at a price substantially higher than estimated. Therefore, Purdue requests authority to increase expenditures by \$17,700,000 over the original \$52,000,000 authorization. The first two phases of the project are filled to capacity with a waitlist.

Ms. Murphy asked whether this project will add 50 percent more student housing to the existing number. Mr. Green confirmed this number. He said there are 365 students in the first two phases, and this will add 174 more students.

Mr. Murphy wondered why the private sector does not take a part in this situation. Mr. Lehman asked whether the main reasons for students to occupy these residence halls were the location and the desire to live on campus. Mr.

Green answered that one of the reasons why students do not want to live in private houses is that these houses are not built according to modern standards.

Mr. Costas said that that private sector is beginning to build new units and these are in concert with those built by the University. Mr. Green confirmed that it is possible that in the future the University will work cooperatively with those private developers. Besides, there will be some commercial space included in these houses, which will be very helpful for the students living there.

Mr. Murphy added that there will be great food service availabilities in those housing projects.

Mr. Smith said that he finds the \$124,000 per unit an obscene metric. He referred to a discussion he had with the former Commission member Mr. Bob Bowen, as well as Dr. Bepko. Mr. Smith said that he believes that this is not the law of the University, but rather a market matter to be dealt with. He is very concerned about long term implications. He understands that there are people ready to pay \$15,000 a year to live in the new housing, but he encouraged Purdue University to study the market to see where it was going and how long it will last.

Ms. Moran-Townsend asked how the about the increase in costs of the building occurred. Mr. Smith added that with the re-bidding process the costs in many places are coming down dramatically. Mr. Green said that that the original estimate for the three buildings was \$60 million, at \$20 million per tower. The estimate was done at the peak of the market in 2007; however, it became economically feasible for the University to build these towers now, and still stay within the window of rates the University is charging for the entire facility. The students have plenty of other housing alternatives, but the University believes that these new units will be sold very quickly.

Mr. Hannon gave the staff recommendation. He explained that the original estimate was \$60 million; \$52 million was the cost of the first two towers, so the new project is \$17,700,000 over the original estimate for the third tower. The first two towers were filled within hours; there is a demand for the third one. The common rates for room and board now range between \$7,000 to \$10,000 per year; depending on the plan (how many meals are included, etc.) the room and board can be \$12,000 or \$13,000 per year. The residence halls are within the Purdue's Master Plan.

**R-10-2.11**      **RESOLVED:** That the Commission for Higher Education hereby approve the following capital project, in accordance with the background information provided in this agenda item:

- Increase in Authority ó Replacement Student Housing on the Purdue University West Lafayette Campus: \$17,700,000 (Motion ó Sendelweck; second ó Costas; opposing votes ó Moran-Townsend, Mike Smith, approved by majority)

### C. **Policy on Regional Campus Roles and Missions**

Ms. Haley Glover, Associate Commissioner, Policy and Planning Studies, Commission for Higher Education, presented this item. She said that part of the Commission's statutory responsibility is the definition of educational missions for the public colleges and universities in Indiana. With feedback from the central university administrations of Indiana University and Purdue University, the Commission has developed a set of defining characteristics and expectations for the Regional Campuses of those institutions. Due in large part to the growth of Ivy Tech as Indiana's comprehensive community college, the role of the Regional Campuses has changed significantly. It is no less important, as the state faces an increasing need for postsecondary credentials.

Ms. Glover said that for the purposes of the policy, Regional Campuses include: IU East, Kokomo, Northwest, South Bend, and South East, and Purdue-Calumet, Purdue-North Central and IPFW. The Commission recognizes the unique characteristics of each of these campuses, and so approaches this policy with the intent of providing overarching directions that reflect a more efficient and effective role for the Regional Campuses within our system of higher education.

Ms. Glover reported that the Commission has requested that the missions of the Regional Campuses reflect several characteristics, namely:

- A focus on serving commuter students;
- Baccalaureate degree programs as the primary educational responsibility, very limited Associate degree offerings, and select masters programs to meet state and regional needs;
- Governance that emphasizes accountability;
- Somewhat open enrollment, reflecting the upcoming policy change in 2011 that all students entering 4-year institutions in Indiana must have a Core 40 high school diploma;
- Elimination of remedial education, shifting that responsibility to the community college;
- Research relating to faculty scholarly activity and local needs;
- Limited student housing.

Ms. Glover also mentioned that, in addition, the Commission expects that the Regional Campuses should place ever-increasing emphasis on degree completion, while maintaining and increasing the quality of academic instruction and student learning. As relatively open-access institutions, Regional Campuses should also place affordability as a top priority. While it may be a departure from tradition in some cases, this policy recognizes that synergy with Indiana's 2-year sector will be even more important in upcoming years - it encourages the Regional Campuses to work collaboratively with their 2-year partners to make sure that students have a variety of options for transfer, and that missions are differentiated, and that both institutions are operating in the most efficient way possible.

In conclusion, Ms. Glover said that the policy also looks to the Regional Campuses to partner with each other and with their respective flagship campuses to streamline administration and program delivery. It encourages the central university administrations

to develop accountability measures for the Regional Campuses, as well. As they always have, Regional Campuses should continue to put local economies as a top priority.

Mr. Smith invited Dr. France Cordova, President, Purdue University, to make some comments.

Dr. Cordova said that the direction in which Purdue University is going is much in concert with the draft policy. To help meet the Commission's goal of creating more effective and efficient roles for the state regional university campuses, and also to increase the partnerships between the Regional Campuses, Purdue is announcing today an initiative to harness a capacity of its campuses to better support higher education and to power economic development across the Northern Indiana. Purdue University calls this "Northern Indiana Corridor Effort", and it would share faculty expertise, facilities and research activities across the four campuses.

Dr. Cordova also said that Purdue University will work with Ivy Tech and other colleges and universities in the area on workforce development and transfer programs. Purdue University is very proud that Commissioner Lubbers added her statement of support for their efforts. In conclusion, Dr. Cordova said that the efforts to improve the regional campus effectiveness will be led by their incoming provost, Tim Sands, who starts work on April 1<sup>st</sup>. He and Regional Campuses Chancellors, faculty and students, will look at a number of initiatives to work together for the region.

Dr. Cordova shared with the Commission a goal to adopt a core curriculum that will go across the Regional Campuses making it easier for the students to transfer units and have an opportunity to select various classes, offered at different Regional Campuses. This will also improve retention and graduation rates. She added that Purdue is looking to have more ways to help more people take advantage of the assets of the Regional Campuses, which include a couple of technology centers, and to put an emphasis on workforce development and economic development.

Mr. Smith invited Mr. Linder to make comments.

Mr. Linder said that two days prior to the meeting President McRobbie made an announcement, changing the role of John Applegate to the Vice President of Regional Affairs, Planning and Policy. Mr. Applegate will be leading on continuous basis to try and get this implemented forthwith, and Dr. Nasser Paydar, Chancellor of IU East, will be helping with the financial side of this project.

Mr. Linder added that the University must continue to do more on the quality side, on the completion side, and that it is important to find ways to do this more efficiently and more effectively. Mr. Linder said that Indiana University is looking forward to working with the Commission members and staff, as well as the fiscal staff at the state level. Mr. Linder also said that IU will be working together with other universities, and they will be looking for ways to do this more cost effectively.

Mr. Smith thanked both universities, saying that the cooperation between IU and Purdue is essential to optimize Indiana's Regional Campuses' assets. Mr. Smith said that the Commission encourages both IU and Purdue to continue to collaborate and cooperate to the highest extent possible, and to include 2-year campuses in this collaboration, where tremendous opportunities are obvious.

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Mr. Linder made a comment that it is important for all the universities to work together, to make sure they focus on serving the local needs.

Ms. Moran-Townsend said that she wanted to applaud both IU and PU for putting a focus on Regional Campuses, which play such an important role in the entire system of higher education. Also, Ms. Moran-Townsend wanted to acknowledge Ms. Glover's role in supporting the strategic leadership by the Strategic Directions Committee as they worked on this document.

Ms. Moran-Townsend mentioned a few technical items in the primary geographical area: IU South Bend also includes Southwestern Michigan, and IPFW also includes Southwestern Ohio.

Ms. Glover gave the staff recommendations.

**R-10-2.12 RESOLVED:** That the Commission for Higher Education hereby approves **the *Policy on Regional Campus Roles and Missions, in accordance with the supporting document dated March 2, 2010*** (Motion – Moran-Townsend, second – Bepko, 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 October Commission Working Sessions

There was no discussion of these items.

**IX. OLD BUSINESS**

There was none.

**X. NEW BUSINESS**

There was none.

**XI. ADJOURNMENT**

The meeting was adjourned at 12:00 p.m.

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Mike Smith, Chair

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Jud Fisher, Secretary



**COMMISSION FOR HIGHER EDUCATION**  
Friday May 14, 2010

**DISCUSSION ITEM A1 & 2:**     **Ball State University – Indiana Academy for Science,  
Mathematics and Humanities; The Entrepreneurial University**

**Staff Recommendation**             For discussion only.

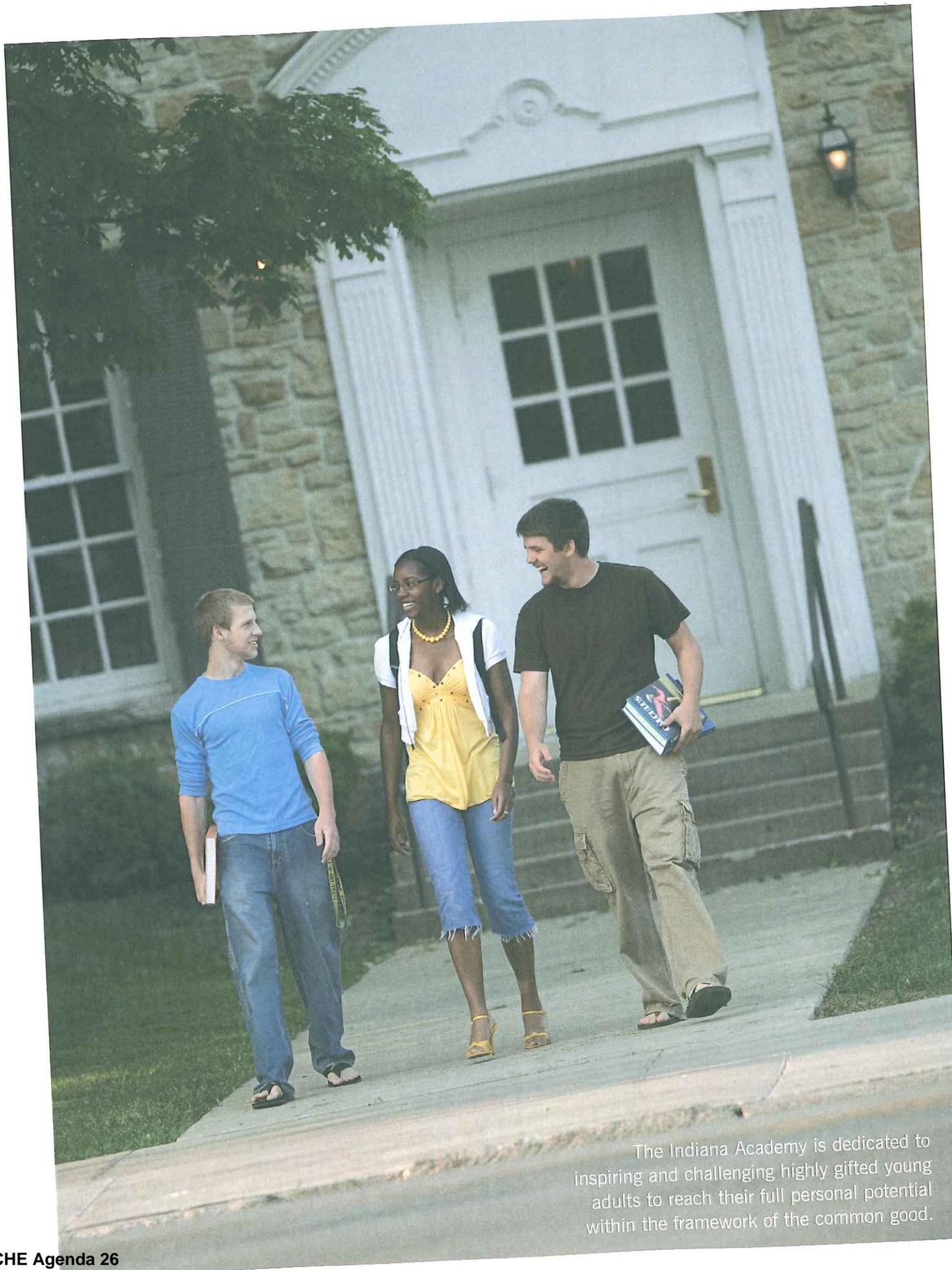
**Background**                         As part of the biennial budget process, the Commission makes recommendations on the so called higher education line items. The Commission is taking time during this off-budget year to take a closer look at the several line items in the budget than is typically possible during the busy budget session. This review will cover Ball State University’s Indiana Academy for Sciences, Mathematics and Humanities

**Supporting Document**             *2009-2011 Biennial Budget Request from Ball State University.*



..... LINE ITEM REQUEST : BALL STATE UNIVERSITY  
INDIANA ACADEMY : STATE BUDGET REQUEST  
: 2009-2011 BIENNIUM  
:

GIFTED + TALENTED



The Indiana Academy is dedicated to inspiring and challenging highly gifted young adults to reach their full personal potential within the framework of the common good.

# GENERAL SUMMARY

## INDIANA ACADEMY FOR SCIENCE, MATHEMATICS, AND HUMANITIES

Founded in 1988 by the Indiana General Assembly, the Indiana Academy for Science, Mathematics, and Humanities has been nationally recognized as a premier educational institution for **gifted and talented** students. Two purposes are central to its mission:

- Residential High School—The Indiana Academy serves as a public residential high school—the only one in the state—for 300 gifted and talented juniors and seniors from across Indiana. The academy provides a physical, intellectual, and social environment in which students with exceptional academic ability can thrive in an appropriately exceptional learning community.
- Statewide Outreach Center—Through various outreach programs, the Indiana Academy strives to stimulate and enable vitality in educational programs for academically gifted secondary students and teachers. The academy serves Indiana as a statewide center for gifted education so students throughout the state can have access to the programs and resources appropriate to their abilities. The Indiana Academy offers the latest advances in interactive telecommunications technology, the development and dissemination of innovative curricula, applied research in gifted education, and in-service education of teachers.

Located on the Ball State University campus, the Indiana Academy is accredited by the Indiana Department of Education and by the North Central Association of Schools and Colleges through the University Schools. It is a member of the National Association of College Admission Counseling (NACAC) and complies with the NACAC Statement of Principles of Good Practice.

## ACADEMY PHILOSOPHY

The Indiana Academy for Science, Mathematics, and Humanities is operated by Ball State University as a school devoted to the education of students who demonstrate extraordinary intellectual ability and a commitment to scholarship. The academy's philosophy originates from the proposition that a society in which fairness is a prime concern ordinarily tries to provide educational opportunities appropriate to the expressed ability and potential development of as many sorts of citizens as possible. It expects that its graduates will subsequently function as good citizens, discharging their public—as well as private—responsibilities with distinction. As a consequence of its enabling legislation and basic philosophy, the Indiana Academy is dedicated to inspiring and challenging highly gifted young adults to reach their full personal potential within the framework of the common good.

## ACADEMY CURRICULUM

The curriculum of the Indiana Academy for Science, Mathematics, and Humanities is designed to enable its students to understand the past, investigate the present, and plan the future. Traditional liberal arts and sciences are emphasized in required course work, and individual inquiry and discovery are stressed through elective studies, independent study, and research and practical experience.

The resulting harmony of rigor, challenge, and inspiration in the study of our scientific and cultural heritage, combined with the freedom to explore new horizons of knowledge, produces an intellectual environment in which students learn to think creatively, communicate clearly, and act responsibly in an increasingly complex global society.

Methods and materials for instruction are selected for the promise they show in both exciting the imagination and disciplining the mind. Tradition is blended with innovation. Lectures and discussions in both advanced-level Indiana Academy courses and university-level courses are combined with seminars, colloquia, independent study and research, and apprenticeships with researchers and practitioners in various professions.

A retrospective look at the academy's history is needed as it readies itself to prepare Indiana's students and educators for the future. The Indiana Academy is:

- Proud to have graduated more than 2,000 students, with virtually 100 percent attending four-year colleges and universities across the United States. Each year, academy graduates are offered more than \$1 million in college scholarships.
- Serving Indiana school corporations with an extensive and expanding distance education program.
- Annually hosting outstanding educators for a year of teaching and research at the academy and Ball State.
- Showing continued growth in its series of workshops and electronic field trips for students and teachers throughout Indiana and across the nation.

## OUTCOMES AND BENEFITS

Continued funding for the Indiana Academy for Science, Mathematics, and Humanities will result in the following benefits for students, teachers, and school corporations throughout Indiana:

- Preparing students for the increased role in the global community in the areas of math, science, and humanities.
- Partnering Indiana students and educators with experts and professionals in various fields through interactive media.
- Enhancing curriculum in urban and rural school corporations by offering Advanced Placement courses with interactive labs, foreign languages, and electronic field trips statewide.
- Increasing the level of technological proficiency among students and faculty.
- Improving instructional effectiveness of Indiana teachers and instructional programs through the use of extensive Web-based resources developed by the academy's Office of Outreach Programs.
- Continuing the development of multimedia instructional materials for dissemination to Indiana schools.
- Broadening the scope and depth of research opportunities for students and faculty across the state through the use of technology.
- Providing the services needed for students to successfully master the content in each of the courses.

## CONTINUED SUPPORT

To continue this outstanding record of helping Indiana's secondary gifted and talented students and educators fulfill their learning potential, the Indiana Academy for Science, Mathematics, and Humanities requests continued support of current programs. This support will create distance learning courses, electronic field trips, and professional development opportunities that are instructive and interactive for students and faculty throughout Indiana.

Summary I

SUMMARY OF 2009-11 LINE ITEM REQUEST  
FOR BALL STATE UNIVERSITY

INDIANA ACADEMY FOR SCIENCE, MATHEMATICS AND HUMANITIES

|  | 2008-09<br>Budget<br>Total<br>(\$) | 2009-10<br>REQUEST |       | 2010-11<br>REQUEST |      | TOTAL<br>BIENNIIUM<br>(\$) |
|--|------------------------------------|--------------------|-------|--------------------|------|----------------------------|
|  |                                    | CHANGE<br>(\$)     | (%)   | CHANGE<br>(\$)     | (%)  |                            |
| <b>EXPENDITURE BUDGET CHANGES</b>                  |                                    |                    |       |                    |      |                            |
| <b>I. BASE ADJUSTMENTS</b>                         |                                    |                    |       |                    |      |                            |
| A. Operating - Base Adjustment - A                 | \$ -                               | \$ 315,834         |       | \$ -               | 0.0% | \$ 315,834                 |
| <b>II. MAINTENANCE OF BASE<br/>PRICE INFLATION</b> |                                    |                    |       |                    |      |                            |
| A. Personal Services                               | \$ 4,316,028                       | \$ 129,481         | 3.0%  | \$ 4,445,509       |      | \$ 4,578,874               |
| B. Supplies and Expense                            | 2,734,172                          | 82,025             | 3.0%  | 2,816,197          |      | 2,900,683                  |
| SUBTOTAL PRICE INFLATION                           | \$ 7,050,200                       | \$ 211,506         | 3.0%  | \$ 7,261,706       |      | \$ 7,479,557               |
| <b>III. QUALITY IMPROVEMENT</b>                    | \$ -                               | -                  | 0.0%  | \$ -               | 0.0% | \$ -                       |
| <b>TOTAL EXPENDITURE BUDGET</b>                    | \$ 7,050,200                       | \$ 527,340         | 7.5%  | \$ 7,577,540       | 2.9% | \$ 7,795,391               |
| <b>INCOME BUDGET</b>                               |                                    |                    |       |                    |      |                            |
| I. STATE EDUCATION FUNDING FORMULA                 | \$ 2,024,255                       | \$ -               | 0.0%  | \$ 2,024,255       | 0.0% | \$ 4,048,510               |
| II. STATE APPROPRIATIONS                           | 4,451,913 - A                      | 527,340            | 11.8% | 4,979,253          | 0.0% | 5,197,104                  |
| III. OTHER INCOME                                  | 574,032                            | -                  | 0.0%  | 574,032            | 0.0% | 1,148,064                  |
| <b>TOTAL INCOME BUDGET</b>                         | \$ 7,050,200                       | \$ 527,340         | 7.5%  | \$ 7,577,540       | 2.9% | \$ 15,372,931              |

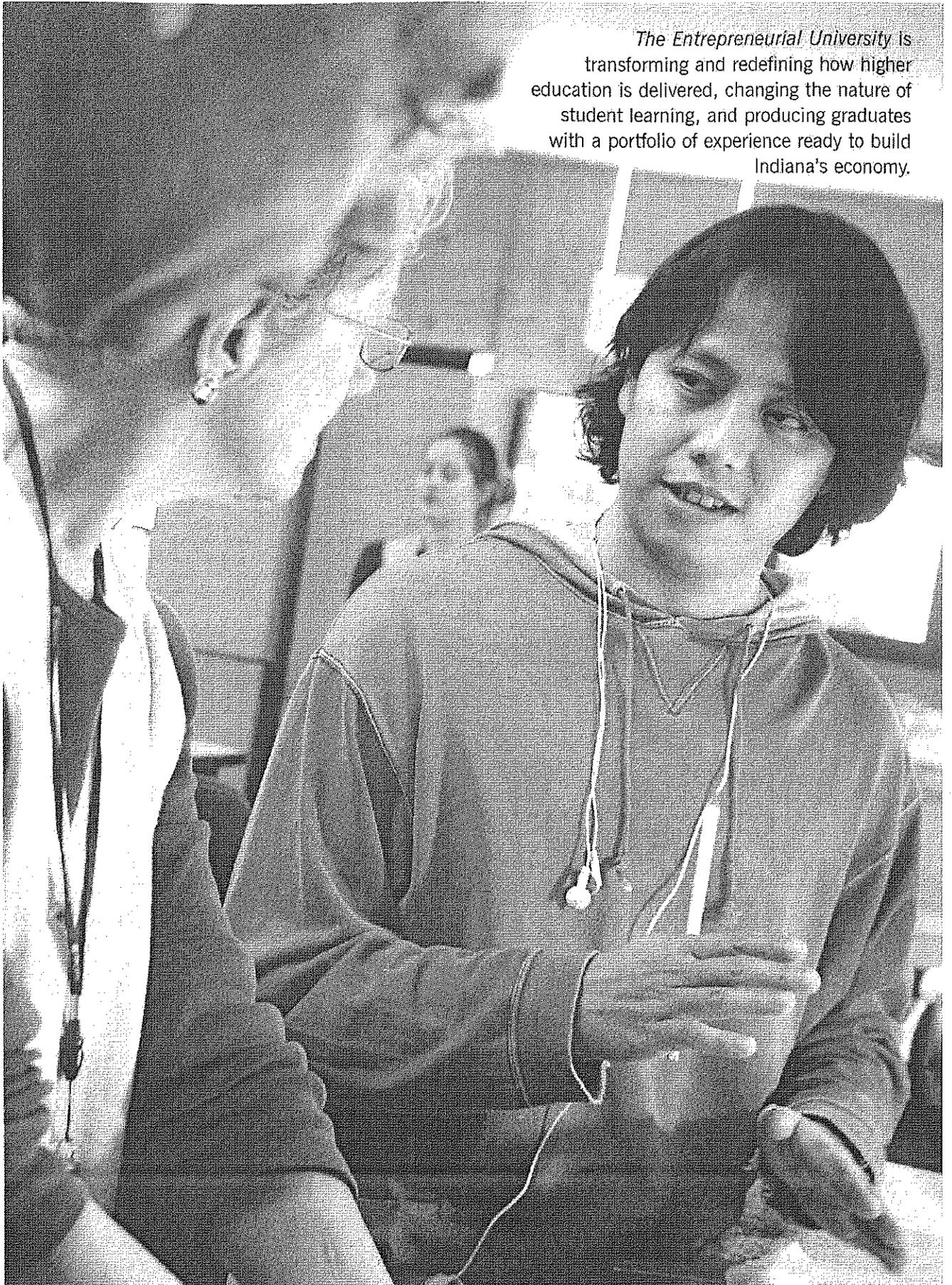
Note A : Base adjustment to restore State Appropriations funding to budget level approved by the 2001 Legislature.



LINE ITEM REQUEST : BALL STATE UNIVERSITY  
THE ENTREPRENEURIAL : STATE BUDGET REQUEST  
UNIVERSITY : 2009-2011 BIENNIUM

PEOPLE + IDEAS

*The Entrepreneurial University is transforming and redefining how higher education is delivered, changing the nature of student learning, and producing graduates with a portfolio of experience ready to build Indiana's economy.*



## THE ENTREPRENEURIAL UNIVERSITY

Initially funded by the Indiana General Assembly in 2007, *The Entrepreneurial University* initiative is transforming and redefining how higher education is delivered, changing the nature of student learning, and producing graduates with a portfolio of experience ready to build **Indiana's economy**. It focuses on Ball State University's entrepreneurial vision of being a national model of excellence for challenging, learner-centered academic communities that advance knowledge while improving Indiana's economic vitality and quality of life. We are requesting \$5 million in additional quality improvement appropriations for *The Entrepreneurial University* for the 2009–2011 biennium.

The road map to achieving this ambitious vision is the objectives that support the learning, scholarship, engagement, and community goals of *Education Redefined: Strategic Plan 2007–2012*. And Ball State's people and ideas, appetite for innovation and success, and dedication to creativity and collaboration are turning the vision into a legacy.

*The Entrepreneurial University* is a collaborative venture reflecting the collective contributions of a variety of campus groups. It builds on and enhances the institution's existing platform of increasing admission standards, pervasive and cutting-edge technology, and ever-growing immersive learning offerings. This initiative defines the university's commitment to:

- Recruit students who are better prepared academically.
- Provide an improved, distinctive, and immersive curriculum and academic experience.
- Deliver measurable outcomes to ensure academic excellence and economic improvement.

## BETTER-PREPARED STUDENTS

Ball State University is working to attract and retain better-prepared students. This objective means recruiting a student body that has high ability, motivation, and intellectual curiosity. The university seeks to admit students who have completed a rigorous high school curriculum that prepares them for the academic challenges they will encounter both inside and outside the classroom at Ball State. Students who demonstrate dedication, a commitment to excellence, and an aptitude to be leaders, innovators, and even entrepreneurs are ready to take creative risks, experiment, and meet the high standards set for them by the university's faculty. They are more likely to see their education through to completion—to graduation and beyond—and enter the job market with the ambition and drive that will spark innovation and entrepreneurship, two essential ingredients for rejuvenating Indiana's economy.

Over the past several years, Ball State has been redefining its academic profile and raising its admission standards, becoming more selective and thereby improving the university's retention and graduation rates (see "Student Success" on page 17). Today Ball State is enrolling its most **academically gifted** freshman classes, with the average three-part SAT score up to 1,561 and 51 percent of admitted students having completed the Indiana Academic Honors Diploma or its equivalent from other states. All new students are required to have completed the Core 40 high school curriculum.

This line item/quality improvement initiative challenges the university to raise the bar even higher so bright, energetic, creative, and success-oriented students can be catalysts for excellent academic programs at Ball State and economic growth for Indiana.

### REQUEST SUMMARY THE ENTREPRENEURIAL UNIVERSITY

This initiative to redefine Ball State University's curriculum will help strengthen Indiana's economic future. It will prepare graduates for high-wage careers, develop ties to Indiana communities, equip graduates for community leadership responsibilities, and allow all qualified undergraduates to benefit from the transformative effect of rigorous, out-of-class, immersive learning experiences while in college. This request sets objectives in three areas:

- Better-prepared students
- Better curriculum and educational experience
- Better outcomes

Ball State seeks continued line-item funding for this initiative as established in the 2007–2009 biennium plus an additional quality improvement appropriation for 2009–2011.

**Total request: \$5 million**

## BETTER CURRICULUM AND EDUCATIONAL EXPERIENCE

A hallmark of Ball State University's distinctive academic approach is the incorporation of relevant, intense, immersive learning experiences that extend and apply what students learn in the classroom. Already, these creative and collaborative activities are found in every academic college and in special centers on campus, but the opportunities must be expanded to meet our objective of having every qualified student participate in at least one of these experiences. Students who participate in these activities graduate with more than a transcript: they leave with a portfolio of experiences that make them better prepared to succeed and contribute positively in the current and future economy.

Immersive learning is an intensified form of experiential learning. In immersive learning activities, students work together—often across disciplines—on real-life projects that often require the use of Ball State's cutting-edge technology. These projects usually involve a faculty mentor and outside partners, resulting in a tangible product or service for an Indiana business, organization, or community. Many are focused on economic development, community development, or quality-of-life advancement for cities and towns across the state (see "Contribution to Indiana's Economy" on page 18). Through these experiences, students build technical, leadership, teamwork, communication, and problem-solving skills that will make them more competitive in today's global, knowledge-based, and technology-driven economy.

Ball State's focus on immersive learning provides a critical advantage when students enter the job market. Employers routinely give preference to new graduates who have internship, immersive learning, and other hands-on experience. Studies show 60 percent of the students who gain practical experience in traditional internships are hired by the firms for which they worked and earn above-average starting salaries. By gaining field experience and making connections to Indiana employers and communities, students who participate in these immersive learning opportunities are more likely to secure high-wage employment and to remain in the state after graduation, supporting the goals of Indiana's strategic **economic development** plan.

## BETTER OUTCOMES

Ball State University's focus on academic excellence will lead to student and faculty success and productivity as demonstrated through high graduation and retention rates, recent graduates' annual incomes and new business development, the number of nationally ranked and recognized academic programs, and the generation of intellectual capital necessary for the state's economy. This will be the legacy of *The Entrepreneurial University*. Admitting better-prepared students, providing excellent academic programs with immersive learning opportunities, and supporting students with amazing faculty and resources will yield a workforce that can excel in the global marketplace, boost the state's per capita income, and move Indiana into a more competitive position in the nation's economy (see "Student Success" on page 17).

Ball State's strategic plan defines the time frame for achieving this vision by 2012, but the momentum is already building rapidly. (See the accompanying *Strategic Plan 2007–2012 Year One Progress Report* or visit [www.bsu.edu/strategicplan](http://www.bsu.edu/strategicplan).) With a number of nationally ranked programs, strong retention and graduation rates, and thousands of successful, enterprising graduates across the country today, Ball State is well on its way to emerging as a distinctive, innovative, and **academically excellent alternative** in Indiana's public higher education system.

## INVESTMENT + REWARD

Doing what is necessary to achieve the objectives of *The Entrepreneurial University* is financially intensive, from developing the breadth of programs needed to guarantee access to collaborative, immersive learning experiences for all qualified students to providing exceptional technological tools while attracting and retaining talented faculty.

Ball State University's academically distinctive teaching and learning environment demands a low student-to-faculty ratio in order for most classes to be taught by professors rather than graduate students while keeping class sizes small. Salaried faculty members also must be available to individual students and work extensively with small groups of students on creative projects that can last a full semester or a full academic year, all while conducting applied research and public service. At the same time, extensive

personnel and expensive equipment are required to fully provide and sustain market-responsive academic programs, state-of-the-art technology applications, personalized student services, nationally competitive research centers, and comprehensive outreach and economic development programs.

But the return on the investment is dynamic. By keeping the best high school graduates in the state, a skilled workforce, new intellectual capital, new business enterprises, better communities, stronger community leadership, and a globally competitive, revitalized economy are outcomes that support the state's strategic economic development plan. Continued commitment to and full investment in this line item/quality improvement initiative will ensure long-term dividends for both Indiana's **entrepreneurial university** and Indiana's revitalized economy.

| OUTCOME MEASURES<br>THE ENTREPRENEURIAL UNIVERSITY  |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Continue to require that 100 percent of admitted freshmen achieve the Core 40 diploma.</li> <li>■ Achieve 80 percent of admitted freshmen having reached the highest level of high school preparation, an Indiana Academic Honors Diploma or equivalent, by 2012.</li> <li>■ Guarantee all qualified students will have immersive learning opportunities by 2012.</li> <li>■ Offer an entrepreneurship minor to all students by 2012.</li> <li>■ Guarantee all students will be able to create digital resumes/portfolios of curricular and cocurricular experiences by 2012.</li> </ul> | <ul style="list-style-type: none"> <li>■ Maintain the university's preeminent standing in wireless technology and digital technology research.</li> <li>■ Accelerate growth in research funding to match the state's economic development plan of 10 percent annually.</li> <li>■ Grow Building Better Communities initiatives by 10 percent annually.</li> <li>■ Guarantee to K-12 school corporations the high quality of graduates from the Ball State Teachers College.</li> <li>■ Increase the freshman retention rate to 80 percent by 2012.</li> <li>■ Increase the six-year graduation rate to 60 percent by 2012 and 65 percent by 2015.</li> </ul> |

Summary I

SUMMARY OF 2009-11 LINE ITEM REQUEST  
FOR BALL STATE UNIVERSITY

THE ENTREPRENEURIAL UNIVERSITY

|   | 2008-09           |              | 2009-10     |              | 2010-11     |             | TOTAL BIENNIIUM (\$) |
|---|-------------------|--------------|-------------|--------------|-------------|-------------|----------------------|
|   | Budget Total (\$) | CHANGE (\$)  | REQUEST (%) | Total (\$)   | CHANGE (\$) | REQUEST (%) |                      |
| <u>EXPENDITURE BUDGET CHANGES</u>       |                   |              |             |              |             |             |                      |
| I. BASE ADJUSTMENTS                     | \$ -              | \$ -         | 0.0%        | \$ -         | \$ -        | 0.0%        | \$ -                 |
| II. MAINTENANCE OF BASE PRICE INFLATION | \$ -              | \$ -         | 0.0%        | \$ -         | \$ -        | 0.0%        | \$ -                 |
| A. Personal Services                    | -                 | -            | 0.0%        | -            | -           | 0.0%        | -                    |
| B. Supplies and Expense                 | -                 | -            | 0.0%        | -            | -           | 0.0%        | -                    |
| SUBTOTAL PRICE INFLATION                | \$ -              | \$ -         |             | \$ -         | \$ -        |             | \$ -                 |
| III. QUALITY IMPROVEMENT                | \$ 1,000,000      | 5,000,000    | 0.0%        | \$ 6,000,000 | \$ -        | 0.0%        | \$ 6,000,000         |
| TOTAL EXPENDITURE BUDGET                | \$ 1,000,000      | \$ 5,000,000 | 500.0%      | \$ 6,000,000 | \$ -        | 0.0%        | \$ 6,000,000         |
| <u>INCOME BUDGET</u>                    |                   |              |             |              |             |             |                      |
| I. STATE APPROPRIATIONS                 | \$ 1,000,000      | \$ 5,000,000 | 0.0%        | \$ 6,000,000 | \$ -        | 0.0%        | \$ 6,000,000         |
| II. OTHER INCOME                        | -                 | -            | 0.0%        | -            | -           | 0.0%        | -                    |
| TOTAL INCOME BUDGET                     | \$ 1,000,000      | \$ 5,000,000 | 500.0%      | \$ 6,000,000 | \$ -        | 0.0%        | \$ 6,000,000         |

**COMMISSION FOR HIGHER EDUCATION**

Friday May 14, 2010

**DISCUSSION ITEM B:                    Financial Aid Study Update**

**Staff Recommendation**                    For discussion only.

**Background**                                    Included in the 2009 Budget Bill (HEA 1001-2009ss, SECTION 489) is the following provision:

*The commission for higher education with the assistance of the state student assistance commission shall study the funding of college scholarship programs provided by the state student assistance commission and the state's public universities.*

The study is to include several specific issues, as well as “funding of college scholarship programs provided by the state student assistance commission and the state's public universities.” CHE staff have been working with SSACI staff on this study. This presentation will include some of the data collection and findings of those efforts. The final report is due on June 30, 2010.

**Supporting Document**                    *To be distributed.*



**COMMISSION FOR HIGHER EDUCATION**

Friday, May 14, 2010

**DISCUSSION ITEM C:                    Ivy Tech Presentation on Transfer of Credit**

**Staff Recommendation**                    For discussion only.

**Background**                                    At the February 2010 meeting of the Commission for Higher Education, a wide-ranging discussion on transfer of credit took place in connection with consideration of an Ivy Tech Community College request for a new degree program. During this conversation, the Commission invited Ivy Tech to make a more comprehensive presentation on transfer of credit at a subsequent meeting. The College has reflected on this topic and has prepared a presentation for the May meeting.

**Supporting Document**                    *To be distributed*



## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### DECISION ITEM A-1:

#### Master of Arts in Art Therapy To Be Offered by Indiana University Through Its IUPUI Campus

#### Staff Recommendation

That the Commission for Higher Education approve the Master of Arts (M.A.) in Art Therapy to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Abstract*, April 30, 2010; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, April 30, 2010.

#### Background

Graduate programs in Art Therapy prepare students to help improve the psychological, emotional, and physical health of patients of all ages, but especially those who find verbal expression difficult, including children and people with disabilities from diseases such as Alzheimer's.

The Herron School of Art and Design at IUPUI is one of twelve Indiana schools, colleges, or universities that are accredited by the National Association of Schools of Art and Design (NASAD). With the approval of the proposed master's degree, it seeks to become the thirteenth NASAD-accredited school in the nation that also has a graduate program in Art Therapy approved by the American Art Therapy Association (AATA). Currently, there is no Indiana institution – public or independent – with an AATA-approved graduate program, and there are only two programs in the Midwest (Illinois and Kansas) that have graduate programs with both NASAD and AATA approval. There are just 32 institutions nationwide that have AATA-approved graduate programs in Art Therapy.

Graduates of the proposed M.A. in Art Therapy will also be prepared to obtain national certification from the Art Therapy Credentials Board as a Registered Art Therapist (ATR). Certification as an ATR requires passing a written exam and completing a minimum of 1,000 direct client contact.

The curriculum of the IUPUI M.A. in Art Therapy is also designed to prepare graduates to become Licensed Mental Health Counselors through the State of Indiana, thereby qualifying services delivered by individuals so licensed for health insurance reimbursement. Licensed Mental Health

Counselors qualify for work at any facility that accepts health insurance for mental healthcare services, as well as other agencies or institutions that employ counselors, including schools, retirement homes, correctional facilities, rehabilitation centers, facilities serving people with disabilities, and other medical facilities. Private practice is also an employment option for licensed Art Therapists.

The U.S. Bureau of Labor Statistics reports that the field of mental health counseling is expected to grow much faster than the average for all occupations. “Under managed care systems, insurance companies increasingly are providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists.” Locally, Riley Hospital for Children is expanding services in art therapy and has expressed support for the proposed program.

### **Supporting Documents**

- (1) *Abstract – Master of Arts in Art Therapy To Be Offered by Indiana University Through Its IUPUI Campus*, April 30, 2010.
- (2) *New Academic Degree Program Proposal Summary – M.A. in Art Therapy*, April 30, 2010.

## Abstract

Master of Arts in Art Therapy  
To Be Offered by  
Indiana University Through Its IUPUI Campus

April 30, 2010

**Objectives:** To provide graduate training in Art Therapy to qualified students; to prepare qualified students to succeed in careers as professional art therapists; to prepare students to become certified professionally as art therapists; to prepare students for becoming Licensed Mental Health Counselors; to prepare art therapists who can thrive professionally in the field of art therapy, and, in particular, to serve the growing need for trained professional art therapists in Indianapolis, Indiana, the surrounding region and the nation.

**Clientele to be Served:** Qualified students who seek graduate training in Art Therapy and are seeking careers as professional art therapists.

**Curriculum:** A total of 60 semester credit hours are required to complete the program, distributed as follows:

### Core Courses (12 credit hours)

- Lifespan Development (3)
- Individual Appraisal: Principles and Procedures (3)
- Introduction to Group Counseling (3)
- Strategies for Educational Inquiry (3)

### Art Therapy Content Coursework (25.5 credit hours)

- Introduction to Counseling Theory and Practice (3)
- The History, Theory, and Practice of Art Therapy (3)
- Art Therapy with Children and Adolescents (3; specialization course)
- Art Therapy with Families and Adults (1.5; specialization course)
- Ethical and Legal Issues in Art Therapy (1.5)
- Assessment and Evaluation in Art Therapy (1.5)
- Cultural and Social Diversity in Art Therapy and Counseling (3)
- Addictions and Art Therapy (3)
- Professional Issues Capstone (6)

### Practicum (1.5 credit hours)

- 100 hours minimum

### Internship (6 credit hours)

- 450 hours minimum

### Advanced Internship (6 credit hours)

- 450 hours minimum

### Studio Art (3 credit hours)

Studio Art (3) or  
Art History (3)

Elective (3 credit hours)

- Career Counseling or
- Choice of one:
  - Studio Art
  - Art History
  - Psychology
  - Sociology

***Employment Possibilities:*** Graduates will find work in a variety of settings (including institutional settings and private practice). Many graduates are expected to pursue becoming Licensed Mental Health Counselors in the State of Indiana, a field with a very strong projected growth in jobs over the next decade.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

April 30, 2010

**I. Prepared by Institution**

Institution/Location: Indiana University to be offered through its IUPUI campus  
 Program: M.A. in Art Therapy

|   | Year 1<br>FY2010 | Year 2<br>FY2011 | Year 3<br>FY2012 | Year 4<br>FY2013 | Year 5<br>FY2014 |
|---|------------------|------------------|------------------|------------------|------------------|
| <b>Enrollment Projections (Headcount)</b> |                  |                  |                  |                  |                  |
| Full-Time                                 | 9                | 18               | 18               | 18               | 18               |
| Part-Time                                 | 1                | 2                | 3                | 4                | 4                |
| <b>Total</b>                              | <b>10</b>        | <b>20</b>        | <b>21</b>        | <b>22</b>        | <b>22</b>        |
| <b>Enrollment Projections (FTE)</b>       |                  |                  |                  |                  |                  |
| Full-Time                                 | 11               | 23               | 23               | 23               | 23               |
| Part-Time                                 | 1                | 1                | 2                | 3                | 3                |
| <b>Total</b>                              | <b>22</b>        | <b>24</b>        | <b>25</b>        | <b>26</b>        | <b>26</b>        |
| Degree Completions Projection             | 0                | 9                | 9                | 10               | 10               |
| 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<br>For Recommendation (Actual) *    | -0- | -0- | -0- | -0- | -0- |
| New State Funds To Be Considered<br>For Recommendation (Increases) * | -0- | -0- | -0- | -0- | -0- |

CHE Code: 09-57  
 Campus Code: 1813  
 County: Marion  
 Degree Level: 07  
 CIP Code: Federal – 512301; State – 512301

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



## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### **DECISION ITEM A-2: 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:

- Associate of Science in Aviation Flight Technology to be offered by Vincennes University at the Aviation Technology Center in Indianapolis
- Associate of Applied Science in Advanced Manufacturing to be offered by Ivy Tech Community College-South Bend at Warsaw
- Bachelor of Arts in Natural Science and Mathematics to be offered by Indiana University East-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*, April 30, 2010
- (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**

April 30, 2010

**CHE 10-05 Associate of Science in Aviation Flight Technology to be offered by Vincennes University at the Aviation Technology Center in Indianapolis**

Proposal received on February 4, 2010  
CIP Code: Federal – 490102; State – 490102  
Projected Annual Headcount: 70; FTEs: 81; Degrees: 29  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

Vincennes University currently offers the A.S. in Aviation Flight Technology program at its Vincennes campus. VU has proposed offering this program at the Aviation Technology Center (ATC), where it also offers another aviation-related associate degree program in aviation maintenance. The Aviation Flight Technology program will fully articulate with the Purdue aviation baccalaureate programs that are offered at the ATC.

**CHE 10-08 Associate of Applied Science in Advanced Manufacturing to be offered by Ivy Tech Community College-South Bend at Warsaw**

Proposal received on February 18, 2010  
CIP Code: Federal – 150613; State – 150613  
Projected Annual Headcount: 81; FTEs: 65; Degrees: 19  
New State Funds Requested, Actual:  
Year 1: \$ 0  
Year 2: \$ 0  
Year 3: \$ 0  
Year 4: \$ 0  
Year 5: \$ 0

Ivy Tech offers the A.A.S. in Advanced Manufacturing in all 14 regions, including the South Bend campus in Region 2. Statewide, in FY2009, the Advanced Manufacturing program, together with the related Industrial Technology program, enrolled a total of 3,045 headcount or 1,831 FTE students. The offering of this program is specifically intended to address the workforce needs of the Warsaw Orthopedic and Advanced Manufacturing Center.

**CHE 10-11 Bachelor of Arts in Natural Science and Mathematics to be offered by Indiana University East-Statewide via Distance Education Technology**

Proposal received on March 12, 2010

CIP Code: Federal – 301801; State – 301801

Projected Annual Headcount: 50; FTEs: 50; Degrees: 20

New State Funds Requested, Actual:

Year 1: \$ 0

Year 2: \$ 0

Year 3: \$ 0

Year 4: \$ 0

Year 5: \$ 0

IU East currently offers the B.S. in Natural Science and Mathematics on the Richmond campus. In FY2008, this program enrolled 27 headcount or 17 FTE students and had nine graduates. The offering of the program is consistent with Commission distance education policy. Indiana resident students pursuing this program through distance education pay the same fees as resident on-campus students (\$181 per credit hour). Non-resident students who enroll in the program through distance education pay a much lower fee rate (\$254 per credit hour) than non-residents who come to campus (\$486).

## **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, May 14, 2010

**DECISION ITEM B-1: Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis*, as described in the project description and staff analysis April 30, 2010.

**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 not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

This project expands the existing Sports Complex Garage located on the IUPUI campus. This expansion consists of an additional 1,300 parking spaces and will be directly south of the current garage. It will provide additional space for the IUPUI campus as well as additional space for permanent tenants. The project is expected to cost \$18,000,000 and would be funded through auxiliary revenue bonds.

**Supporting Document**

*Sports Complex Garage Expansion at Indiana University – Purdue University Indianapolis*, April 30, 2010,



**SPORTS COMPLEX GARAGE EXPANSION AT INDIANA UNIVERSITY – PURDUE  
UNIVERSITY INDIANAPOLIS**

**Project Description and Staff Analysis**

SUMMARY

This project expands the existing Sports Complex Garage located on the IUPUI campus. This expansion consists of an additional 1,300 parking spaces and will be directly south of the current garage. It will provide additional space for the IUPUI campus as well as additional space for permanent tenants. The project is expected to cost \$18,000,000 and would be funded through auxiliary revenue bonds.

DESCRIPTION OF THE PROJECT

This project expands the existing Sports Complex Garage located on the IUPUI campus. This expansion consists of an additional 1,300 parking spaces and will be directly south of the current garage. It will provide additional space for the IUPUI campus as well as additional space for permanent tenants.

**Project Summary:**

Space in Project (approximate):

|                  |             |
|------------------|-------------|
| New Construction | 407,268 GSF |
| Parking Spaces   | 1,300       |

Project Cost:

\$18,000,000

Sources of Funds:

|                         |              |
|-------------------------|--------------|
| Auxiliary Revenue Bonds | \$18,000,000 |
|-------------------------|--------------|

Construction calendar: bid November 2010, begin construction February 2011, completion November 2011

PLANNING CHANGES

N/A

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project supports the academic and research missions of the Indianapolis campus by providing adequate and safe parking facilities for students, faculty/staff, and visitors in this sector of campus.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The completion of this project is essential to provide much needed parking on the IUPUI campus. The new garage will serve the Herron School of Art, Inlow Hall, Engineering Science and Technology, Engineering and Technology, Science Building, the Natatorium and University Library. The facility is designed and located to expand the current garage in order to help provide necessary parking for this area of campus.

### ALTERNATIVES CONSIDERED

Construction of a parking garage is the only acceptable solution for needed parking in this area and is consistent with the master plan of the campus. Renovation of existing surface lots would not provide sufficient additional parking.

### RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is consistent with the long-range plan of the Indianapolis campus to provide appropriate parking facilities for students, faculty/staff, and visitors.

### HISTORICAL SIGNIFICANCE

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

### STAFF ANALYSIS

1. Indiana University will issue debt under I.C. 21-35-3 to fund the construction of this facility. The debt service for the bonds will be paid by parking revenues on the Indianapolis campus. The bonds will be secured by the parking revenue stream. No state funds or mandatory student fees will support this project.
2. IUPUI is a growing campus, in terms of student enrollment, faculty growth and facility growth. The campus is in need of additional parking space.

## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### DECISION ITEM B-2:

### Renovation of the former Terre Haute Post Office and Federal Building at Indiana State University

#### Staff Recommendation

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Renovation of the former Terre Haute Post Office and Federal Building at Indiana State University*, and recommends that the state of Indiana pay debt service through fee replacement only in the amount of \$9,000,000 and not the \$10,000,000 as authorized by the General Assembly as described in the project description and staff analysis April 30, 2010.

#### 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 not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was authorized by the General Assembly and the Budget Committee has requested review.

The project involves the renovation of the former Terre Haute Post Office and Federal Building located at 7th and Cherry Streets to accommodate the Donald W. Scott College of Business. The total project cost for renovation is \$20,000,000, of which \$10,000,000 is fee-replaced bonding authority and \$10,000,000 in private donor support.

#### Supporting Document

*Renovation of the former Terre Haute Post Office and Federal Building at Indiana State University*, April 30, 2010.



# **RENOVATION OF THE FORMER TERRE HAUTE POST OFFICE AND FEDERAL BUILDING**

## **Project Description and Staff Analysis**

### SUMMARY

The project involves the renovation of the former Terre Haute Post Office and Federal Building located at 7th and Cherry Streets to accommodate the Donald W. Scott College of Business. The total project cost for renovation is \$20,000,000, of which \$10,000,000 is fee-replaced bonding authority and \$10,000,000 in private donor support.

### DESCRIPTION OF THE PROJECT

The project involves the renovation of the former Terre Haute Post Office and Federal Building located at 7th and Cherry Streets to accommodate the Donald W. Scott College of Business. Upon completion of the renovation of this facility and the subsequent relocation of the Donald W. Scott College of Business, Statesman Towers will be demolished. The total project cost for renovation is \$20,000,000.

The facility is a fine example of Art Deco style, particularly as a representation of the 1930's Federal Architecture. Originally constructed to house the U.S. Post Office, Federal Courts, and other federal offices located in Terre Haute, the General Services Administration (GSA) indicated in 2003 their plans to abandon the structure. Through the efforts of Sen. Evan Bayh, GSA agreed to transfer the facility to Indiana State for use as a new home of the College once a new federal courthouse was constructed and the Federal Courts relocated. In November of 2009, a new federal courthouse was dedicated in Terre Haute allowing for final transfer of the former Terre Haute Post Office and Federal Building to the University.

Prior to transfer of ownership, GSA has invested approximately \$6.3 million of federal funds to upgrade the facility including a new south facade and entry for the structure to recognize the connection of the College with downtown Terre Haute, window reglazing, tuckpointing and cleaning of the exterior of the facility, interior painting, and installation of a fire alarm system.

Indiana State has a respected history in educating men and women to enter and excel in the field of business. Many of these graduates remain in the State of Indiana and pursue professionally fulfilling careers that contribute to a strengthened Indiana economy. The Donald W. Scott College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). This is a very prestigious international accreditation that is achieved by less than 30 percent of all colleges worldwide. It requires attention to high standards of excellence and commitment to continuous improvement. The improved facility will have a direct, positive impact on the programs offered by the Donald W. Scott College of Business and the programs of the University as a whole. Furthermore, this project will support Indiana State University's commitment to the economic development of the City of Terre Haute and the State of Indiana. It will also move ISU significantly closer to providing an educational facility that complies with ADA and OSHA guidelines.

With the completion of the renovation and occupancy of this facility, ISU will demolish Statesman Towers, a former dormitory renovated to house the School of Business. Demolition of Statesman Towers will reduce Indiana State's total gross square footage by approximately 150,539 assignable square feet and would remove funding from the biennial Repair and Rehabilitation formula.

|   |                     |           |
|---|---------------------|-----------|
| <b>Project Summary:</b>                         |                     |           |
| Space in Project (approximate):                 |                     |           |
| Renovated Space                                 | 96,643 GSF          |           |
| Project Cost:                                   |                     |           |
| Blended (New Const and Renov)                   | \$20,000,000        | \$207 GSF |
| Sources of Funds:                               |                     |           |
| Fee Replaced General Assembly Bonding Authority | \$10,000,000        |           |
| Private donor support                           | <u>\$10,000,000</u> |           |
| Total   | \$20,000,000        |           |

Construction calendar: bid May 2010, begin construction June 2010, completion January 2012

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project will provide an educational facility that will allow academic programs in the Donald W. Scott College of Business to function more effectively by relocation to a newly renovated structure.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The programmatic functions of the project are intended to address the following primary goals:

- (1) to reconfigure interior spaces to enable academic programs to function effectively;
- (2) to upgrade the building's infrastructure systems, thereby improving temperature control, enhancing air quality, and improving access to technologies;
- (3) to meet ADA and OSHA standards.

**1. Reconfiguring interior spaces:** The former Terre Haute Post Office and Federal Building - constructed in 1932 - was designed to serve as a U.S. Post Office and provide space for the Federal Courts. The interior of the current physical structure is in need of an upgrade suitable to college level students and faculty. As currently structured available space is inadequate to provide for small or large classrooms, conference rooms that will be utilized by students and faculty, and office space for faculty and graduate assistants. Furthermore, the interior spaces do not support 21st century technology. Interior spaces in the facility need to be reconfigured to a more efficient design and to support a modern learning environment.

**2. Upgrading infrastructure systems:** The heating, cooling, ventilation, and electrical systems in the former Terre Haute Post Office and Federal Building are all in need of an immediate upgrade to meet the needs of a 21st century learning environment. Specifically, the electrical system cannot effectively handle the demands that will be placed on it. Lighting will also need to be improved. Moreover, the building's wiring will need to be revamped in order to facilitate new information technologies that are essential learning tools in the Donald W. Scott College of Business.

**3. Meeting ADA and OSHA standards:** Like most buildings constructed during the Depression era, the facility was built without consideration of needs of individuals who have disabilities. Physically challenged students contribute to the diverse student bodies in the Donald W. Scott College of Business, and ISU will utilize funding to insure the building is within full compliance of the ADA law and OSHA regulations.

These renovations and improvements to the former Terre Haute Post Office and Federal Building will have a positive impact on the programs of the Donald W. Scott College of Business and the University as a whole. This project will preserve a historically significant structure while creating an education facility that meets the University's commitment to providing appropriate learning and working environments for all students, faculty, and staff, including those who are physically challenged. Furthermore, the relocation of the Donald W. Scott College of Business will result in a more appropriate use of space needed by the College and significantly improve and update the learning environment for students of business.

The current location of the Donald W. Scott College of Business, Statesman Towers, does not provide for an appropriate learning environment. The layout of the floor plan in the towers made it necessary for classrooms to be placed in the existing configurations of dormitory rooms. Divider walls were removed between the rooms with the end result being narrow, long classroom and seminar spaces that are not conducive to teaching. This has resulted in a low ratio of assignable square footage for the facility.

In addition, the Statesman Towers are extremely energy inefficient and have significant deficiencies in HVAC equipment. The facility is not centrally air conditioned and uses 600 individual window air conditioners to provide cooling. The HVAC system is original, nearing 40 years of age. Industry standards for similar HVAC systems have a useful life of 25 years. The floor to ceiling heights are extremely low, which virtually makes it impossible to upgrade the facilities mechanical systems to today's standards. The restrooms throughout the facility were designed for dormitory use in the 1960's and are non-compliant with ADA guidelines.

#### ALTERNATIVES CONSIDERED

There are no other viable alternatives available on the campus for satisfying the programmatic needs of the Donald W. Scott College of Business. The former Terre Haute Post Office and Federal Building is structurally sound and with renovation can meet the educational needs of students in the College as well as enhance efforts to revitalize downtown Terre Haute.

#### RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project fits in with the University's desire to provide well maintained up to date accessible educational facilities to enhance the student learning environment.

#### PRIORITY RANKING

The project is a priority for the University in order to relocate the Donald W. Scott College of Business and reduce the amount of assignable square footage on campus.

## HISTORICAL SIGNIFICANCE

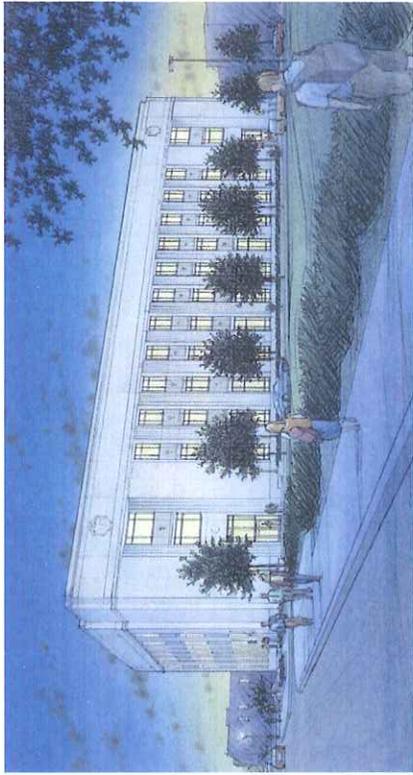
The former Terre Haute Post Office and Federal Building is on the list of historic sites and structures prepared by the Indiana Division of Historic Preservation and Archaeology and the National Register of Historic Places.

## STAFF ANALYSIS

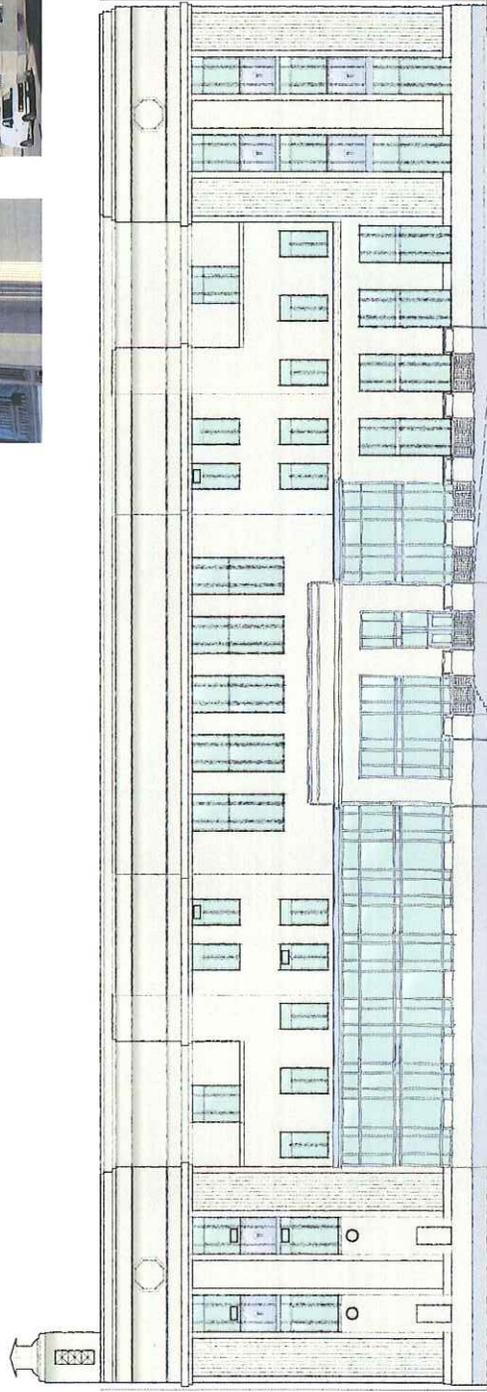
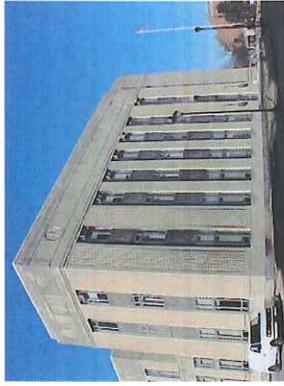
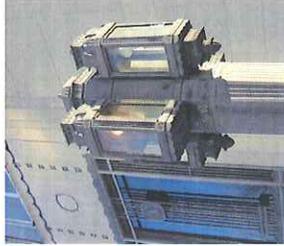
1. Originally constructed to house the U.S. Post Office, Federal Courts, and other federal offices located in Terre Haute, the General Services Administration (GSA) indicated in 2003 their plans to abandon the structure. GSA agreed to transfer the facility to Indiana State for use as a new home of the College once a new federal courthouse was constructed and the Federal Courts relocated. In November of 2009, a new federal courthouse was dedicated in Terre Haute allowing for final transfer of the former Terre Haute Post Office and Federal Building to the University.
2. The federal government has already spent \$6.3M renovating the building in preparation of transferring the building to ISU. ISU has pledged to raise \$10,000,000 to pay for the remaining renovation costs and has already raised roughly \$6,000,000.
3. Indiana State requested and was granted state fee-replaced bonding authority in the amount of \$10,000,000 for this project. However, preliminary estimates suggest that the renovation may be completed for slightly less than the \$20,000,000 of authority. ISU, in their recent request to proceed with this project has requested only \$9,000,000 of fee replaced bonding, which the staff hereby recommends.
4. The facility is solidly constructed and the envelope and foundation are very good shape and should serve the University well for many years to come. When completed, ISU will own a 100,000 square building, renovated to modern standards and use for the state cost of \$9,000,000.
5. The \$20,000,000 project cost estimate for this renovation does not include the cost of demolition for Statesman Towers, estimated at approximately \$3,000,000.
6. Statesman Towers, which currently houses the School of Business, will be demolished following the occupancy of the new facility. At approximately 150,000 GSF, Statesman Towers would generate approximately \$300,000 per year in the R&R formula for ISU, if fully funded. Once the Towers are demolished, the square footage is removed from the R&R formula. It should be noted that the R&R formula has not been fully funded for several years and the R&R formula generated no state appropriation on the 2009-11 biennium.



Southwest Perspective



Northeast Perspective-Night View



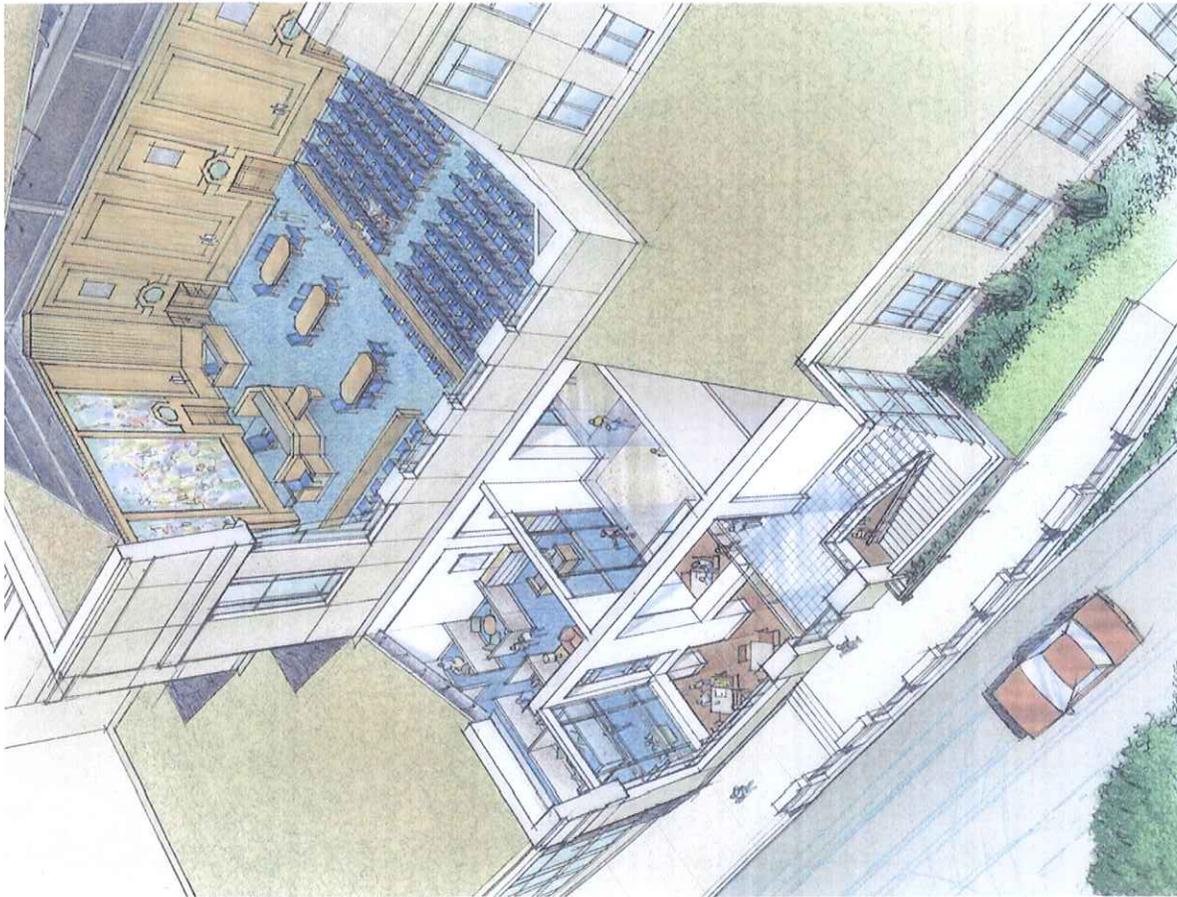
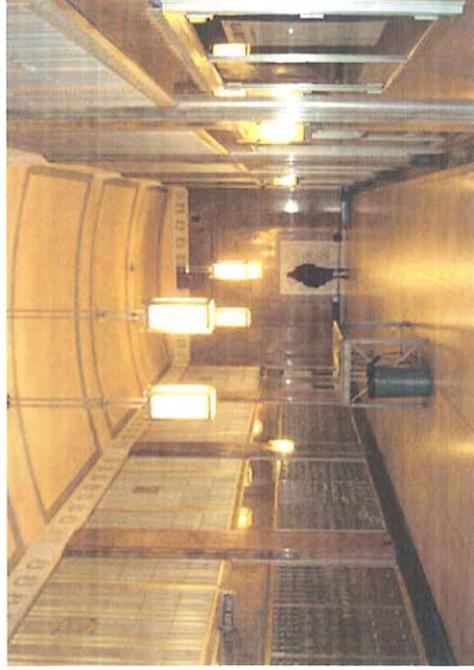
South Elevation

Indiana State University  
**COLLEGE OF BUSINESS**  
 Exterior Renderings





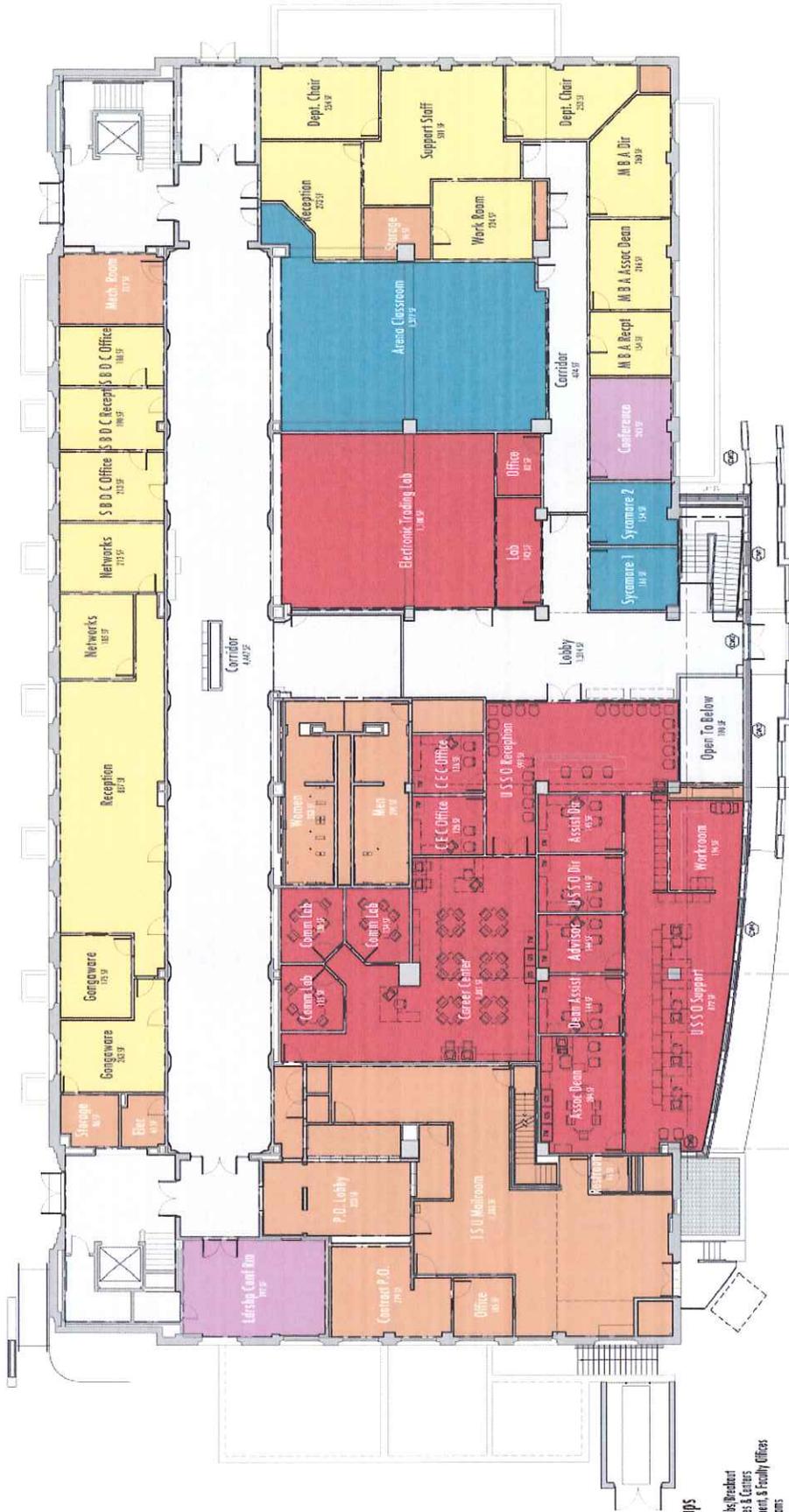
Courtroom Perspective



Section Isometric- New Lobby

Indiana State University  
**COLLEGE OF BUSINESS**  
 Interior Renderings

  
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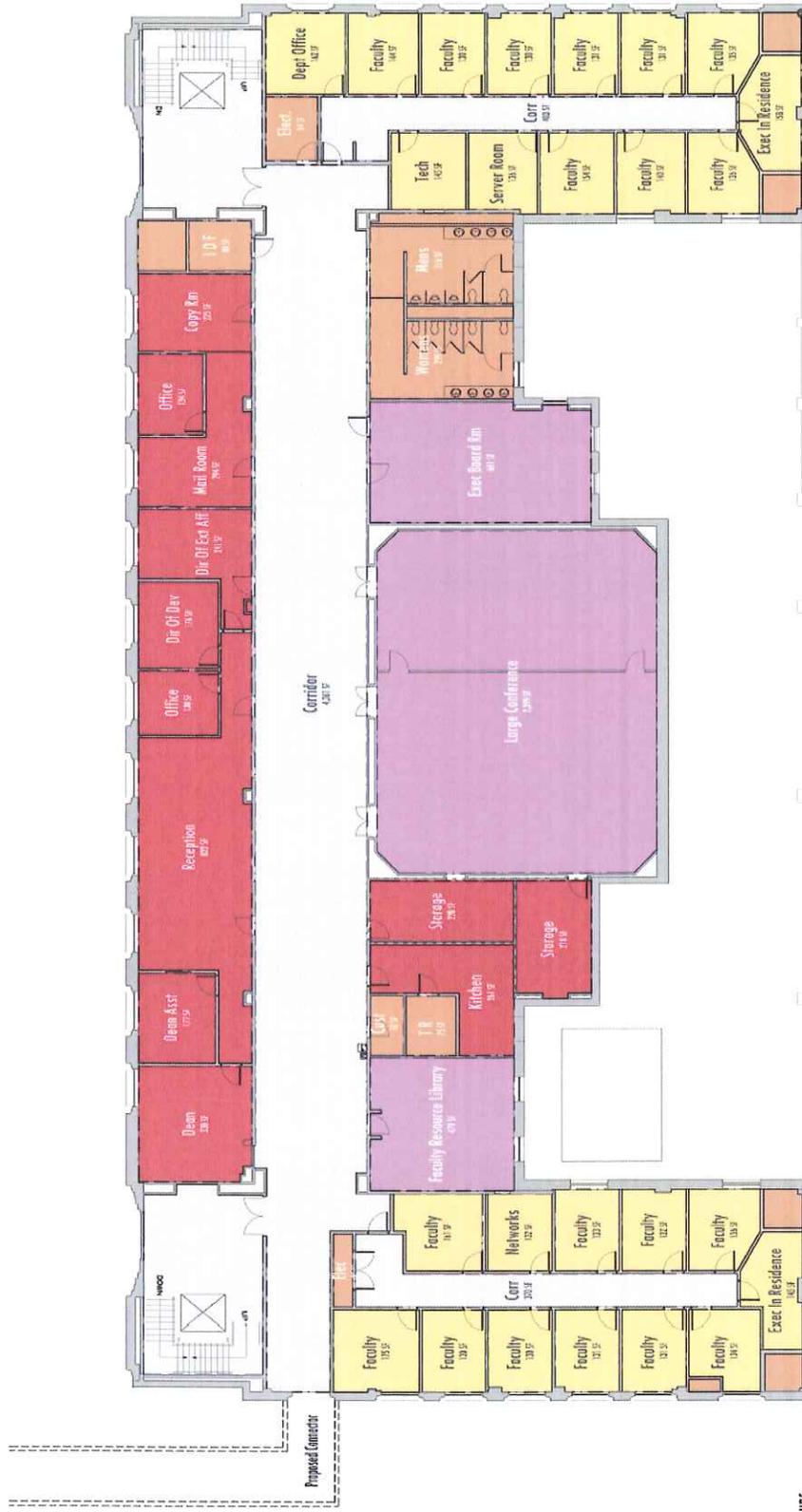


- Presentation Groups**
- Commons
  - Classrooms, Labs, Meeting
  - Student Services & Centers
  - Dept., Department, & Faculty Offices
  - Conference Rooms
  - Support Spaces
  - Graduation

Indiana State University  
**COLLEGE OF BUSINESS - FEDERAL BUILDING PROJECT**  
 FIRST FLOOR PLAN



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**Presentation Groups**

- Commons
- Classrooms, Labs & Breakout
- Student Services & Centers
- Dean, Department, & Faculty Offices
- Conference Rooms
- Support Spaces
- Circulation

Indiana State University

# COLLEGE OF BUSINESS - FEDERAL BUILDING PROJECT

**SECOND FLOOR PLAN**



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Indiana State University  
**COLLEGE OF BUSINESS - FEDERAL BUILDING PROJECT**  
**BASEMENT PLAN**



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**COMMISSION FOR HIGHER EDUCATION**

Friday, May 14, 2010

**DECISION ITEM B-3: Renovation of Studebaker East Complex Residence Hall at Ball State University**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Renovation of Studebaker East Complex at Ball State University*, as described in the project description and staff analysis April 30, 2010.

**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 not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

This project is for the renovation of Studebaker East Residence Hall on the Ball State University campus. The renovation of the Studebaker East Complex is the next priority of the Ball State University housing and dining replacement and renewal plan. Studebaker East will require a complete renovation similar to the improvements made at DeHority Complex to function as a desired component of Ball State University's residence community. The project cost of \$24,100,000 will be funded by Housing and Dining Renewal and Replacement funds which are generated by residence hall and dining student charges.

**Supporting Document**

*Renovation of Studebaker East Complex at Ball State University*, April 30, 2010.



# **RENOVATION OF STUDEBAKER EAST COMPLEX AT BALL STATE UNIVERSITY**

## **Project Description and Staff Analysis**

### SUMMARY

This project is for the renovation of Studebaker East Residence Hall on the Ball State University campus. Renovation of the Studebaker East Complex is the next priority of Ball State's housing and dining replacement and renewal plan. This comprehensive plan calls for the addition of new residence halls, upgrade and renewal of existing facilities, as well as the demolition of facilities deemed to be cost prohibitive to remodel. The intent of the overall plan is to maintain total university student housing capacity at levels equal to the projected need for various housing types while providing new and updated housing facilities that are desired by students.

### DESCRIPTION OF THE PROJECT

During 2001 and 2002, a comprehensive study of residential and dining units was undertaken as part of a process that led to the creation of the overall residence hall and dining renovation plan. As part of this plan, major renewal of many of the halls as well as the construction of new residence halls has been recommended. The first new residence hall, Park Hall, opened for occupancy for the fall semester 2007, and the Thomas J. Kinghorn Residence Hall will be completed in time for the fall semester of 2010. The DeHority Complex also underwent a complete renovation and welcomed students back in 2009.

The renovation of the Studebaker East Complex is the next priority of the housing and dining replacement and renewal plan. The eight-story Studebaker East building first opened to students in 1965, and today houses approximately 440 students. Minor improvements have been made to the building over the last 45 years, including restroom renovations (1990), roof replacement (1992), interior finishes and lighting (1996), and fire alarm installation (2006). Studebaker East will require a complete renovation similar to the improvements made at DeHority Complex to function as a desired component of Ball State University's residence community.

Exterior improvements will consist of masonry restoration, an upgrade of the loading dock, and replacement of the roof and windows. The interior renovation will include improved residential layouts such as more private restrooms, lounges, study areas, kitchenettes, meeting rooms, and other student amenities. New building components will include the addition of a sprinkler system for fire protection, two new elevators serving all floors, and updated lighting, plumbing, and electrical systems. The heating and cooling system will be replaced to include central air conditioning and compatibility with the new geothermal system. In addition, the "fish bowl" entrances at the north and south sides of the building will be replaced by one controlled point of entry that will provide improved security and accessibility for disabled students.

The project cost of \$24,100,000 will be funded by Housing and Dining Renewal and Replacement funds which are generated by residence hall and dining student charges.

It is anticipated that renovation of the complex will begin in September 2010 and be completed by June 2012.

|   |              |           |
|---|--------------|-----------|
| <b>Project Summary:</b>                                   |              |           |
| Space in Project (approximate):                           |              |           |
| New Construction  | 97,406 GSF   |           |
| Project Cost:   |              |           |
| Blended (New Const and Renov)                             | \$24,100,000 | \$247 GSF |
| Sources of Funds:   |              |           |
| Existing Housing and Dining Renewal and Replacement Funds | \$24,100,000 |           |

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The University currently has the capacity to house approximately 6,700 students in residence halls. In addition, 521 university apartment units are also available for upper division students and students with families. One of the strong distinguishing characteristics of Ball State University is the strong residential experience that is offered. Roughly one-third of the student population resides in campus housing.

During the 1960's, with the University's student population nearly tripling in size, most of the housing and dining facilities were constructed. After more than forty years of continuous use, major upgrading is necessary in spite of normal ongoing maintenance that has been a high priority for all these years. Most basic systems, finishes, furnishings, kitchen equipment, etc. have exceeded, reached, or are reaching the end of their expected life cycles, and must be upgraded. In the intervening years, building codes and student expectations have changed, thus requiring different approaches and requirements. Students and their parents have high expectations for both the housing and dining experience. With more than 2.5 million square feet of residence and dining facilities available on the campus, this renewal effort continues to be critical to the university.

In 2001, as a means of updating the plan, the University engaged the consulting firm of Anderson/Strickler to study the University's existing facilities, survey students about their expectations for housing/dining, and to do an analysis of the off-campus rental market. A series of recommendations followed that guided the University in revising the plan regarding the design, renovation, and construction of housing and dining facilities. Today's students desire air-conditioning, more privacy, more space, the availability of technology, and convenience. They have higher expectations for these types of amenities than previous generations of college students. Fifty-percent of students in the Anderson/Strickler survey indicated that they considered the quality of on-campus housing when making a decision about where to attend college. Older facilities, while well-maintained, are not attractive to many current or prospective students.

The revised plan recommends the major renewal of many of the halls as well as the construction of new residence halls to provide the types of facilities desired by students attending college today. It was concluded that in some instances the level of remodeling necessary to meet all of the requirements is cost prohibitive, and funds would be better used by investing in new facilities that enhance the campus environment by creating more human-scale living conditions, and by improving the living/learning environment for students. The plan includes the eventual demolition of LaFollette Complex.

Park Hall, which opened for the fall semester 2007, was the first new residence hall recommended in the plan. The opening of Park Hall coincided with the reopening of the renovated Woodworth Commons dining facility. A second new hall, Thomas J. Kinghorn Residence Hall, is under construction and scheduled for completion in Fall 2010. The newly renovated DeHority Complex reopened to students in Fall 2009. Each of these projects was funded by housing and dining renewal and replacement reserves that were set aside over time for these specific purposes. The renovation of Studebaker East Complex will also be funded by housing and dining renewal and replacement reserves.

#### STAFF ANALYSIS

1. Renovation of Studebaker East Complex Residence Halls will be financed by cash from the BSU Housing and Dining Renewal and Replacement Fund. These funds are generated through student residence hall and dining fees. No state funds are used to fund the project.
2. This project is part of a larger, long-term residence hall and dining facility plan dating back to the early 1980's. BSU updated the plan with the assistance of the consulting firm Anderson/Stricker in 2001.
3. Ball State University's residence hall and dining system plan provides for the construction of two new residence halls, the first of which is Park Residence Hall that opened this fall and Kinghorn Residence Hall expected to be open in fall 2010. In addition, the plan calls for renovation of existing residence halls and dining facilities and the eventual demolition of LaFollette Residence Hall, removing approximately 1,800 spaces. The anticipated projected timetable for new construction, renovation of existing facilities, and utilizing LaFollette Residence Hall during the time periods when existing facilities are closed for renovation schedules demolition of LaFollette Residence Hall by 2011.
4. BSU houses approximately 6,700 students in residence hall on campus and, in addition, 522 university apartments are also available for upper division students and students with families. Roughly one-third of the student population resides in campus housing. The long-term plan by BSU is to continue to house roughly the same number of students. Over the past several years, the average residence hall occupancy rate at Ball State University has been 97%.



**COMMISSION FOR HIGHER EDUCATION**

Friday, May 14, 2010

**DECISION ITEM B-4: Increase in Authority for Windsor Residence Halls Renovations at Purdue University – West Lafayette**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Windsor Residence Halls Renovations at Purdue University – West Lafayette*, as described in the project description and staff analysis April 30, 2010.

**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 not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

In January 2006, the Commission reviewed and recommended a project by Purdue University to renovate Windsor Residence Halls at an estimated cost of \$53,000,000. Purdue has been undertaking the renovation in phases. Phases I and II are complete and Phases III and IV are under construction. Based upon actual construction costs for the first four phases, Purdue now requests authority to increase total expenditures on the project to \$59,600,000.

**Supporting Document**

*Windsor Residence Halls Renovations at Purdue University – West Lafayette*, April 30, 2010.



**WINDSOR RESIDENCE HALLS RENOVATION AT PURDUE UNIVERSITY – WEST LAFAYETTE**

**Project Description and Staff Analysis**

SUMMARY

In January 2006, the Commission reviewed and recommended a project by Purdue University to renovate Windsor Residence Halls on the West Lafayette campus at an estimated cost of \$53,000,000. Purdue has been undertaking the renovation in phases. Phases I and II are complete and Phases III and IV are under construction. Based upon actual construction costs for the first four phases, Purdue now requests authority to increase total expenditures on the project to \$59,600,000.

DESCRIPTION OF THE PROJECT

To meet contemporary student expectations, this project will renovate the Windsor Residence Halls complex by upgrading all facets of the five separate buildings. Work will be completed in phases over a period of five years and encompasses upgrading all five buildings to meet current building codes and accessibility regulations. This work will include fire protection; upgrading, restoring or replacing architectural finishes; repairing historical architectural elements such as decorative plaster, woodwork and ceramic tile; replacing all five passenger elevators; replacing existing electrical and mechanical systems; upgrading community bathrooms and adding air conditioning.

|                                  |              |           |
|----------------------------------|--------------|-----------|
| <b>Project Summary:</b>          |              |           |
| Space in Project (approximate):  |              |           |
| Renovated Space                  | 267,929 GSF  |           |
| Project Cost:                    |              |           |
| Blended (New Const and Renov)    | \$59,600,000 | \$222 GSF |
| Sources of Funds:                |              |           |
| Student Facilities Revenue Bonds | \$59,600,000 |           |

The project would be phased over five years under the following proposed schedule:

| <u>Hall</u> | <u>start construction</u> | <u>occupancy</u> |
|-------------|---------------------------|------------------|
| Wood        | May 2007                  | August 2008      |
| Duhme       | May 2008                  | August 2009      |
| Shealy      | May 2009                  | August 2010      |
| Warren      | May 2010                  | August 2011      |
| Vawter      | May 2011                  | August 2012      |

## PLANNING CHANGES

Higher than estimated construction costs have lead to a need to request additional expenditure authority. The project is running roughly one year behind the originally planned construction schedule.

## RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

The University Residences are an integral part of the University experience for most students. Over 80% of all first-year students and approximately one-third of all West Lafayette students choose to live in the University Residences although there is no requirement that they live on campus. This allows the University Residences to have a positive and significant impact on the Purdue experience for the vast majority of Purdue students. Additionally, the University Residences make significant financial contributions to the University business operation and support a wide range of academic programs through various programmatic collaborations. This renovation, as part of the overall facilities master plan for the University Residences, will maintain the attractiveness of the on-campus housing operation and allow the University Residences to continue to contribute to the overall mission of the University.

## NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

Windsor was built in phases from 1934 to 1949. Because of its age and the accumulated wear and tear, it requires major renovation if it is to continue to function as a residence hall in the long term. The scope of the required renovation is too large, both in dollars and time, to undertake as a series of smaller renovation projects.

The demands of the marketplace have changed since Windsor Halls were built, and the students today have different expectations for on-campus housing. Windsor Halls not only need to be renewed, they need to be adapted to meet contemporary requirements, including accessibility requirements.

## ALTERNATIVES CONSIDERED

N/A

## RELATIONSHIP TO LONG-RANGE FACILITY PLANS

The facilities master plan for the University Residences is designed to maintain marketability and attractiveness to students by replacing or renovating older facilities and improving food service via a consolidation of dining operations.

## HISTORICAL SIGNIFICANCE

The Windsor Halls complex is historically significant. The proposed renovations are limited to the interior spaces and will not change the exterior appearance of any of the Halls, except as necessary for accessibility.

## STAFF ANALYSIS

1. This project is a part of a comprehensive residence halls plan by Purdue University.
2. Purdue has been undertaking the renovation in phases. Phases I and II are complete and Phases III and IV are under construction. The current construction schedule is roughly one year behind original estimates. Recognizing the delayed construction schedule and the fact that this is a large construction project undertaken over a period of several years it would not be considered unusual that the estimates made in 2005 may be incorrect. Based upon actual construction costs for the first four phases, Purdue requests authority to increase total expenditures on the project by \$6,600,000 or 11%.
3. Because of the age of the residence halls around the state, the project is one of many residence hall renovations that are underway at the mature campuses statewide. Residence hall renovations or replacements are underway at Ball State, Indiana State, Indiana University Bloomington and Purdue West Lafayette.
4. The project is funded through student revenue bonds and requires no state funds.



**COMMISSION FOR HIGHER EDUCATION**

Friday, May 14, 2010

**DECISION ITEM B-5: Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis**

**Staff Recommendation**

That the Commission for Higher Education recommend approval to the State Budget Agency and the State Budget Committee of the project *Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis*, as described in the project description and staff analysis April 30, 2010.

**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 not subject to review by the Commission for Higher Education. However, the Commission for Higher Education shall review a project approved or authorized by the General Assembly if the review is requested by the Budget Agency or the Budget Committee. This project was not authorized by the General Assembly.

This project constructs the Science and Engineering Laboratory Building located adjacent to the existing Science and Engineering and Technology Buildings in the core of the IUPUI academic campus between Michigan and New York Streets. The new building would be a 45,000 GSF research facility, constructed at an estimated cost of \$25,000,000 and funded through Auxiliary Revenue Bonds (\$17M), Research Commercialization Income (\$7M) and Indirect Cost Recovery (\$1M).

**Supporting Document**

*Science and Engineering Laboratory Building – Phase I at Indiana University – Purdue University Indianapolis*, April 30, 2010.



# SCIENCE AND ENGINEERING LABORATORY BUILDING – PHASE I AT INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS

## Project Description and Staff Analysis

### SUMMARY

This project constructs the Science and Engineering Laboratory Building located adjacent to the existing Science and Engineering and Technology Buildings in the core of the IUPUI academic campus between Michigan and New York Streets. This is the first phase of a two-phased project. Constructed in two phases, the first phase will be a multidisciplinary laboratory building containing approximately 44,825 assignable square feet (asf) and consisting of laboratories and a vivarium. The second phase will provide space for additional research laboratories, teaching labs, meeting rooms, and administrative offices for the School of Science administration. Phase I is a new 81,000 GSF research facility, constructed at an estimated cost of \$25,000,000 and funded through Auxiliary Revenue Bonds (\$17M), Research Commercialization Income (\$7M) and Indirect Cost Recovery (\$1M).

### DESCRIPTION OF THE PROJECT

This project constructs the Science and Engineering Laboratory Building located adjacent to the existing Science and Engineering and Technology Buildings in the core of the IUPUI academic campus between Michigan and New York Streets. This facility will be constructed in two phases - the first phase will be a multidisciplinary laboratory building containing approximately 44,825 assignable square feet (asf) and consisting of laboratories and a vivarium which will be used by Bio-Medical Engineering (BME), Psychobiology, and the Renewable Energy Research Programs. The second phase will provide space for teaching labs, meeting rooms, additional research laboratories, and administrative offices for the School of Science administration.

The design and construction of this facility ensures that it be capable of achieving certification under the *Leadership in Energy and Environmental Design Green Building Rating System for New Construction* (LEED-NC) and will have the following features:

- Security for research laboratories.
- Interstitial space or utility corridors that provide easy access to building systems.
- Temperature and humidity regulation with accurate and precise site-specific controls building-wide.
- Filtered air supply to minimize particulate and chemical contamination with separate clean rooms building-wide.
- Dedicated and stable high-voltage power with filtration to minimize variation.
- A single, high-volume system for the provision of DI/ultrapure water building-wide.
- More efficient and improved quality of technical support from central locations.

The research laboratories will be constructed to house BioMedical Engineering (BME), Psychobiology, and the Renewable Energy Research Programs and will have an open laboratory design maximizing flexibility in space allocation and optimizing utility. Approximately 35 percent of the research space will be shared, 25 percent will be used by School of Engineering and Technology and 40 percent will be occupied by the School of Science.

There will be two styles of wet research laboratories: 1) chemistry-style wet laboratories which require more hood space for daily work and will be designed for individual researchers working in chemistry and 2) biology-style wet laboratories which require smaller and fewer hoods and will be designed for individual scientists working in the Biological Sciences. In addition, there will be several smaller individual laboratories where experiments can be carried out in isolated settings, thus, reducing the possibility of cross-contamination.

This project will have core lab-support facilities which include an 8,350 asf vivarium primarily housing mice and rats, autoclave and dishwashing equipment, two large walk-in cold rooms, a plant-growth room, three areas for tissue culture, a large equipment room, a microscope room, a radioactive procedures room and space for biohazardous waste.

|  |                    |           |
|--|--------------------|-----------|
| <b>Project Summary:</b>                      |                    |           |
| Space in Project (approximate):              |                    |           |
| New Construction                             | 81,500 GSF         |           |
|  | 44,825 ASF         |           |
| Project Cost:                                |                    |           |
|  | \$25,000,000       | \$306 GSF |
| Sources of Funds:                            |                    |           |
| Non-Fee Replaced Auxiliary Bonding Authority | \$17,000,000       |           |
| Research Commercialization Proceeds          | \$7,000,000        |           |
| Indirect Cost Recovery                       | <u>\$1,000,000</u> |           |
| Total  | \$25,000,000       |           |

Construction calendar: bid January 2011, begin construction March 2011, completion July 2012

RELATIONSHIP TO MISSION AND LONG-RANGE PLANNING

This project supports the life and health science mission of IUPUI by providing a critical need for research and teaching laboratory space for the Schools of Science and Engineering and Technology. It is designed to foster collaborative research through shared laboratory space and technical support, and centralized analytical facilities, thereby maximizing the performance and utility of scientific instruments and equipment. It will also be programmed to facilitate high-speed information access and with sufficient flexibility to meet immediate needs and to accommodate significant growth in research programs of the Schools of Science and Engineering and Technology within the next decade.

NEED AND EXPECTED CONTRIBUTION TO EDUCATIONAL SERVICES

The construction of the Science and Engineering Laboratory Building is the first step in the effort to meet the space needs of the Schools of Science and Engineering and Technology. All space in the building will be designed to 1) maximize the performance and utility of scientific instruments and equipment, 2) facilitate high-speed information access and 3) meet the immediate teaching needs while accommodating significant growth in the research programs planned for the next decade.

This facility is essential for a number of reasons:

1. To meet the critical need for research laboratories in several basic life-science areas given the growing importance of life-science research.
2. To ensure the continuing growth of interdisciplinary research programs (e.g., biomedical engineering, various areas of biology, psychobiology, medicinal chemistry, and biostatistics) with strong ties to the Indiana University School of Medicine.
3. To anticipate the space needs of emerging academic and research programs.
4. To share expensive research support facilities, equipment, gaining efficiency and economy.
5. To provide outstanding educational opportunities for training students as they participate in interdisciplinary research.
6. To enable the Schools of Science and Engineering and Technology faculty at IUPUI to increase their competitiveness for external funding in key areas.
7. Begin to address IUPUI's growing shortage of high-quality academic space, especially teaching laboratories needed in the basic life science areas to meet increased demand for quality health-care providers and teachers.

#### ALTERNATIVES CONSIDERED

No other alternatives were considered.

#### RELATIONSHIP TO LONG-RANGE FACILITY PLANS

This project is consistent with the life and health science mission on the IUPUI campus.

#### HISTORICAL SIGNIFICANCE

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

#### STAFF ANALYSIS

1. The primary funding source utilized to pay for debt service and operating expenses is increased indirect cost recoveries (ICR) generated from new grants and contracts. These new grants and contracts are made possible through the expansion of research laboratory space. Increased space allows existing research faculty and staff to conduct more research projects at one time, thus potentially making each researcher more productive. The increased research space of the Science and Engineering Laboratory Building will allow the School of Science and Engineering Technology to attract new grants. All of this generates additional ICR to help pay the debt service and operating costs of these new facilities.

2. In recognition of the fact that Indiana post secondary institutions were not attracting federal research grants at as a high a level as some of our peer states and institutions, the Commission included a section on the importance of have strong and vibrant research institutions as a part of Indiana's system of higher education in *Reaching Higher*. To that end, the Commission has recommended a research support incentive formula in the funding recommendations since 2003 and has recommended several new research facilities be constructed on the campuses of our major research institutions. Since 2000, Indiana University has increased the research space on the IUB and IUPUI campuses by approximately 500,000 GSF. Also between 2000 and FY 2010, Indiana University has doubled the amount of sponsored research from \$300,000,000 to \$600,000,000.
  
3. As stated in the project description, Science and Engineering Laboratory Building will be financed through a relatively new statute (I.C. 21-35-3-7) that allows IU and PU to issue debt without General Assembly approval "if revenue from state, federal, local, or private gifts, grants, contractual payments, or reimbursements is available in an amount that is reasonably expected to at least equal the annual debt service requirements of the bonds and the costs to operate the research facility for each fiscal year that the bonds are outstanding ." The financing plan presented by IU is to issue \$17,000,000 in (non fee-replaced) debt, use \$7,000,000 in cash from proceeds of research commercialization and \$1,000,000 in cash of existing indirect costs recovery. IU reports that the University receives approximately \$70,000,000 to \$75,000,000 per year in indirect cost recovery. The debt service on this facility will be approximately \$1.5M and operating and maintenance costs are expected to be \$1.2M per year. IU has issued debt for one other facility under this statute (Research III) and reports the financing plan is operating smoothly.

**COMMISSION FOR HIGHER EDUCATION**

Friday, May 14, 2010

**DECISION ITEM B-6: 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:

- Center for Hospitality and Tourism Management on the Purdue University Calumet Campus: \$4,700,000

**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, May 14, 2010*



## **Background Information on Capital Projects on Which Staff Propose Expedited Action**

May 14, 2010

### **B-2-10-6-13 Center for Hospitality and Tourism Management on the Purdue University Calumet Campus: \$4,700,000**

The scope of this project involves the conversion of the Purdue University Calumet Conference Center into the Center for Hotel, Tourism and Management. Having a facility dedicated to the program will enable the current number of Hotel, Tourism and Management majors to grow from 250 to over 400 majors by 2014. Approximately 10,975 square feet of existing space in the Conference Center will be remodeled and approximately 1,170 square feet of additional space will be constructed. The project is funded through \$3,000,000 in gift funds and \$1,700,000 in PU Calumet reserves.







## Summary of FY2011 Budgets for TICO and *u.select*

### Ball State, Transfer Indiana Central Office (TICO)

|   |            |
|---|------------|
| Personnel                                     | \$ 170,610 |
| Office Operation, Training, Travel, Marketing | \$ 47,000  |
| Administrative*                               | \$ 32,642  |
| <hr/>   |            |
| TICO Total                                    | \$ 250,252 |



### redLantern, LLC *u.select* Software

|                            |           |
|----------------------------|-----------|
| Statewide Subscription Fee | \$ 59,000 |
|----------------------------|-----------|

#### License covers:

- All Public Campuses
- Indiana Wesleyan University
- University of Indianapolis
- Valparaiso University

|                                 |            |
|---------------------------------|------------|
| Total, TICO and <i>u.select</i> | \$ 309,252 |
|---------------------------------|------------|

\*Indirect cost recovery rate of 15%



# COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

## 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. ISU-Indpls. Aviation Technology Center | Master of Business Administration       | 05/05/09             | Under CHE review.            |
| 2. ITCCI-Fort Wayne                       | A.S. in Office Administration           | 10/30/09             | Proposal withdrawn by ITCCI. |
| 3. IU Indianapolis                        | Ph.D. in Applied Earth Sciences         | 12/18/09             | Under CHE review.            |
| 4. IU Indianapolis                        | M.A. in Art Therapy                     | 12/18/09             | On May agenda for action.    |
| 5. BSU                                    | B.A./B.S. in Construction Management    | 12/23/09             | Under CHE review.            |
| 6. VU- Aviation Tech. Ctr. in Indpls.     | A.S. in Aviation Flight Technology      | 02/04/10             | On May agenda for action.    |
| 7. ITCCI-Sellersburg                      | A.S. in Physical Therapist Assistant    | 02/18/10             | Under CHE review.            |
| 8. ITCCI-Kokomo @ Logansport              | A.S. in Education                       | 02/18/10             | Under CHE review.            |
| 9. ITCCI-South Bend @ Warsaw              | A.A.S. in Advanced Manufacturing        | 02/18/10             | On May agenda for action.    |
| 10. Purdue thru the IUPUI campus          | B.S. in Energy Engineering              | 02/23/10             | Under CHE review.            |
| 11. IU East-Statewide via Dist. Ed. Tech. | B.A. in Natural Science and Mathematics | 03/12/10             | On May agenda for action.    |
| 12. BSU-Statewide via Dist. Ed. Tech.     | M.A. in Education, Business Education   | 04/29/10             | Under CHE review.            |
| 13. ITCCI-Indianapolis                    | A.A.S. in Electroneurodiagnostics       | 04/22/10             | Under CHE review.            |
| 14. ITCCI-South Bend                      | A.S. in Nanotechnology                  | 04/22/10             | Under CHE review.            |
| 15. ITCCI-Madison @ Madison & Lawbrg.     | A.S. in Imaging Sciences                | 04/22/10             | Under CHE review.            |
| 16. VU                                    | A.A.S./A.S. in Welding Technology       | 05/03/10             | Under CHE review.            |



## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### **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

*C-1-10-2-07 Indiana State University  
Rankin/Parsons Hall Roof and Plaza Walkway Replacement  
Project cost: \$2,000,000*

*The Indiana State University Board of Trustees has authorized me to request your consideration and approval of an expenditure of \$2,000,000 for the replacement of the roof and plaza walkway that is a part of the Rankin/Parsons and Tirey complexes on the Indiana State University Campus. Funds for this project will consist of \$2,000,000 from ARRA (a) funding to be used as 2009-10 R&R replacement.*

*A-2-10-2-19 Indiana University – Purdue University Indianapolis  
Glick Eye Institute - Clinical Quad Site Improvements  
Project cost: \$1,500,000*

*The Trustees of Indiana University and I respectively request to proceed with renovations to improve the exterior grounds of the Clinical Quad area located on the IUPUI campus. This project includes improvements to building/quad pedestrian access, vehicular control for service/life safety, public gatherings and special events. The estimated cost of this project is \$1,500,000 and will be funded from Campus Reserves and School of Medicine Funds.*

F-0-11-6-01

*Ivy Tech Community College of Indiana  
Qualified Energy Savings Project - Indianapolis  
Project cost: \$3,300,000*

*On behalf of the Board of Trustees of Ivy Tech Community College of Indiana, I hereby request authority to proceed with a Qualified Energy Savings Profit (QESP) at its Fall Creek Campus site in Indianapolis estimated to cost \$3,300,000 to be funded through the borrowing authority for qualified energy savings projects for academic facilities provided by Indiana Codes IC 21-33-4 and IC 21-34-10-7.*

*The primary objective of the Qualified Energy Savings Project for Ivy Tech Indianapolis Fall Creek Campus is to reduce utility and maintenance costs by upgrading or replacing selected mechanical, electrical, and plumbing systems, some of which are beyond their anticipated useful life, in the North Meridian Center (NMC) and Glick Technology Center (GTC) buildings. The secondary objective includes reducing maintenance costs of those systems.*

*Energy conservation measures are related to the following systems:*

- Replacing steam boiler systems with high efficiency hot water heating systems*
- Replacing temperature controls with state of the art direct digital controls*
- Retrofitting lighting systems with current high efficiency lighting*
- Sealing both buildings to reduce air leakage*
- Retrofitting restrooms with utility saving fixtures*
- Updating combustion air controls to boilers*
- Installing power management to existing PCs on all Ivy Tech Campuses*

*Since this request was first submitted, February 16, 2010, the College and Honeywell have been able to identify significantly higher savings by expanding the personal computer power management software to all College campuses. This change will increase annual savings for the project by at least \$259,500, reducing the project payback time to approximately seven years.*

E-1-10-2-01

*Vincennes University  
Tecumseh Dining Center Renovation  
Project cost: \$1,500,000*

*Vincennes University respectfully requests authorization to proceed with the renovation of Tecumseh Dining Center located on the Vincennes Campus at an estimated cost of \$1,500,000 to be funded entirely by auxiliary housing reserves. This major renovation will include significant electrical and mechanical upgrades. In addition, there will be enhancements to the overall general appearance of the facility which will include replacement of interior walls, pillars, flooring, etc.*

## II. NEW CONSTRUCTION

None.

## III. LEASES

None.

## IV. LAND ACQUISITION

None.

## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### 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-0-02-1-12      Ivy Tech Community College of Indiana  
Muncie/Anderson A&E  
Project Cost: \$4,800,000

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 and Renovation project at the ITCCI Muncie and Anderson sites. The nature and scope of the new construction projects are yet to be determined. The expected cost of the project is \$4,800,000 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.

E-1-07-1-01 Vincennes University  
Advanced Manufacturing and Training Center in Jasper  
Project cost: \$8,850,000

Vincennes University seeks authority to proceed with the construction of an Advanced Manufacturing and Training Center in Jasper. The total project cost is expected to be \$8,850,000. The 2007 Indiana General Assembly authorized \$8,000,000 in fee replaced bonding authority for this project. VU will raise the other \$850,000. 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.

A-2-07-1-02      Indiana University – Purdue University Indianapolis  
Neurosciences Research Building  
Project Cost: \$53,000,000

The Trustees of Indiana University respectfully request authorization to proceed with the construction of the School of Medicine’s Neuroscience Research Building located on the IUPUI campus. The project is estimated to cost \$53,000,000 of which \$43,000,000 will be funded through fee-replaced academic facilities/student fee bonds. In addition, the university will contribute \$5,000,000 from School of Medicine Gifts and \$5,000,000 from Auxiliary Reserves to this critical project.

G-0-09-1-01      University of Southern Indiana  
USI Teaching Theatre – Replacement Project  
Project Cost: \$16,500,000

The Board of Trustees of the University of Southern Indiana propose the construction of a \$16,500,000 Teaching Theatre to replace the current theatre, costume shop, and scene shop located approximately four miles from campus. The University received \$15,000,000 in bonding authorization from the 2009 Indiana General Assembly. However, USI requests only \$13,000,000 in fee-replaced bonding and will raise the additional funds themselves.

II.      REPAIR AND REHABILITATION

None.

III.     LEASES

None.



## COMMISSION FOR HIGHER EDUCATION

Friday, May 14, 2010

### INFORMATION ITEM D: Minutes of the March 2010 Commission Working Sessions

#### MINUTES OF COMMISSION WORKING SESSIONS

Thursday, March 11, 2010

##### I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 6:00 p.m. (ET) at IUPUI University Place Conference Center, Indiana Room, 850 W. Michigan, Indianapolis, Indiana. Commission members in attendance were Cynthia Baker, Dennis Bland, Jon Costas, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, George Rehnquist, Ken Sendelweck, and Clayton Slaughter.

Also present were President Tom Snyder (ITCC), Jeff Terp, Jim Steck (ITCC-Richmond), Don Doucette, and Chair of the Board of Trustees Kaye Whitehead. Staff present was Jason Bearce, Catisha Coates, Haley Glover, Bernie Hannon, Teresa Lubbers, and Ken Sauer.

##### II. DISCUSSION

- A. Acting Chair Ken Sendelweck called the meeting to order at 6 PM.
- B. Ivy Tech Community College of Indiana President Tom Snyder presented information about the College's strategic planning process, which began about 18 months ago. The process involved thousands of people across the College. The College's new mission, "Changing Lives, Making Indiana Great" reflects the idea that the College serves Indiana, and in effect, operates as an arm of state policy.
  - a. The College has seen unprecedented growth in the past year, with enrollments increasing by 31% from Fall 2008 to Fall 2009. As a result, funding per student has decreased by 24%, as state appropriations have not kept up with enrollments.
  - b. The College has established a set of benchmarks for completion and progress, measured at the 90<sup>th</sup> percentile of community colleges nationwide.
  - c. The College is working to better meet students where they are, noting that they are instituting a mandatory orientation for all students to acquaint them with available services, and that they are putting financial aid refunds on ATM cards to save the students' check cashing fees.
    - i. President Snyder and Provost Doucette argued that the current methodology for calculating completion rates is very flawed—many students do not enter community college with the intention of completing an Associate's degree.
  - d. A portion of the conversation was dedicated to a discussion about the ratio of full-time to part-time faculty. It is estimated that currently about 85% of the faculty is part-time, and that student advising and curriculum development is handled by full-time faculty. In order to get to a ratio of 50% full-time to 50% part-time, \$40M in new funding would be needed.
- C. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs, led a conversation about distance/online education. The current Commission policy, which was developed about ten years ago, references cost only in that an Indiana resident taking an online course cannot be charged more than a non-resident student.
  - a. Dr. Sauer noted that two programs on the Friday Commission agenda are distance programs, and that three questions frame the issue:

- i. Is it possible to think of distance education as a less costly delivery method, resulting in lower fees?
  1. In the case of the Ball State program, fees are 30% less than on-campus fees. The Purdue Aero/Astro program charges 300% the cost of on-campus fees.
- ii. Should Indiana residents pay less than non-residents who take distance education from Indiana colleges?
  1. Ball State University resident students will pay 45% less than non-residents. Purdue does not distinguish between residents and non-residents.
- iii. To what extent should distance education fees be driven by the market?
  1. Ball State's education program is a widely offered one, where the market is not really an issue. Purdue's program is a niche program, and Purdue's fees are in the middle of peer institution costs for professional engineering programs.
- b. Ivy Tech Provost Don Doucette noted that faculty interaction provides the value-add to distance education. Ivy Tech charges \$15/credit hour in additional fees for online/distance education. He noted that online students require additional services, and that new ways of delivering those services to an online population need to be developed, adding costs.
- c. Teresa Lubbers, Commissioner, commented that the higher price for online education is disappointing, given the expectation by so many that distance education would be a price-reducer for students.
- d. The group determined that the distance education policy should be revisited and updated.

### **III. ADJOURNMENT**

The Chair adjourned the meeting at approximately 8:30 p.m. (ET).

## MINUTES OF COMMISSION WORKING SESSION

Friday, May 14, 2010

### I. CALL TO ORDER

The Commission for Higher Education met in working session starting at 7:45 a.m. (ET) at IUPUI University Place Conference Center, Indiana Room, 850 W. Michigan, Indianapolis, Indiana, with Chair Michael Smith presiding. The following members were present: Cynthia Baker, Dennis Bland, Jon Costas, Jud Fisher, Gary Lehman, Marilyn Moran-Townsend, Chris Murphy, George Rehnquist, Ken Sendelweck, Clayton Slaughter, and Mike Smith.

Staff present was Jason Bearce, Catisha Coates, Nicole Crouse, Jean Dugan, Haley Glover, Bernard Hannon, Teresa Lubbers, and Ken Sauer.

### II. DISCUSSION

- A. Gary Lehman, Chair of the Commission's Human Resources Committee, notified the Commission that he, Teresa Lubbers and Mike Smith had recently met to conduct an HR review. He noted that Teresa had provided the results of her "listening sessions" with staff, commenting on staff attributes and developmental needs. Teresa noted that there is a lingering "front burner" issue in the evolution of Learn More Indiana, and that we will need to focus more on how this organization operates as a CHE priority. She also commented that the Commission asks a lot of its staff, but all staff members share a commitment to their jobs and the mission of the Commission. Mike Smith added that the Commission should reflect on the productivity of this staff, which is blessed by a talented organization and great leadership.
- B. Haley Glover, Associate Commissioner for Policy and Planning Studies, provided a review of the Commission's current reciprocity agreements: Kentucky and Ohio.
  - a. The current Kentucky agreement is in place through the end of FY13 (June 30, 2013), and while about 200 more Kentucky students enroll in Indiana schools, fiscally this agreement works in Indiana's favor.
  - b. The Ohio agreement, which has been in place since 2004 (and was allowed to expire for the 2007-08 school year) has never achieved parity in enrollment or fiscally. Currently, 1,043 Ohio students enroll at Indiana institutions at an estimated cost between \$1.65M and \$5.4M (depending on BSU's inclusion in cost, as this institution does not participate in the enrollment growth funding formula). Only 272 Indiana students enroll at Ohio institutions, at a cost of approximately \$732K.
    - i. The Commission requested additional information to determine why parity does not exist: whether in-state tuition rates are significantly lower in Indiana than in Ohio, in particular.
  - c. This issue will be deliberated prior to the Commission's May meeting due to the deadline for signature of the agreement.

### III. ADJOURNMENT

The Chair adjourned the meeting at 8:55 a.m. (ET).