



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, November 10, 2016

101 West Ohio Street, Suite 300
Indianapolis, IN 46204-4206
Tele: 317-464-4400 | Fax: 317-464-4410

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**NOVEMBER COMMISSION MEETING
AGENDA**

Wednesday, November 9, 2016

UNIVERSITY OF SOUTHERN INDIANA

8600 University Boulevard
Evansville, Indiana 47712

STUDENT SUCCESS AND COMPLETION COMMITTEE

2:00 P.M. – 3:30 P.M. CST
Griffin Center
Meeting Room B

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700
PIN: 230295#

WiFi INFORMATION:

usi4iche

CAMPUS TOUR

4:00 P.M. – 5:45 P.M. CST
Physical Activities Center
Public Safety Building
Applied Engineering Center
Welcome Center and Performance Center
Depart from Griffin Center Parking Lot – Vans will be provided

RECEPTION AND DINNER

6:15 P.M. – 8:00 P.M. CST
Griffin Center
Great Hall

HOTEL ACCOMMODATIONS

Holiday Inn Express West
5737 Pearl Drive
Evansville, Indiana 47712
(812) 421-9773

****All events take place on CENTRAL TIME****

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, November 10, 2016

COMMISSION MEETING

University of Southern Indiana
Griffin Center
8600 University Boulevard
Evansville, Indiana 47712

COMMISSION MEMBER BREAKFAST

8:00 A.M. – 9:00 A.M. CST
Griffin Center
Meeting Room A

Breakfast Guest

President Linda L. M. Bennett

STAFF BREAKFAST

8:00 A.M. – 9:00 A.M. CST
Griffin Center
Meeting Room B

WORKING SESSION

9:00 A.M. – 11:30 A.M. CST
Griffin Center
Great Hall

CALL IN INFORMATION:

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WORKING SESSION TOPICS

- Indiana University Bloomington Master of Architecture
- Budget Recommendations
- Educational Attainment
- MCMC Update
- Dual Credit Update
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M. CST

Griffin Center
Meeting Room A

Lunch Guest

Dr. Ronald S. Rochon
Provost

STAFF LUNCH

11:45 A.M. – 1:00 P.M. CST

Griffin Center
Meeting Room B

BUSINESS MEETING

1:00 P.M. – 3:00 P.M. CST

Griffin Center
Great Hall

CALL IN INFORMATION:

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I. Call to Order – 1:00 P.M. (*Central*)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
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 1. Brandon Busted, Executive Director, Education & Workforce Development, Gallup
 2. Robert Johnson, Ph.D., Executive Director, Education Matters Southern Indiana
 3. Chris Hargett, Senior Director, Training, Heartland Payment Systems

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 1. Bachelor of Science in Medical Imaging Technology to be offered by Indiana University Northwest

- 2. Bachelor of Science in Clinical Laboratory Science to be offered by Indiana University South Bend
- 3. Bachelor of Science in Applied Health Science to be offered by Indiana University Regional Campuses
- C. Capital Projects for Full Discussion
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 - 1. University of Southern Indiana – Health Professions Center Renovation

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- C. Capital Projects Awaiting Action..... 71
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**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **December 8, 2016, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, October 13, 2016

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Purdue University, 128 Memorial Mall, West Lafayette, IN with Chairman Dan Peterson presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, John Conant, Jon Costas, Susana Duarte De Suarez, Lisa Hershman, Chris LaMothe, Mika Mosier, Chris Murphy, Dan Peterson, John Popp and Caren Whitehouse.

Members Absent: Jud Fisher and Allan Hubbard

CHAIR'S REPORT

Chairman Peterson began his report stating on behalf of the Commission, I would like to thank Purdue University for providing us with a tour of campus and your hospitality last evening, and give a special thank you to the Purdue Board of Trustees for joining us for breakfast this morning. We appreciate Purdue University hosting our meetings this week, particularly during your homecoming events.

Last month we announced that the Student Advocates Conference will take place again this year on December 1-2 in Indianapolis. Registration for that event is now available on the Commission's website, and the Commission is accepting proposals for breakout sessions and will begin the review process on Friday, October 14th; this process will continue until all session times are filled.

Additionally, please save the date for the 2017 H. Kent Weldon Conference for Higher Education, scheduled for April 4th next year. The conference will be held at the Marriott North, as it has been in recent years.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, I want to begin by sharing with you more good news about our former Chair, Dennis Bland. On September 17th, he was honored at "A Salute to African American Men" as one of four honorees for the inaugural event. Founded in Cincinnati in 2010, the event honors the accomplishments of African American men who have succeeded against all odds and achieved special greatness. Each honoree received a grant from The Men of Honor Foundation to designate to an organization of his choice. Dennis selected Young Men, Inc. – led by

Reverend Malachi Walker, as the recipient of his grant. Congratulations, Dennis, on this most recent honor.

As you will recall, the Commission was charged by the Legislature with developing and marketing a campaign to recruit high performing students into the teaching profession – the Next Generation Teacher Scholarship. Speaker of the House, Brian Bosma, authored the bill and it received broad bipartisan support. Josh Garrison of our office has overseen the work, and we are very excited about the design of the program and its potential to both inspire prospective teachers while also lifting up the value and prestige of the profession. The video – which we’re going to show you – has had 22,000 views on YouTube in less than a week. Television, radio and digital ads will be running throughout the month. The response from all parties, especially teachers and policymakers, has been very positive. The applications open November 1st and close December 31st. We wanted to give you a chance to share our enthusiasm for the campaign by sharing the short video with you today.

Another interesting data point: Nearly 10,000 FASFAs (free application for federal student aid) have been filed in the first week of the FAFSA being opened. This is the first time that students and families are able to file this early since the federal government now allows a prior year’s tax return to be used. Bottom line: this will allow early application filing.

Another bit of good news: earlier this week we announced a partnership with Amazon and Indiana INTERNnet that will provide 100 paid internships for low income Hoosier students. This is the largest corporate commitment of paid internships for our EARN Indiana work-study program and aligns perfectly with the Career Section of “reaching Higher, Delivering Value.”

In addition to the good news we shared with you this morning about the Gear-Up Grant with Purdue, I wanted to highlight another good news Purdue story. I recently learned that student/parent borrowing at Purdue is down 30% since 2012 – that’s a drop of \$55 million.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER, 2016 COMMISSION MEETING

R-16-07.1 RESOLVED: That the Commission for Higher Education hereby approve the Minutes of the September 2016 regular meeting (Motion – Hershman, second – Bepko, unanimously approved)

II. BUSINESS ITEMS

A. 2017-2019 Indiana Postsecondary Institution Budget Presentations

1. Purdue University

President Mitch Daniels presented this item.

Dr. Bepko stated that President Daniels shared a slide suggesting the amount of state appropriation for Purdue has declined over the last six years or so and enrollments have

increased. In response to his question whether the per capita appropriation would be reduced by an even greater percentage, President Daniels said it would be less. He said it is fair to say that enrollment was flat or even slightly down in some of those years, but not enough to explain those facts. Purdue now has the largest student body ever, close to 31,000, very much by design.

Ms. Lubbers stated you will see change going forward when you look at the demographics with the reduction of international students compared to the residential students and, of course, performance funding going to Hoosier students. She stated that balance may shift in the future.

Mr. Popp expressed his appreciation for Purdue taking the position of freezing tuition and thinks it was a groundbreaking idea. He said you can't really ask universities to cut tuition, but to freeze it is something that is possible and congratulated President Daniels. In response, President Daniels thanked Mr. Popp and said that the trustees thought it was the right and appropriate thing to do and thinks it is working out well. When they surveyed the 48,000 people that applied to Purdue this year why they were interested, or when they surveyed those coming why they chose Purdue, academic reputation and commitment to affordability tied for number one.

Mr. Costas stated that the Polytechnic High School is a tremendous development helping the state solve some of the challenges in the urban areas and expressed his excitement to see that take shape. In response to Mr. Costas' question if the school will be fairly self-sustaining financially or will resources need to be allocated into it, President Daniels said they hope so. He said it will be a charter school under a very creative act of the legislature, called an Innovation School. An agreement has been worked out with Indianapolis Public Schools which does provide most of the dollars that any other public school would receive. In exchange, the school district gets to use the results and contribute the overall results for the district. Purdue will certainly have to raise some money and he put out a request to Purdue graduates saying they need construction work, painters and more and is hopeful for a little in-kind work. The goal is that this high school will stand on its own financial feet at some point and on the projections they have, it would in about the third or fourth year.

Ms. Mosier commended President Daniels on the Polytechnic High School and thinks it is an amazing opportunity for a lot of these children in the urban areas. She stated that she knows his hope is to spread it across the state. Ms. Mosier said you are wanting to automatically enroll these students into Purdue. In response to her question regarding how that will affect the number of students you are able to accept from outside of those high schools, President Daniels stated that he didn't believe it should affect it because they are looking to add to the number of students from that district that make it to Purdue. Purdue will work just as hard to recruit students from every other high school in IPS or every similar district elsewhere. Just because we have hit these record levels of first generation and underrepresented students, we're not where we want to be yet.

In response to Ms. Mosier regarding how the infrastructure Purdue has in place will support plans to expand as necessary, President Daniels stated there is a new phenomenon known as an innovation district, referring to a place adjacent to a

university like Purdue in which it is hoped you can recruit people to live and to work. This district has been designated by the state and there is room to grow and one of the first elements will be additional housing. President Daniels hope is that it will push that percentage of on-campus students up further. He said they imagine in a few years Indiana may be host to some very interesting companies who see great opportunity to site in a place that is good for business and has these assets – a 7,000 foot runway, rail and interstate access and is literally on the edge of a research university.

Mr. LaMothe commended President Daniels on a laser focus on multiple higher education issues including cost that are being addressed in both innovative and pragmatic ways. He referred to his last slide with an equation, quality divided by cost equals value. Mr. LaMothe stated he likes the word quality because there is no question higher education is under pressure to get costs down, make it accessible and affordable, and move kids through in a reasonable amount of time. One of the biggest challenges is how to do all of that and maintain, if not actually improve, quality. He commented that as Purdue moves down this path, the top line, quality, is absolutely critical to the reputation of Purdue. The collaboration he hopes to see with higher education partners is around quality and how to measure and manage it as it is as critical as the cost issue. President Daniels stated that he is exactly right, it wouldn't do Purdue any good just to hold down the cost of education if it wasn't a good education.

Ms. Duarte de Suarez stated there was very interesting data shared about how Indiana is not retaining a lot of graduates that are coming out of our colleges and universities. She said most of the discussion we've had so far is about undergraduates and acquiring their degrees. We haven't really talked about graduate degrees and the efforts that you are undertaking to retain some of that talent in Indiana. In response, President Daniels said that it is really an economic development question. In 2012 the Census Bureau found that more college graduates moved in to Indiana than moved out. We need that to be a pattern over a long time. We all feel personally the so-called "drain" but we don't notice the gain. The best surveys we have say that about 15% of our out of state students take their first job in Indiana. The growth in the life sciences and the IT community around Indianapolis and around Purdue's campus are picking up a lot of brilliant people who came to Purdue from somewhere else. If we get smarter about VISA policies in the United States, I promise you that some of our international students would love to stay. A lot of students leave Purdue, take a first job elsewhere and find their way back with great work experience. It's always on our mind that if we can become an economic engine, we can lean against this problem that bothers us all.

Mr. Peterson followed up to President Daniel's last point that we do have young people that get their degrees in Indiana and leave. He thinks it's laudable that we try and keep more in Indiana but it's inevitable that a lot of these kids who've been born and raised in Indiana want to try something different. The key is being able to bring them back. It was his understanding that Purdue was reaching out to former Indiana-based students to bring them back and has always thought that if there are lessons learned there, all of our universities should do more and attempt to not lose track of them over a more extended period of time and reach them when they're at that age when they're likely to come back home to raise children, etcetera.

Mr. Bland asked President Daniels to speak about the issues he presented today within the broader context of leadership, meaning, as you think about these issues, what does he see statewide and nationally that has him as a leader excited or having some trepidation. President Daniels said that the technology of learning is rocketing ahead and even at a high-tech place like Purdue it is hard to keep up with what people are doing. There are a lot of people who believe this entire residential mode will be outmoded and that high quality education will be available very inexpensively in the comfort of your own home. He also worries that large segments of the economy will decide that a college diploma is no longer a sufficient proxy for the talent they're looking for and will start devising their own methods of testing and credentialing people. Amazon University, for instance, is already conferring certificates that other businesses are willing to honor. He thinks they're in a race to prove that institutions like Purdue can add value that cannot be delivered in some other way. That will have everything to do with personal engagement with faculty, hands on learning, working in groups and teams like in the Polytechnic Institute and undergraduate research. We have to race on the quality line and hopes that Purdue can show leadership in that respect.

2. Ball State University

Interim President Terry King presented this item.

Mr. Peterson stated that he really appreciated President King pointing out some of the high points that Ball State has become so well-respected and known for as it relates to immersion, entrepreneurship, efficiency and effectiveness.

In response to Dr. Bepko with regard to how President King views the relationships between the new Health College and the College of Nursing and if they'll be in the same building at some point, President King said that the School of Nursing will be in the College of Health so they're in the same college. Nursing, Social Work, Speech Pathology, Audiology, Health Sciences and Kinesiology will all be collocated in that same facility. Kinesiology has a tremendous Human Performance laboratory and when President Daniels was talking about NASA, he recalled that almost all of the astronauts have gone through that Human Performance lab and left tissue samples there for them to study. Also on the Ball State Campus, Ball State faculty members are teaching at the IU Medical School in Muncie. Those students and faculty members are interacting with this college, so even though they are a separate entity they are closely tied.

Mr. Murphy asked for clarification on the budget request for an additional \$5 million for 20 new interactive learning classrooms. He said Ball State shows \$7.5 million and \$2.5 million in 2018 and 2019. President King stated the extra \$5 million comes in 2018 and then it drops back down to the \$2.5 million level. He said one could think of it as a capital request, but the way that Ball State is using it for operations, he thinks it makes sense to have it plugged in here.

In response to Mr. Bland with regard to what President King sees as the challenges and issues within the context of his charge at Ball State and Ball State's mission, President King stated that once you get by the operational concerns that all presidents have about how do you find enough resources to do what you're currently doing, it's then thinking

about what do we need to be thinking about five, ten and fifteen years down the road. Innovation and entrepreneurial thinking are extraordinarily important because we cannot predict everything that is going to happen. As an example, about six or seven years ago, we focused on where we thought we had to be in this constellation of opportunities especially with respect to online education and the future of education using adaptive technology. The conclusion we came to at that point is that those things are coming together and made a strong effort to ramp up our online opportunities while at the same time developing the already strong technology we had and expanding that to other areas. What we have now happening is that over half of our undergraduate students take at least one online class every year. That allows them to get their degrees faster because they can fit that into their work schedule or while working an internship somewhere and keep up. So that is the kind of innovation that has to happen. We think in the next few years, the changing classroom environment will be a big part of that, hence the interactive learning spaces.

3. Ivy Tech Community College

President Sue Ellspermann presented this item.

Mr. LaMothe congratulated President Ellspermann on her appointment to Ivy Tech as well as to Ivy Tech because he thinks it is a great match in terms of the skillsets that you bring to the institution. He stated that it is a very complex mission in that when Ivy Tech was originally conceived and put together as a statewide community college system, the heavy focus was what you indicate on the last page, which was a focus on associate degrees. It was a front door into higher education with the hope that it would then move up which is critical. Along the way, Ivy Tech has also picked up the complexity of a workforce development component, such as certifications. Those are two very different things that require different disciplines.

Mr. LaMothe requested President Ellspermann comment about how she envisions going forward in trying to serve two very distinct and separate missions with different incentives. President Ellspermann stated that one of the levels of complexity is 32 campuses across the state being the largest singly accredited community college in the nation. Any state in the nation would envy what we have in Ivy Tech because we have this ability to impact workforce across an entire system. The transfer side is a more recent growth of community college and that ability for someone in Evansville or Batesville to their first two years locally. Where we've seen this work so well in agriculture with Purdue. Purdue is still the agriculture college, but right here in Lafayette, Ivy Tech is the number two agriculture school in the state. Ivy Tech Columbus is the third agriculture school in the state and approximately 50% will get their associate degree and stop and have what they need to go into a career in agriculture where they may be working for a chemical company. The others will transfer to Purdue and finish. They wouldn't be able to do that except for an Ivy Tech.

President Ellspermann went on to say that their missions are both student success and is workforce alignment and she does not see them as separate things. Many 21st Century Scholars that come to Ivy Tech with lower GPAs that may not succeed at a four-year institution and may not get to a two-year associate degree with Ivy Tech, if they're

failing, Ivy Tech can put them in a shorter term credential so that before they leave they have something. If we do it right, we will be a model for the nation. It is challenging but Ivy Tech is up to the task and President Ellspermann looks forward to evolving with this team, the strategies that have not yet been invented on how we are going to do it. She stated her favorite words are “how might we” and it’s our opportunity to move people out of minimum wage jobs and helping Hoosier have the prosperity they strive for and employers having the workforce that they need.

In response to Dr. Bepko’s request for clarification on the Senate Enrolled Act provision stating you must hire one vice president for your workforce and one for your academic side and if it is useful or permanent, President Ellspermann said that you want to pick carefully who you have in those two positions. She stated that these are not two silos, this is to help accelerate our ability to respond to workforce. These two leaders are demonstrating and reorganizing all the way down that ensures we eliminate silos but that we’re talking and we understand what the workforce needs are. An employer has to feel they have a direct line to us and that is what we are reorganizing.

Ms. Lubbers stated that the language put in by legislature would sunset by 2020. The idea of having that integrated vice president of equal status is one that the college is responsive to and in some ways had people operating like that before, just not called out in statute.

President Ellspermann said that because it is in statute it is not a choice and they will make it work and it will make them more workforce aligned. It is a very visible sign to the entire Ivy Tech institution that these are dual missions.

In response to Ms. Duarte de Suarez’s question with regard to whether there is some level of attention going toward trying to attract the kind of caliber of students, not just retain them, President Ellspermann stated the College Connection Coaches and Achieve Your Degree are part of that effort, and Ivy Tech really needs a series of strategies on both of those. She believes those will emerge as they go through strategic planning. She said the other nice thing about having 14 regions and 32 campuses is that Ivy Tech has a lot of innovation happening at the local level, and, in fact that’s where a lot of the best programs come from in a region that is trying something different. Columbus has just started Commit to Complete. Hearing about how that program has been developed and is increasing the completion rates of the students through mentoring and incentives along the way, Ivy Tech can look to whether it can be scaled and what can the central office do to make that easier to replicate in other areas.

Ms. Mosier commented with regard to Ivy Tech’s strategic plan and the goal of 50% full-time faculty engagement, but the number of full-time faculty is very low and, speaking from a student’s perspective, that presents challenges. She inquired if Ivy Tech is trying to increase the level of faculty engagement if that would mean they are trying to increase the number of full-time faculty and rely less on adjunct. President Ellspermann said that is not included in the budget request because the General Assembly has been generous and that would require additional appropriation to increase full-time faculty numbers.

In response to Ms. Whitehouse with regard to whether or not Ivy Tech will continue to have an active role in remediation for students, President Ellspermann stated that one of the best practices around the corequisite model is that the minimum number of students are having to take something remedial but can move into a corequisite.

Mr. Bland commented how inspired he is by her vision, by the clarity and the strategic thinking. Those three elements say things bode well for Ivy Tech and he is interested in seeing how Ivy Tech takes those different systems and actually create the alignment. That is where you will begin to get a lot of the transformation you are seeking statewide.

Ms. Lubbers commented that Ivy Tech has a full spirit of partnership from the Commission and that we understand that we cannot get to any of our attainment goals, and more importantly what's behind those numbers, without Ivy Tech's success. She stated that she rarely makes comments about capital requests but having been on the Kokomo campus, the needs for Kokomo are just incredible. In the spirit of having equal opportunity on campuses, Kokomo needs some help in that regard. Her only word of caution as we move forward would be her concern about students expected time to completion. She mentions this not because the Commission does not recognize the complexity of the students' lives when they go there but the challenge of course is how do we accept those and, at the same time, remove the obstacles for more timely completion. In that regard, from a financial standpoint, we know that financial aid will run out for those students in four years. We know that if they're not taking, even as a part-time student, 18 credits a year their financial aid is being challenged. It is incumbent on us to try to get more timely completion, while lives are complicated, the benefits that they will accrue will be postponed until they complete. When students come to you and say my life is complicated, I hope we can say, what can we do to help you graduate more quickly.

President Ellspermann said Ivy Tech will encourage it at every turn for them to complete more quickly, but not more quickly than is healthy for them.

B. Academic Degree Program for Expedited Action

1. Masters of Science in Medical Biophysics, Certificate in Medical Physics, and Masters of Science in Health Physics offered by Indiana University Bloomington
2. Technical Certificate in Aviation Technology – Flight Technical, Technical Certificate in Aviation Technology Management, and Associate of Applied Science in Aviation Technology Management offered by Ivy Tech Community College Columbus
3. Bachelor of Science in Public Health in Fitness and Wellness offered by Indiana University Bloomington
4. Masters of Science in Cybersecurity Risk Management offered by Indiana University Bloomington
5. Bachelor of Arts in International Studies offered by Indiana University East
6. Bachelor of Arts and Bachelor of Science in Biochemistry offered by Indiana University Northwest
7. Master of Arts in Teaching English to Speakers of Other Languages offered by Indiana University at Indiana University Purdue-University Indianapolis

R-16-07.2 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Duarte De Suarez, unanimously approved)

C. Capital Projects for Expedited Action

1. Wood Street Utility & Tunnel Infrastructure Repairs – Purdue University
2. Owen Hall East Entrance ADA Accessibility Renovation – Purdue University
3. Feldun Agricultural Center Shop Facility – Purdue University
4. Earhart Hall University Residences Bathroom Renovations Phase VI – Purdue University
5. Calumet Bioscience Innovation Building Planning Funds – Purdue University

R-16-07.3 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Duarte De Suarez, unanimously approved)

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Program Actions Taken by Staff
- C. Capital Projects Awaiting Action
- D. Media Coverage

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 3:47 P.M.

Dan Peterson, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

PUBLIC SQUARE:

Supporting Adult Students

Background

Since Indiana's adult re-engagement campaign *You Can. Go Back.* launched in February, the Commission has been engaging business and community partners to ensure Hoosier adults who have some college but no degree are encouraged to go back and finish what they started.

In the first nine months, the response to *You Can. Go Back.* has been significant: 30 Indiana public and private colleges have signed on as partners; nearly 20,000 Hoosiers have visited the YouCanGoBack.org website; and over 4,700 adults have been matched with one or more partnering colleges. Moreover, major Indiana employers, including Comcast and Cook Group, have announced new programs inspired by *You Can. Go Back.*

As the Commission begins the next phase of this endeavor – getting these adults to actually return – it is more important than ever to examine the challenges of the stop-out population and explore innovative ways that our communities have begun to increase the education attainment level of the adult population. To continue the discussion on this important work, the Commission will have the opportunity to hear from Brandon Busted, Executive Director, Education and Workforce Development at Gallup; Dr. Robert Johnson, Executive Director at Education Matters Southern Indiana; and Chris Hargett, Senior Director of Training at Heartland Payment Systems.

Supporting Documents

Brandon Busted Bio
Robert Johnson Bio
Chris Hargett Bio

Brandon Busteded

Executive Director, Education and Workforce Development Gallup

Brandon Busteded is a Partner at Gallup and Executive Director of Education and Workforce Development. His career spans a wide range of important work in education as an educational entrepreneur, speaker, writer and university trustee. Brandon's work integrates Gallup's research and science on talent, strengths, engagement and well-being to improve student success, teacher effectiveness and educational outcomes. His mission is to create a national movement to measure the educational outcomes that matter most, connect education to jobs and job creation and promote a paradigm shift from knowledge mastery to emotional engagement in education.

With Brandon's leadership, Gallup Education has released several ground-breaking Gallup studies. These include State of America's Schools: The Path to Winning Again in Education, which explores student and teacher engagement in public schools, and Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report, a comprehensive, nationally representative study of U.S. college graduates that focuses on their long-term outcomes in work and life.



GALLUP

Brandon has founded two companies and one nonprofit organization as a social entrepreneur. He is the founder and former CEO of Outside The Classroom, a company that pioneered adaptive online education in alcohol abuse prevention. A three-year, 30-school, national study funded by the National Institutes of Health showed that AlcoholEdu — the organization's flagship alcohol-abuse prevention program — was effective in reducing binge drinking, drunk driving and sexual assaults. More than 5 million students have participated in the program. The company was acquired by EverFi in 2011.

An internationally known speaker and author on education policy, Brandon has frequently written for The Chronicle of Higher Education, Trusteeship Magazine, The Huffington Post, Fast Company and other publications. His work has been featured in The New York Times, The Wall Street Journal, The Washington Post and USA Today and on NPR and the NBC News "TODAY" show, among others.

Brandon received his bachelor's degree in public policy from Duke University and an honorary doctorate from Augustana College. He is a trustee emeritus of Duke and has served on the Board of Visitors of the Sanford School of Public Policy. A former two-sport NCAA Division 1 athlete at Duke, Brandon continues to hone his competitive drive as an avid CrossFitter. He lives in Vienna, Virginia, with his wife, Deanna, and two children, Anabelle and Harrison

Robert Johnson, Ph.D.
Executive Director
Education Matters Southern Indiana

Dr. Robert (Bob) Johnson began his the role as Executive Director of Education Matters Southern Indiana in June, 2016. Robert has more than 35 years in higher education experience as instructor and administrator. His professional background includes Executive Director of LCTCS Online at the Louisiana Community and Technical College System, Associate Dean of Online Learning Initiatives and Director of Online Learning at the Kentucky Community and Technical College System, Director of Kentucky Commonwealth College, founder and Director of the National Distance Learning Center, and founding Director of the Kentucky Telelinking Network. It was as Director of Commonwealth College leading a consortium of Kentucky colleges and universities developing competency-based baccalaureate programs that Bob developed a passion for adult degree completion and decided to expand his role and influence in raising degree attainment in the Southern Indiana community. Bob earned a master's degree in Theatre and PHD in higher education Administration.



Education Matters Southern Indiana (EMSI) is a customer service organization that helps adults with some college and no degree complete a degree or certification. EMSI is an initiative of the Community Foundations serving Clark, Floyd, Harrison, Washington and Scott Counties with additional financial support from Lumina Foundation and Ogle Foundation. In the five county region served by EMSI, only 25% of the workforce has a degree, but one in every four people has earned some college credit.



Chris Hargett

Senior Director of Training Heartland Payment Systems

Chris Hargett is a 16 year veteran of Heartland and the current Sr. Director of Training. In his time at Heartland, Chris has worn many hats. Previous roles held include Customer Advocate, Trainer, Supervisor, Manager, Regional Service Director, and Market Service Director. In late 2009, Chris was asked to step back into the Training role managing the Training and Development Team and help launch a new educational initiative – Heartland University. His current responsibilities are overseeing the development and delivery of new training programs and the Heartland University degree completion program.

Chris was born and raised in Jeffersonville, IN and prior to joining Heartland, was a successful collegiate baseball player and was selected by the Houston Astros in the 1995 and 1996 MLB draft. Chris is a huge UofL fan and also enjoys baseball, coaching softball, funny movies – especially the 80s, and traveling. He earned a Bachelor's Degree in Education from Union (KY) College in 2000. Chris and his wife of 11 years Michelle have 3 wonderful children: Layla (9), Trenton (16), and Zachary (22).



Heartland

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM A:

2017-19 Postsecondary Budget Recommendations

Staff Recommendation

That the Commission for Higher Education adopt budget recommendations for the 2017-19 biennium that are consistent with the supporting document (2017-19 Postsecondary Education Budget Recommendations, dated November 10, 2016).

Background

That the Commission staff be instructed to make any necessary technical corrections to the recommendations adopted today.

The Commission for Higher Education's statutory responsibilities includes:

- i) Review appropriation requests of state educational institutions per IC 21-18-6-1(2); and
- ii) Make recommendations to the governor, budget agency, or general assembly concerning postsecondary education per IC 21-18-6-1(3).

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM B:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Science in Medical Imaging Technology to be offered by Indiana University Northwest
- Bachelor of Science in Clinical Laboratory Science to be offered by Indiana University South Bend
- Bachelor of Science in Applied Health Science to be offered by Indiana University Regional Campuses

Background

The Academic Affairs and Quality (AA&Q) Committee reviewed these proposed programs at its October 24, 2016 meeting and concluded that the B.S. in Medical Imaging Technology to be offered by Indiana University Northwest, B.S. in Clinical Laboratory Science to be offered by Indiana University South Bend, and the B.S. in Applied Health Science to be offered by Indiana University regional campuses (East, Kokomo, Northwest, South Bend, and Southeast), should be placed on the Commission's November 10, 2016 agenda for expedited action.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action, November 10, 2016.

Academic Degree Programs on Which Staff Propose Expedited Action

November 10, 2016

CHE 16-28 Bachelor of Science in Medical Imaging Technology to be offered by Indiana University Northwest

Proposal received on August 22, 2016

CIP Code: 51.0907

Fifth Year Projected Enrollment: Headcount – 28, FTE – 20

Fifth Year Projected Degrees Conferred: 10

Four IU campuses (IUPUI, Kokomo, Northwest, South Bend) currently offer an A.S. in Radiography or Radiologic Technology, and three of those campuses also offer a B.S. in Medical Imaging Technology (all but Northwest). The University requests the Commission to authorize the B.S. in Medical Imaging Technology to be offered by IU Northwest on campus, after which Indiana University will soon seek authorization from the Commission to have all of these four campuses jointly offer an online baccalaureate completion program: students admitted into the online program must hold an associate degree and a professional certification in Radiography, Nuclear Medicine, Sonography, or Radiation Therapy. The joint offering of online degree programs is fully responsive to the Commission's December 2013 *Policy on Regional Campus Roles and Missions*, which states "regional campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities."

The proposed B.S. in Medical Imaging Technology requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University has an articulation agreement with Ivy Tech Community College, which permits students to apply 60 transfer credit hours toward meeting B.S. degree requirements.

CHE 16-30 Bachelor of Science in Clinical Laboratory Science to be offered by Indiana University South Bend

Proposal received on August 22, 2016

CIP Code: 51.1005

Fifth Year Projected Enrollment: Headcount – 68, FTE – 68

Fifth Year Projected Degrees Conferred: 15

Indiana University currently offers the B.S. in Clinical Laboratory Science on two campuses: IUPUI and Southeast. The curriculum for the proposed program includes two minors: Phlebotomy and Molecular Diagnostics. Clinical laboratory personnel can pursue specialties in blood banking, chemistry, cytology, immunology, hematology, histology, microbiology, and phlebotomy.

The proposed B.S. in Clinical Laboratory Science requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The University has an articulation agreement with Ivy Tech Community College, which permits students to apply 60 transfer credit hours from their AAS in Medical Laboratory Science toward meeting B.S. degree requirements.

CHE 16-31 Bachelor of Science in Applied Health Science to be offered by Indiana University Regional Campuses

Proposal received on August 22, 2016

CIP Code: 51.0799

Sixth Year Projected Enrollment: Headcount – 51, FTE – 30

Sixth Year Projected Degrees Conferred: 10

Like the online delivery of the B.S. in Medical Imaging Technology, Indiana University would offer the B.S. in Applied Health Science online through the collaboration of all five of its regional campuses (East, Kokomo, Northwest, South Bend, and Southeast). This completion program, which is designed to articulate with a range of associate degrees, has two tracks: Community Health Educator and Health Administration. Graduates would be prepared for a variety of non-clinical health-related positions. The joint offering of online degree programs is fully responsive to the Commission's December 2013 *Policy on Regional Campus Roles and Missions*, which states "regional campuses should embrace a comprehensive and collaborative strategy for utilizing online and blended courses to provide more degree opportunities."

The proposed B.S. in Clinical Laboratory Science requires 120 semester hours of credit, thus meeting the standard credit hour expectation for baccalaureate degrees. The proposed program is designed to allow students with a variety of health-related associate degrees to fully apply their credits toward meeting B.S. degree requirements.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM C-1:

Auxiliary Library Facility III – Indiana University

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Auxiliary Library Facility III – Indiana University, Bloomington Campus

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Auxiliary Library Facility III – Indiana University

Auxiliary Library Facility III – Indiana University

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests approval to proceed with the construction of Auxiliary Library Facility III (ALF-3), an approximately 32,000-square foot addition to the existing Auxiliary Library Facility located on the Bloomington campus. This project will provide three or four modules of temperature/humidity controlled space for centralized long-term storage of artifacts to be gathered from a variety of collections currently located throughout the campus. Each module will include limited processing and secure study spaces appropriate for each collection type. The addition will include a “link” structure to connect the addition to ALF-1 processing and office areas. This link will also include a loading dock. Construction of this addition will allow collections utilized for teaching and research that are currently stored in various facilities to be located together in one repository with appropriate environmental conditions and security. This will ensure these collections remain accessible for future generations.

Comparable Projects: Construction of Auxiliary Library Facility II on the Bloomington campus was estimated at \$421/gsf.

Funding: This project is estimated to cost \$13,000,000 and will be funded through Campus Funds.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
AUXILIARY LIBRARY FACILITY III

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-08
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

20163802

Project Summary Description:

Indiana University proposes to construct Auxiliary Library Facility III (ALF-3), an approximately 32,000-square foot addition to the existing Auxiliary Library Facility located on the Bloomington campus. ALF-3 will provide three or four modules of temperature/humidity controlled space for centralized long-term storage of artifacts to be gathered from a variety of collections currently located throughout the campus. Each module will include limited processing and secure study spaces appropriate for each collection type. The addition will include a "link" structure to connect the addition to ALF-1 processing and office areas. This link also will include a loading dock.

Summary of the impact on the educational attainment of students at the institution:

Construction of this addition will allow collections utilized for teaching and research that are currently stored in various facilities to be located together in one repository with appropriate environmental conditions and security. This will ensure these collections remain accessible for future generations.

Project Size:	32,000 GSF	23,556 ASF	74% ASF/GSF
Net change in overall campus space:	32,000 GSF	23,556 ASF	

Total cost of the project (1):	\$ 13,000,000	Cost per ASF/GSF:	406.25 GSF
			551.88 ASF

Funding Source(s) for project (2):	\$ 13,000,000 Campus Funds

Estimated annual debt payment (4):	\$ -
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Are all funds for the project secured:	Yes
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Estimated annual change in cost of building operations based on the project:	\$ 257,920
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Estimated annual repair and rehabilitation investment (3):	\$ 195,000
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- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
- (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
- (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
- (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
AUXILIARY LIBRARY FACILITY III

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-08
Campus:	Bloomington	Institutional Priority:	

20163802

Description of Project

Indiana University proposes to construct Auxiliary Library Facility III (ALF-3), an approximately 32,000-square foot addition to the existing Auxiliary Library Facility located on the Bloomington campus. ALF-3 will provide three or four modules of temperature/humidity controlled space for centralized long-term storage of artifacts to be gathered from a variety of collections currently located throughout the campus. Each module will include limited processing and secure study spaces appropriate for each collection type. The addition will include a "link" structure to connect the addition to ALF-1 processing and office areas. This link also will include a loading dock.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

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

Alternatives Considered: Because of the unique requirements of this facility, and the desire to keep all such facilities in one location, this option was determined to be the most responsible.

Relationship to Long-Term Capital Plan for Indiana University: This facility is included in the university's ten-year plan.

Need and Purpose of the Program

Construction of this addition will allow collections utilized for teaching and research that are currently stored in various facilities to be located together in one repository with appropriate environmental conditions and security. This will ensure these collections remain accessible for future generations.

Space Utilization

This project will add study and office facility space.

Comparable Projects

Construction of Auxiliary Library Facility II on the Bloomington campus was estimated at \$421/gsf.

Background Materials

The IU Board of Trustees approved this project at its October 2016 meeting. Project construction will be funded with Campus Funds (current cash balance: \$13,216,623).

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (AUXILIARY LIBRARY FACILITY III)**

AUXILIARY LIBRARY FACILITY III A-1-17-1-08	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	400,417	19,672		420,089			420,089
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861			462,861
Non-class Lab (250 & 255)	549,422	0		549,422			549,422
Office Facilities (300)	1,829,022	44,572		1,873,594		280	1,873,874
Study Facilities (400)	580,762	4,740		585,502		23,276	608,778
Special Use Facilities (500)	369,375	0		369,375			369,375
General Use Facilities (600)	479,291	4,300		483,591			483,591
Support Facilities (700)	286,312	1,763		288,075			288,075
Health Care Facilities (800)	23,719	0		23,719			23,719
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	5,224,105	100,647	-	5,324,752	-	23,556	5,348,308

Notes:

(1) Figures reflect IUB campus academic asf

(2) Represents Luddy Hall School of Informatics & Computing 81,250 asf, and new space in SPEA Renovation and Expansion 19,397asf.

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
AUXILIARY LIBRARY FACILITY III

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-08
Campus:	Bloomington	Institutional Priority:	

20163802

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	July	2017
Start Construction	August	2017
Occupancy (End Date)	August	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 680,000		\$ 680,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 4,850,000		\$ 4,850,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,750,000		\$ 2,750,000
c. Electrical	\$ 1,900,000		\$ 1,900,000
<u>Movable Equipment</u>			
			\$ -
<u>Fixed Equipment</u>			
	\$ 2,000,000		\$ 2,000,000
<u>Site Development/Land Acquisition</u>			
	\$ 350,000		\$ 350,000
<u>Other (Contingency, Admin. & Legal Fees)</u>			
	\$ 470,000		\$ 470,000
TOTAL ESTIMATED PROJECT COST	\$ 13,000,000	\$ -	\$ 13,000,000

(1) Cost Basis is based on current cost prevailing as of: (OCTOBER 2016)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: AUXILIARY LIBRARY FACILITY III

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-1-08
Campus:	Bloomington	Institutional Priority:	

20163802

GSF OF AREA AFFECTED BY PROJECT 32,000

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -		
2. Maintenance	\$ 2.63	\$ 84,160		
3. Fuel	\$ -	\$ -		
4. Utilities	\$ 4.48	\$ 143,360		
5. Other	\$ 0.95	\$ 30,400		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 8.06	\$ 257,920	\$ -	\$ -

Description of any unusual factors affecting operating and maintenance costs/savings.

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM C-2:

Eskenazi Museum of Art Renovations – Indiana University

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Eskenazi Museum of Art Renovations – Indiana University, Bloomington Campus

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Eskenazi Museum of Art Renovations – Indiana University

Eskenazi Museum of Art Renovations – Indiana University

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests approval to proceed with the renovation of the Sidney and Lois Eskenazi Museum of Art located on the Bloomington campus. The university expects to fund the construction of the project with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation (“IUBC”) under IC 21-33-3-5, which would be repaid from gifts or Bloomington campus renovation funds. The principal amount of such borrowing would not exceed the sum of (i) \$30,000,000 for costs of construction, renovation, equipment and other related project components and, (ii) any amounts required to fund a debt service fund, interest rate swap agreements, credit facilities or bond insurance premiums, (iii) costs of issuing the debt, capitalized costs, short term or interim financing instruments, and such other expenses as may be ordinary and necessary or incidental to such financing, and (iv) underwriters’ and original issue discount within the limits prescribed by law. This project will revitalize the existing 119,318-gross square foot museum by reinforcing access to the collections, facilitating connects to the academic curriculum, and improving the visitor experience. All of the existing systems in the building will be modernized including the comprehensive integration of technology into the galleries. The project also includes conversion of the existing Fine Arts library space to museum-focused programs, construction of a new entry, and renovations of the atrium.

Comparable Projects: Comparable projects approved by the Commission include the IUB Old Crescent Renovation - Phase II estimated at \$183/gsf; IUB Kelley School of Business Hodge Hall Renovation & Expansion - Phase II estimated at \$166/gsf; IUSB Administration Building and Riverside Hall Renovations estimated at \$132/gsf; IUPUI Rotary Building Renovation estimated at \$256/gsf.

Funding: This project is estimated to cost \$30,000,000 and will be funded through Campus Renovation Funds and Gifts through the Indiana University Foundation.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
ESKENAZI MUSEUM OF ART RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-06
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:

This project will renovate the Sidney and Lois Eskenazi Museum of Art on the Bloomington campus. The objective of the project is to revitalize the existing 119,318-gross square foot museum by reinforcing access to the collections, facilitating connections to the academic curriculum, and improving the visitor experience. As part of that overall effort, all of the existing systems in the building will be modernized including the comprehensive integration of technology into the galleries. The project also includes conversion of the existing Fine Arts library space to museum-focused programs, construction of a new entry, and renovations of the atrium. The proposed design will result in approximately 39,000 square feet of gallery space; 17,000 of museum support spaces; and over 5,000 of visitor amenities.

Summary of the impact on the educational attainment of students at the institution:

The Eskenazi Museum of Art celebrates its 75th anniversary in 2016. Renovations and new programming spaces are needed to ensure the museum's relevance today and for future visitors and scholarly endeavors. The museum's current facility, designed by I. M. Pei, opened in 1982 and has not had a major renovation. Renovations will provide better accessibility to the museum's vast collection for public visitors, elementary through high school students, and university students and faculty. In particular, students and faculty in the School of Art and Design will benefit from real-life experience in studying, preserving, and educating others about a wide variety of art objects. This training is invaluable to these future professionals as they pursue careers as curators, scholars, art historians, and in other related fields.

Project Size:	119,318 GSF	75,822 ASF	64% ASF/GSF
Net change in overall campus space:	0 GSF	0 ASF	

Total cost of the project (1):	\$ 30,000,000	Cost per ASF/GSF:	\$ 251.43 GSF
			\$ 395.66 ASF

Funding Source(s) for project (2):	\$ 15,000,000	Campus Renovation Funds
	\$ 15,000,000	Gifts through the Indiana University Foundation

Estimated annual debt payment (4): \$ 2,562,705

Are all funds for the project secured: N/A

Estimated annual change in cost of building operations based on the project: \$ -

Estimated annual repair and rehabilitation investment (3): \$ -

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
(2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
(3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
(4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description.

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
ESKENAZI MUSEUM OF ART RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-06
Campus:	Bloomington	Institutional Priority:	
20152482			

Description of Project

This project will renovate the Sidney and Lois Eskenazi Museum of Art on the Bloomington campus. The objective of the project is to revitalize the existing 119,318-gross square foot museum by reinforcing access to the collections, facilitating connections to the academic curriculum, and improving the visitor experience. As part of that overall effort, all of the existing systems in the building will be modernized including the comprehensive integration of technology into the galleries. The project also includes conversion of the existing Fine Arts library space to museum-focused programs, construction of a new entry, and renovations of the atrium. The proposed design will result in approximately 39,000 square feet of gallery space; 17,000 of museum support spaces; and over 5,000 of visitor amenities.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

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

Alternatives Considered: Renovation of the existing structure was found to be the most responsible option, and will maintain the facility's unique architecture as designed by I. M. Pei.

Relationship to Long-Term Capital Plan for Indiana University: This project is included in the university's ten-year plan.

Need and Purpose of the Program

Renovations of this facility will revive the museum's place in our community by enabling visitors of all generations to not just appreciate art, but also engage with the art through programming and integrated technology. The museum and its galleries have not received a major renovation since opening in 1982. With over 45,000 objects, the museum is known for its extensive collections of African and Oceanic art, but also includes works by Claude Monet and Pablo Picasso, as well as jewelry, prints, drawings, and photographs. Renovations will provide better accessibility to the museum's vast collection for public visitors, elementary through high school students, and university students and faculty. In particular, students and faculty in the School of Art and Design will benefit from real-life experience in studying, preserving, and educating others about a wide variety of art objects. This training is invaluable to these future professionals as they pursue careers as curators, scholars, art historians, and in other related fields.

Space Utilization

This project will renovate existing space, and create new exhibition, office, meeting, and other support space.

Comparable Projects

IUB Old Crescent Renovation - Phase II estimated at \$183/gsf; IUB Kelley School of Business Hodge Hall Renovation & Expansion - Phase II estimated at \$166/gsf; IUSB Administration Building and Riverside Hall Renovations estimated at \$132/gsf; IUPUI Rotary Building Renovation estimated at \$256/gsf.

Background Materials

The IU Board of Trustees approved this project at its October 2016 meeting. Project construction will be funded with debt financing in the form of capital lease-purchase obligations with the IU Building Corporation ("IUBC") under IC 21-33-3-5. The cost of the lease will be \$30,000,000, with annual payments of \$2,562,705.

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (ESKENAZI MUSEUM OF ART RENOVATION)**

ESKENAZI MUSEUM OF ART RENOVATION A-1-17-2-06	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	400,417	19,672		420,089			420,089
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861			462,861
Non-class Lab (250 & 255)	549,422	0		549,422			549,422
Office Facilities (300)	1,820,922	44,572		1,865,494		8,100	1,873,594
Study Facilities (400)	560,757	4,740		565,497			565,497
Special Use Facilities (500)	369,375	0		369,375			369,375
General Use Facilities (600)	431,573	4,300		435,873			435,873
Support Facilities (700)	286,312	1,763		288,075		67,722	503,595
Health Care Facilities (800)	23,719	0		23,719			23,719
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	5,148,282	100,647	-	5,248,929	-	75,822	5,324,751

Notes:

(1) Figures reflect IUB campus academic asf

(2) Represents Luddy Hall School of Informatics & Computing 81,250 asf, and new space in SPEA Renovation and Expansion 19,397asf

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

**CAPITAL PROJECT COST DETAILS
ESKENAZI MUSEUM OF ART RENOVATION**

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-06
Campus:	Bloomington	Institutional Priority:	

20152482

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	May	2017
Start Construction	June	2017
Occupancy (End Date)	July	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 2,600,000		\$ 2,600,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 11,400,000		\$ 11,400,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 7,200,000		\$ 7,200,000
c. Electrical	\$ 4,500,000		\$ 4,500,000
<u>Movable Equipment</u>			
			\$ -
<u>Fixed Equipment</u>			
	\$ 1,700,000		\$ 1,700,000
<u>Site Development/Land Acquisition</u>			
	\$ 400,000		\$ 400,000
<u>Other (Contingency, Admin. & Legal Fees)</u>			
	\$ 2,200,000		\$ 2,200,000
TOTAL ESTIMATED PROJECT COST	\$ 30,000,000	\$ -	\$ 30,000,000

(1) Cost Basis is based on current cost prevailing as of: (OCTOBER 2016)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: ESKENAZI MUSEUM OF ART RENOVATION

Institution:	<u>Indiana University</u>	Budget Agency Project No.:	<u>A-1-17-2-06</u>
Campus:	<u>Bloomington</u>	Institutional Priority:	

20152482

	GSF OF AREA AFFECTED BY PROJECT				119,318
ANNUAL OPERATING COST/SAVINGS (1)					
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses	
1. Operations	\$ -	\$ -			
2. Maintenance	\$ -	\$ -			
3. Fuel	\$ -	\$ -			
4. Utilities	\$ -	\$ -			
5. Other	\$ -	\$ -			
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ -	\$ -	\$ -	\$ -	

Description of any unusual factors affecting operating and maintenance costs/savings.

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM C-3:

**Forest Quadrangle Residence Hall Renovation –
Indiana University**

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Forest Quadrangle Residence Hall Renovation – Indiana University, Bloomington Campus

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Forest Quadrangle Residence Hall Renovation –
Indiana University

Forest Quadrangle Residence Hall Renovation – Indiana University

STAFF ANALYSIS

Indiana University, through its Board of Trustees, requests approval to proceed with the renovation of Forest Quadrangle Residence Hall located on the Bloomington campus. This project will include renovations to all floors of towers A and B, to be completed in two phases. Both towers will receive new windows, remodeled core area restrooms and support areas; and new sprinkler, mechanical, plumbing, electrical, data, and security/access systems.

Comparable Projects: Comparable on-campus housing projects approved by the Commission include the IUB Read Hall Renovation - Phase II which was estimated at \$56/gsf.

Funding: This project is estimated to cost \$15,000,000 and will be funded through Residential Programs and Services Funds.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION
FOREST QUADRANGLE RESIDENCE HALL RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-07
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

20152578

Project Summary Description:

This project will renovate Forest Quadrangle Residence Hall on the Bloomington campus. This project will include renovations to all floors of towers A and B, to be completed in two phases. Both towers will receive new windows, remodeled core area restrooms and support areas; and new sprinkler, mechanical, plumbing, electrical, data, and security/access systems.

Summary of the impact on the educational attainment of students at the institution:

These renovations are consistent with the master plan developed by the Department of Residential Programs and Services. This plan has been developed to keep facilities in proper operating condition, to foster retention/recruitment of students, and to provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington.

Project Size:	219,060 GSF	156,596 ASF	71% ASF/GSF
Net change in overall campus space:	0 GSF	0 ASF	

Total cost of the project (1):	\$ 15,000,000	Cost per ASF/GSF:	\$ 68.47 GSF
			\$ 95.79 ASF

Funding Source(s) for project (2):	\$ 15,000,000	Residential Programs and Services Funds

Estimated annual debt payment (4):	\$ -
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Are all funds for the project secured:	Yes
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Estimated annual change in cost of building operations based on the project:	\$ -
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Estimated annual repair and rehabilitation investment (3):	\$ -
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- (1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 - (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 - (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 - (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
- If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOREST QUADRANGLE RESIDENCE HALL RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-07
Campus:	Bloomington	Institutional Priority:	

20152578

Description of Project

This project will renovate Forest Quadrangle Residence Hall on the Bloomington campus. This project will include renovations to all floors of towers A and B, to be completed in two phases. Both towers will receive new windows, remodeled core area restrooms and support areas; and new sprinkler, mechanical, plumbing, electrical, data, and security/access systems.

Relationship to Other Capital Improvement Projects: This project does not affect any other capital improvement projects.

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

Alternatives Considered: Renovation of the existing structure was found to be the most cost-effective option in lieu of all new construction.

Relationship to Long-Term Capital Plan for Indiana University: These renovations are consistent with the master plan developed by the Department of Residential Programs and Services and the university's Bicentennial Strategic Plan.

Need and Purpose of the Program

Objectives of the master plan developed by the Department of Residential Programs and Services are to keep facilities in proper operating condition, foster retention/recruitment of students, and provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. This project will improve student living conditions by updating building systems and restrooms, and installing new windows. Student safety will be improved by upgrading fire protection systems and security/access systems.

Space Utilization

This project will not change the use of space.

Comparable Projects

The IUB Read Hall Renovation - Phase II was estimated at \$56/gsf.

Background Materials

The IU Board of Trustees approved this project at its October 2016 meeting. Project construction will be funded with Residential Programs and Services Funds (current cash balance: \$17,624,470).

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (FOREST QUADRANGLE RESIDENCE HALL RENOVATION)**

FOREST QUADRANGLE RESIDENCE HALL RENOVATION - A-1-17-2-07	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded	Subtotal Current and Future Space	Space to be Terminated	New Space in Capital Request (3)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	400,417	19,672		420,089			420,089
Class Lab (210,215,220,225,230,235)	449,011	13,850		462,861		136	462,997
Non-class Lab (250 & 255)	549,422	0		549,422			549,422
Office Facilities (300)	1,829,022	44,572		1,873,594		849	1,874,443
Study Facilities (400)	580,762	4,740		585,502		207	585,709
Special Use Facilities (500)	369,375	0		369,375			369,375
General Use Facilities (600)	479,291	4,300		483,591		23,200	506,791
Support Facilities (700)	286,312	1,763		288,075		60	288,135
Health Care Facilities (800)	23,719	0		23,719		132,144	155,863
Resident Facilities (900)	54,734	0		54,734			54,734
Unclassified (000)	202,040	11,750		213,790			213,790
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	5,224,105	100,647	-	5,324,752	-	156,596	5,481,348

Notes:

- (1) Figures reflect IUB campus academic asf
 - (2) Represents Luddy Hall School of Informatics & Computing 81,250 asf, and new space in SPEA Renovation and Expansion 19,397asf.
 - (3) Supplemental Residential Programs Space
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS
FOREST QUADRANGLE RESIDENCE HALL RENOVATION

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-17-2-07
Institutional Priority:

20152578

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	January	2017
Start Construction	May	2017
Occupancy (End Date)	June	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering			\$ -
b. Architectural	\$ 661,000		\$ 661,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 5,250,000		\$ 5,250,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 5,500,000		\$ 5,500,000
c. Electrical	\$ 2,850,000		\$ 2,850,000
<u>Movable Equipment</u>			\$ -
<u>Fixed Equipment</u>			\$ -
<u>Site Development/Land Acquisition</u>			\$ -
<u>Other (Contingency, Admin. & Legal Fees)</u>	\$ 739,000		\$ 739,000
TOTAL ESTIMATED PROJECT COST	\$ 15,000,000	\$ -	\$ 15,000,000

(1) Cost Basis is based on current cost prevailing as of: (OCTOBER 2016)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS
FOR: FOREST QUADRANGLE RESIDENCE HALL RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-17-2-07
Campus:	Bloomington	Institutional Priority:	

20152578

GSF OF AREA AFFECTED BY PROJECT 219,060

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -		
2. Maintenance	\$ -	\$ -		
3. Fuel	\$ -	\$ -		
4. Utilities	\$ -	\$ -		
5. Other	\$ -	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	0	\$ -	\$ -	\$ -

Description of any unusual factors affecting operating and maintenance costs/savings.

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM C-4:

Hall for Discovery and Learning Research Third and Fourth Floor Renovation – Purdue University

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project: Hall for Discovery and Learning Research Third and Fourth Floor Renovation – Purdue University West Lafayette Campus

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), 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 two million dollars (\$2,000,000) 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 two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Hall for Discovery and Learning Research Third and Fourth Floor Renovation – Purdue University

Hall for Discovery and Learning Research Third and Fourth Floor Renovation – Purdue University

STAFF ANALYSIS

Purdue University, through its Board of Trustees, requests approval to proceed with the renovation of the Hall for Discovery and Learning Research. This project will support the Pillars of Excellence in the Life Sciences initiative by providing wet lab, dry lab, office, collaboration, and administrative support space for the Purdue Institute for Integrative Neuroscience and the Purdue Institute of Inflammation, Immunology and Infectious Disease in the Hall for Discovery and Learning Research (DLR). A full renovation of the third and fourth floors of DLR, including mechanical, electrical, plumbing, and structural upgrades is planned. Very little to no renovation is expected on the first and second floors, as they will be primarily reorganized to serve existing faculty, business office and overflow of graduate student work space. The Pillars of Excellence in the Life Sciences Initiative, which is implemented as a partnership of the pillar leadership teams and the offices of the Executive Vice President for Research and Partnerships and Provost, is housed in Purdue's high-profile, interdisciplinary Discovery Park.

Funding: This project is estimated to cost \$12,000,000 and will be funded from Institutional Reserves.

Additional Staff Notes:

Staff recommends approval of the project.

PROJECT SUMMARY AND DESCRIPTION

FOR: HALL FOR DISCOVERY AND LEARNING RESEARCH THIRD AND FOURTH FLOOR RENOVATION

Institution:	Purdue University	Budget Agency Project No.:	B-1-17-2-08
Campus:	West Lafayette	Institutional Priority:	N/A
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

Project Summary Description:
 This project will support the Pillars of Excellence in the Life Sciences by providing wet lab, dry lab, office, collaboration and administrative support space for the Purdue Institute for Integrative Neuroscience and the Purdue Institute of Inflammation, Immunology and Infectious Disease in the Hall for Discovery and Learning Research (DLR). Based on current faculty hiring assumptions, a full renovation of the third and fourth floors of DLR, including mechanical, electrical, plumbing and structural upgrades, is planned.

Summary of the impact on the educational attainment of students at the institution:
 The Pillars of Excellence in the Life Sciences Initiative, which is implemented as a partnership of the pillar leadership teams and the offices of the Executive Vice President for Research and Partnerships and Provost, is housed in Purdue's high-profile, interdisciplinary Discovery Park. The Pillars coalesce Purdue's considerable strengths across related disciplines to bring a concerted focus to areas of emerging national importance in the life sciences. In a time of declining federal support, Purdue's strategic investment in these areas offers exciting opportunities for current and future faculty.

Project Size:	41,806	GSF	31,400	ASF	0.75	ASF/GSF
Net change in overall campus space:	0	GSF	69	ASF		

Total cost of the project (1):	\$ 12,000,000	Cost per ASF/GSF:	\$ 287.04	GSF
			\$ 382.17	ASF
Funding Source(s) for project (2):	\$ 12,000,000 - University Funds - Institutional Reserve. The balance is \$18,979,737 as of 10/11/2016			
Estimated annual debt payment (4):	N/A			
Are all funds for the project secured:	Yes			
Estimated annual change in cost of building operations based on the project:	N/A			
Estimated annual repair and rehabilitation investment (3):	\$ 180,000			

(1) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 (2) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 (3) Estimate the amount of funding the institution would need to set aside annually to address R&R needs for the project. CHE suggests 1.5% of total construction cost
 (4) If issuing debt, determine annual payment based on 20 years at 5.75% interest rate
 - If project is a lease-purchase or lease, adjust accordingly. Note the total cost of the lease in the project cost, and annual payments in project description

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
FOR: HALL FOR DISCOVERY AND LEARNING RESEARCH THIRD AND FOURTH FLOOR RENOVATION

Institution:	Purdue University	Budget Agency Project No.:	B-1-17-2-08
Campus:	West Lafayette	Institutional Priority:	N/A

Description of Project

This project will support the Pillars of Excellence in the Life Sciences by providing wet lab, dry lab, office, collaboration and administrative support space for the Purdue Institute for Integrative Neuroscience and the Purdue Institute of Inflammation, Immunology and Infectious Disease in the Hall for Discovery and Learning Research (DLR).

Based on current faculty hiring assumptions, a full renovation of the third and fourth floors of DLR, including mechanical, electrical, plumbing and structural upgrades, is planned.

The renovation of DLR's third and fourth floors will convert a primarily office-heavy environment to one featuring approximately 18,000 square feet of wet lab, support lab and computational lab space. Very little to no renovation is expected on the first and second floors, as they will be primarily reorganized to serve existing faculty, business office and overflow of graduate student work space.

Need and Purpose of the Program

The Pillars of Excellence in the Life Sciences Initiative, which is implemented as a partnership of the pillar leadership teams and the offices of the Executive Vice President for Research and Partnerships and Provost, is housed in Purdue's high-profile, interdisciplinary Discovery Park. The Pillars coalesce Purdue's considerable strengths across related disciplines to bring a concerted focus to areas of emerging national importance in the life sciences. In a time of declining federal support, Purdue's strategic investment in these areas offers exciting opportunities for current and future faculty.

The renovation of DLR third and fourth floors for the Purdue Institute for Integrative Neuroscience and the Purdue Institute of Inflammation, Immunology and Infectious Disease will facilitate opportunities to synergize their interdisciplinary work for national and international impact.

Space Utilization

The third and fourth floor renovation will convert approximately 18,000 square feet of office space to lab space. Traditional office space will be converted to a combination of office, graduate student, collaborative and administrative support space as well as a conferece room.

Comparable Projects

This renovation will primarily convert office space to lab space. Purdue has completed some lab renovations in recent years; however, the scope of work for these renovations were to refresh existing labs; therefore, they are not suitable projects for comparison.

Background Materials

Not applicable.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR: HALL FOR DISCOVERY AND LEARNING RESEARCH THIRD AND FOURTH FLOOR RENOVATION

(INSERT PROJECT TITLE AND SBA No.)	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Subtotal Current and Future Space	Space to be Terminated (1)	New Space in Capital Request (2)	Net Future Space
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	295,317	57,510	-	352,827			352,827
Class Lab (210,215,220,225,230,235)	563,725	26,557	2,318	592,600			592,600
Non-class Lab (250 & 255)	1,532,100	74,441	11,647	1,618,188	2,299	19,300	1,635,189
Office Facilities (300)	2,201,082	68,804	919	2,270,805	28,852	7,360	2,249,313
Study Facilities (400)	390,948	27,434	-	418,382			418,382
Special Use Facilities (500)	1,149,304	58,075	(3,780)	1,203,599	180		1,203,419
General Use Facilities (600)	917,681	8,934	-	926,615			926,615
Support Facilities (700)	3,029,440	-	-	3,029,440			3,029,440
Health Care Facilities (800)	89,190	-	-	89,190			89,190
Resident Facilities (900)	2,443,049	-	-	2,443,049			2,443,049
Unclassified (000)	17,594	-	-	17,594			17,594
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	12,629,430	321,755	11,104	12,962,289	31,331	26,660	12,957,618

Notes:

(1) Identify in a footnote the specific facilities that are included in the data in these columns. Do not include pending approval, non-submitted projects or non-funded projects

(2) Should include capital projects requested by the institution based on 2013-15 Capital Request Summary

- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

Space under construction includes: Bechtel Innovation Design Center (BIDC), Hobart and Russel Creighton Hall of Animal Sciences (CRTN) and Land O'Lakes Center for Experiential Learning (LOLC), Flex Lab Facility, Football Performance Complex (FPC), Thomas S. and Harvey D. Wilmeth Active Learning Center (WALC), Zucrow High Pressure Research Test Cells and Control Center (ZL3 and ZL8)

Space planned and funded includes: Controlled Environment Phenotyping Facility, MRI Modular Facility, Thomas A. Page Pavilion

Space to be terminated includes: DLR 3rd and 4th floors

CAPITAL PROJECT COST DETAILS

FOR: HALL FOR DISCOVERY AND LEARNING RESEARCH THIRD AND FOURTH FLOOR RENOVATION

Institution:	Purdue University	Budget Agency Project No.:	B-1-17-2-08
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	May	2017
Start Construction	June	2017
Occupancy (End Date)	August	2018

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
<u>Planning Costs</u>			
a. Engineering	\$ 689,500		\$ 689,500
b. Architectural	\$ 295,500		\$ 295,500
c. Consulting	\$ 630,000		\$ 630,000
<u>Construction</u>			
a. Structure	\$ 5,022,000		\$ 5,022,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,106,000		\$ 2,106,000
c. Electrical	\$ 972,000		\$ 972,000
<u>Movable Equipment</u>	\$ 625,000		\$ 625,000
<u>Fixed Equipment</u>	\$ 180,000		\$ 180,000
<u>Site Development/Land Acquisition</u>	\$ -		\$ -
<u>Other (Contingencies, PM Fees, Insurance, etc.)</u>	\$ 1,480,000		\$ 1,480,000
TOTAL ESTIMATED PROJECT COST	\$ 12,000,000	\$ -	\$ 12,000,000

(1) Cost Basis is based on current cost prevailing as of: (INSERT MONTH AND YEAR)

(2) Explain in the Description of Project Section of the "Cap Proj Details" schedule the reasoning for estimated escalation factors

CAPITAL PROJECT OPERATING COST DETAILS

FOR: HALL FOR DISCOVERY AND LEARNING RESEARCH THIRD AND FOURTH FLOOR RENOVATION

Institution:	Purdue University	Budget Agency Project No.:	B-1-17-2-08
Campus:	West Lafayette	Institutional Priority:	N/A

GSF OF AREA AFFECTED BY PROJECT 41,806

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personnel Services	Supplies and Expenses
1. Operations	0	\$ -	\$ -	\$ -
2. Maintenance	0	\$ -	\$ -	\$ -
3. Fuel	0	\$ -	\$ -	\$ -
4. Utilities	0	\$ -	\$ -	\$ -
5. Other	0	\$ -	\$ -	\$ -
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	N/A	N/A	N/A	N/A

Description of any unusual factors affecting operating and maintenance costs/savings.

(1) Based on figures from "Individual Cap Proj Desc" schedule

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

BUSINESS ITEM D:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following projects:

- Health Professions Center Renovation –
University of Southern Indiana

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects 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.

Supporting Document

Background Information on Capital Projects for Expedited Action, November 10, 2016

Capital Projects for Expedited Action
November 10, 2016

G-0-15-2-02 University of Southern Indiana – Health Professions Center

The University of Southern Indiana and its Board of Trustees request to proceed with the financing and renovation of the Health Professions Building. This project includes the renovation and expansion of 26,000 square feet on the third floor of the Health Professions Center. The Indiana University School of Medicine-Evansville currently occupies this space, but will be relocating to the new downtown Multi-Institutional Academic Health Science/Research Center. This project will allow the University to expand space for its nursing and health science related offerings, which are currently operating at capacity.

This project was USI's priority one capital request in the 2015-17 biennium. The project was included for funding in the Commission's 2015-17 budget recommendation, and funded by the General Assembly.

The estimated cost of this project is \$8,000,000 and will be funded by state debt service.

COMMISSION FOR HIGHER EDUCATION
 Thursday, November 10, 2016

INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Bloomington	Master of Architecture	6/28/2016	Under Review
02	Indiana University Northwest	Bachelor of Science in Medical Imaging Technology	8/22/2016	On the CHE agenda for action
03	Indiana University South Bend	Bachelor of Science in Clinical Laboratory Science	8/22/2016	On the CHE agenda for action
04	Indiana University Regional Campuses	Bachelor of Science in Applied Health Science	8/22/2016	On the CHE agenda for action
05	Indiana University Purdue University Indianapolis	Bachelor of Science in Health Data Science (IU)	10/26/2016	Under Review
06	Indiana University Purdue University Indianapolis	Master of Science in Anesthesia (IU)	10/26/2016	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, November 10, 2016

INFORMATION ITEM B: Academic Degree Program Actions Taken by Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ball State University	Certificate in Curriculum	10/24/2016	Adding a certificate
02	Ball State University	Certificate in Entrepreneurship	10/24/2016	Adding a certificate
03	Ball State University	Undergraduate Certificate in Emerging Media Journalism	10/24/2016	Eliminating a program
04	Ball State University	Certificate in Disabilities for Post-Secondary Settings with an Emphasis on Autism	10/24/2016	Adding a certificate
05	Ball State University	Certificate in Emerging Media Design and Development	10/24/2016	Adding a Certificate

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

INFORMATION ITEM C:

Capital Projects Awaiting Action

I. NEW CONSTRUCTION

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

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

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

B-1-08-1-02 Purdue University West Lafayette
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

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

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

II. REPAIR AND REHABILITATION

None.

III. LEASES

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 10, 2016

INFORMATION ITEM D: **Media Coverage**

Staff has selected a compilation of recent media coverage related to the Commission for November. Please see the following pages for details.

The Tribune Star
Flashpoint: Students need information to be informed college consumers
Teresa Lubbers and Carol D'Amico
October 2, 2016

Higher education is among the most significant investments individuals make over the course of their lives — and an increasingly important one. In Indiana alone, it's estimated that by 2025 two-thirds of all jobs will require some form of education beyond high school.

To fulfill this need, we must ensure Hoosier students have the best tools to make informed decisions about how and where to invest their time and money. This information is essential to achieving “completion with a purpose” for higher education consumers.

The Indiana College Value Index, a first-in-the-nation effort to comprehensively measure college value, aims to do just that. The index is designed to give Hoosiers a look at both the hard numbers behind college performance — degree completion, tuition and fees, expected salary and debt — and qualitative value and benefits of college that matter just as much — graduate satisfaction, financial and physical well-being, and adequate preparation for life outside of college.

Presented in partnership with USA Funds, the Indiana College Value Index illustrates how well our campuses and alumni are doing and where there is room for improvement — important information for parents and students as well our state's leaders and policymakers.

The results are telling.

Indiana outperforms and outpaces the nation on key measures of college value, including on-time and extended-time college completion as well as graduate satisfaction and well-being. Indiana college students also are less likely to take out student loans than their peers nationally (61 percent compared to 69 percent nationwide).

At the same time, less than one-quarter of alumni report receiving high levels of support in college, and only about one-third report having an internship. These are practices we know have a tremendous impact on students' likelihood to complete college and should be the norm for every college student — not the exception.

We encourage Hoosier students, parents, educators and community stakeholders to explore Indiana's College Value Index, which can be found at LearnMoreIndiana.org/CollegeValueIndex. It includes campus profiles for every public college in the state as well as a statewide dashboard to see how the colleges stack up in different areas.

The index will evolve in the years ahead. Working with the Indiana Youth Institute and USA Funds, the Commission for Higher Education will engage in a year-long input-gathering process to identify ways to improve the tool's usefulness, accessibility and presentation.

Additionally, the commission will work to ensure Indiana's for-profit and private institutions are incorporated in the Indiana College Value Index in future editions. Historically, the state has not gathered and presented data from non-public colleges; however, efforts to secure this information are already underway in both the for-profit and private sectors.

Providing information on all colleges that receive state financial aid support — public, private and for-profit — is a matter of consumer protection and public transparency. Hoosiers deserve to have the critical insights they need to choose the educational path that affords them opportunity in career and in life. Participating institutions will benefit by gaining and retaining more-informed students.

One thing is certain. The vast majority, 81 percent, of Indiana alumni report that their higher education was worth the cost — 4 percent higher than the national data. Clearly, college is worth it for Hoosiers, but there are identifiable ways to increase its value.

It is our responsibility to clearly show the complete picture of college value and provide the information students need to make the best possible choices about their higher education. The Indiana College Value Index is an important step toward ensuring Hoosiers realize the benefits of their investment.

WANE

New scholarship program aims to target aspiring educators

October 6, 2016

High achieving students interested in teaching have a new scholarship option. The Commission for Higher Education announced the Next Generation Hoosier Educators Scholarship Program, which offers up to \$7,500 each year of college for students who commit to teaching in Indiana for five years after earning their degrees.

The scholarship was created by legislation authored by Indiana House Speaker, Republican Brian Bosma in the 2016 legislative session, and received broad bipartisan support, according to a press release from Indiana Commission for Higher Education.

“We strongly believe that the most important factor in a child’s education is a great teacher in the classroom,” Bosma said in a press release. “This scholarship encourages our best and brightest to enter the teaching profession, which will strengthen Indiana’s talent pipeline and improve the overall quality of education in our state.”

The scholarship will be available to 200 students across the state who either graduate in the highest 20 percent of their class or earn a score in the top 20th percentile on the SAT or ACT. Students must earn a cumulative 3.0 GPA and complete at least 30 credit hours per year to continue earning the scholarship in college. After college graduation, students must obtain a teaching license and teach in Indiana for five consecutive years.

Indiana Commissioner for Higher Education Teresa Lubbers said the goal of this scholarship is to attract Indiana residents to become engaged and effective teachers.

Applications for the Next Generation Teacher Scholarship opens November 1 and will be accepted through December 31. Students interested in applying must be nominated by a teacher and submit the nomination form to the Indiana Commission for Higher Education.

For more information visit LearnMoreIndiana.com.

Inside Indiana Business
State partnering with Amazon on internships
Alex Brown
October 11, 2016

The Indiana Commission For Higher Education and Indiana INTERNnet have announced a partnership with Amazon to provide paid internships for low-income college students throughout Indiana. Amazon has committed to create 100 paid internships in virtual customer service positions.

The collaboration is part of the state's EARN Indiana work-study program. Students selected for the internships will serve as college customer experience agents and will work up to 20 hours per week.

"We know that students are eager to gain valuable work experience while juggling demanding school schedules," said Dave Guggina, general manager of customer service at Amazon. "That's why we're excited to team up with Indiana's top educational institutions to offer students across the state the flexibility to do both."

The Commission for Higher Education says Amazon's offer is the largest corporate commitment of paid internships in the state. Students who wish to participate in the program can apply at the Indiana INTERNnet [website](#).

WXIN
State announces corporate commitment of paid internships for low-income Hoosier students
October 11, 2016

Tuesday, the Indiana Commission for Higher Education and Indiana INTERNnet announced the largest corporate commitment of paid internships for low-income Hoosier college students with Amazon. Supported by the state's EARN Indiana work-study program, Amazon will create 100 paid internships opportunities with virtual customer service positions, allowing flexible work schedules and participation from students across the state.

"We are excited to partner with Amazon and other employers across our state to create more internship opportunities for Hoosier students," said Teresa Lubbers, Indiana Commissioner for Higher Education. "Gaining relevant work experience during college is an essential step toward ensuring our students are prepared for success after graduation."

“We know that students are eager to gain valuable work experience while juggling demanding school schedules,” said Dave Guggina, general manager of Customer Service at Amazon. “That’s why we’re excited to team up with Indiana’s top educational institutions to offer students across the state the flexibility to do both.”

Students are able to apply for the internships now through the [Indiana INTERNnet](#) website. Selected interns will earn valuable work experience as College Customer Experience Agents, creating their own work schedules up to 20 hours a week.

“Hundreds of students have found meaningful internships through Indiana INTERNnet and the EARN Indiana program,” said Janet Boston, Executive Director of Indiana INTERNnet. “We’re pleased that a global employer has stepped up to offer valuable internships to our students.”

To be eligible for the EARN program, college students must demonstrate financial need through their families’ expected contribution to their college education. Expected Family Contribution is calculated each year when students file the FAFSA (Free Application for Federal Student Aid).

Eligibility requirements for the EARN Indiana program were recently expanded to include adult part-time students as well as students with less financial need than was previously required. The expected family contribution required to participate in the EARN Indiana program has increased from \$7,500 or less to \$24,808 or less. Together, these changes open the program to thousands more Hoosier college students. Students and employers interested in EARN Indiana can find more information on the website at www.in.gov/che/4505.htm.

Kokomo Tribune
Filing for college financial aid gets easier
October 9, 2016

This year, changes to the FAFSA give students more flexibility when filing for college financial aid. The application is available three months earlier, and families are able to use income information from their 2015 income taxes. Previously, students were required to use their most recent tax return information, which created a time crunch for Hoosier families trying to submit the FAFSA by the March 10 deadline.

“Removing some of the barriers for students who apply for financial aid will help more qualify for both state and federal dollars to attend college and earn a degree,” said Teresa Lubbers, Indiana commissioner for higher education. “Indiana has one of most generous need-based financial aid systems in the country, but every year students miss out by failing to file the FAFSA on time.”

The changes to the FAFSA were developed by the U.S. Department of Education to make the filing process easier. This year’s 2017-18 FAFSA opened Oct. 1, compared to the Jan. 1 open date of previous years. The March 10 deadline has not changed. Since the application opens earlier, students are able to use tax information from 2015. This simple change means families won’t need to rush to complete their taxes before filing for financial aid.

The first step for students who have never filed a FAFSA is to visit [FSAID.ed.gov](https://fsaid.ed.gov) to create an Federal Student Aid ID. Students who already have an FSA ID should visit [FAFSA.gov](https://fafsa.gov) to begin their applications.

Students planning to attend college should file the FAFSA regardless of their income status. Many colleges require FAFSA information when determining institutional financial aid, and students without a FAFSA on file cannot receive state or federal financial aid.

For more information about paying for college visit www.LearnMoreIndiana.org/Cost.

IndyStar
Program to attract state's best to teaching
Brian Bosma
October 8, 2016

The most important factor in student success is an outstanding teacher in the classroom. That's why our schools need a strong hiring pool of high-quality teachers to ensure Hoosier students have the best chance of success.

To help attract and retain top talent, I authored a new law this year establishing the Next Generation Hoosier Educators Scholarship. This program, which received bipartisan support, is designed to incentivize our best and brightest high school graduates to pursue degrees in teaching and work in Indiana's classrooms.

Beginning Nov. 1, both incoming and current college students studying education can apply for the scholarship, which awards \$7,500 per year toward college costs to those who commit to teaching in Indiana's public or private schools for five years after graduating.

The scholarship is available to 200 students statewide each year who either graduate in the top 20 percent of their class or earn a score in the top 20th percentile on the SAT or ACT. While in college, students must maintain a 3.0 cumulative GPA and complete at least 30 credit hours per year to continue receiving the grant. Graduates must obtain their teaching license and teach in Indiana for five consecutive years. The commission can make special exceptions for life's unexpected circumstances on a case-by-case basis.

Students interested in applying must be nominated by a teacher and submit their nomination form to the Indiana Commission for Higher Education. Students are encouraged to complete the nomination form before the application period opens.

I applaud the work of the Indiana Commission for Higher Education and Commissioner Teresa Lubbers in implementing this program and launching a promotional campaign to spread the word about this great opportunity. Students can visit www.LearnMoreIndiana.org/NextTeacher for information and to submit an application before the Dec. 31 deadline. The commission is also expected to launch TV, radio and digital advertisements this month.

Indiana's new scholarship program represents a bipartisan effort with input and broad-based support from lawmakers, teachers and education organizations, including the Indiana Department of Education, Indiana Chamber of Commerce, a coalition of Indiana colleges and universities, the Indiana State Teachers Association, the Indiana Catholic Conference and Stand for Children.

This new program will help our schools attract and retain highly qualified teachers — especially for subjects like STEM and special education. Hoosier students hold the keys to Indiana's future, and we will continue to work together to strengthen our commitment to students, teachers and schools.

The Journal Gazette
Employers urged to help educate
Rosa Salter Rodriguez
October 19, 2016

Teresa Lubbers, commissioner of the Indiana Commission for Higher Education, came to Fort Wayne on Tuesday to plead for employers to get more involved in preparing students for college and careers.

At meetings with members of the Northeast Indiana Regional Partnership and the Northeast Indiana College and Careers Coalition at Sweetwater Sound, Lubbers urged employers to get on board with The Big Goal Collaborative.

The initiative is trying to raise the educational attainment of Hoosiers with a "high-quality, post-high-school credential" to 60 percent by 2025, when an estimated two-thirds of all jobs will require one, Lubbers said.

Such credentials include a two- or four-year degree or greater, or a meaningful, job-related certificate, she said.

The current rate for northeast Indiana's workforce is 38 percent, she said.

"We need to make sure that students are academically prepared to go to and succeed in college or get jobs," Lubbers said.

Lubbers touted the 26-year growth of the state's 21st Century Scholars program for students in grades 7 through 12 and the newer You Can Go Back program that encourages adults to return and finish college as steps in the right direction.

About 750,000 Hoosiers have attended college but have no degree, and the goal is to get 200,000 of them to return by 2020, she said.

Lubbers said the emphasis on post-secondary learning should not be interpreted as a push for everyone to go to a four-year college, but that students should be able to decide on the right post-secondary fit, based on solid career knowledge.

Potential employers can help foster that knowledge, she said, through increased cooperation with schools in developing curriculum based on their needs and through sponsorship of student-oriented activities such as site visits, career fairs, student-mentoring by their employees and internships.

Previously, she noted, many Hoosiers made “a rational decision” not to go beyond high school “because jobs didn’t require it.”

At the same time, she said, many employers did not pursue higher-education opportunities for their employees under the assumption that “if we train them, they’ll just leave us.”

But that landscape is changing in the 21st century.

“Now we know that if we (in businesses) don’t do that, if we don’t up their skills, then we won’t be able to survive as a company. I think this alignment with employers and higher education is very important,” Lubbers said.

Evansville Courier and Press
Fees waived for College Application Day in Indiana
October 19, 2016

Fourteen Indiana colleges taking part in College Application Day on Oct. 21 will waive application fees for all Hoosier high school students. Seven of those colleges are waiving application fees for the entire month of October.

The day, sponsored in partnership with Learn More Indiana and the national American College Application Campaign, is aimed at increasing the number of first-generation and low-income students pursuing an education beyond high school, according to a press release.

Colleges and universities can designate any day deemed most appropriate for their schedules as College Application Day. Indiana high schools participate during the school day to help high school seniors navigate the complex college admissions process and ensure they apply to at least one postsecondary institution.

“The value of higher education has never been greater,” Commissioner for Higher Education Teresa Tubbers said in a statement. “College Application Day encourages students to take a critical early step toward improving their futures by applying to college.”

The following seven Indiana schools are waiving application fees on Oct. 21:

- Goshen College
- Indiana State University
- Indiana University East
- Indiana University Kokomo
- Indiana University Southeast
- Indiana University South Bend
- Vincennes University

The following seven Indiana schools are waiving application fees for the month of October:

- Grace College
- Ivy Tech Community College
- Marian University
- Purdue University Northwest
- Rose-Hulman Institute of Technology
- Saint Joseph's College
- Saint Mary-of-the-Woods College

All 50 states participate in the national initiative throughout the year. For more information, visit LearnMoreIndiana.org/College.

State Impact
Initiative aims to help low-income Marion County students get college scholarship
Peter Balonon-Rosen
October 24, 2016

A new initiative plans to enroll 500 new high school students in a state-sponsored college scholarship program for low-income students.

The partnership announced Monday between Indiana Black Expo, Indiana University and the Indiana Commission for Higher Education will identify, enroll and help students complete requirements for the [21st Century Scholarship](#) program.

The program provides low-income students up to four years of undergraduate tuition at participating public colleges or universities.

“Indiana’s 21st Century Scholarship program has helped more than 30,000 low-income and first-generation Hoosier students gain the life-changing benefits of a college degree,” said Indiana Commissioner for Higher Education Teresa Lubbers, in a statement. “Indiana needs more partnerships like this one in every corner of the state.”

In addition to enrolling more students in the program, the partnership plans to bring at least 200 high school students to visit IU Bloomington campus. Visiting a college campus is a requirement for high school students enrolled in the 21st Century Scholars program.

The organizations will select students who qualify for the 21st Century Scholars program from Indianapolis Public Schools, Warren Township, Wayne Township and Archdiocese of Indianapolis Catholic schools. The partnership will also provide food and transportation for IU Bloomington visit.

“This partnership has the power to transform the lives of hundreds of students who may not have pursued higher education on their own or even considered it an option for their future,” said Emil Ekiyor, Vice President of the Indianapolis Chapter of Indiana Black Expo, in a statement.

In a recent [Harvard University study](#), Marion County was ranked among the country's worst county for upward economic mobility. Limited access to quality education and affordable college were listed as one of the barriers.

"The likelihood of a child moving from the bottom fifth of income into the top fifth in Marion county have become almost impossible, according to the research," said Ekiyor, in an email. "The [initiative] is one of many paths towards upward mobility."

It also comes at a time that colleges and universities across the nation work to diversify their student bodies.

Two units in IU's Office of the Vice President for Diversity, Equity and Multicultural Affairs will work with participating organizations and students.

"There's a misconception that college is only accessible to certain people, but that isn't true," said Yolanda Treviño, IU assistant vice president of strategy, planning and assessment, in a statement. "This partnership allows us to connect students with IU and make them aware of programs like 21st Century Scholars that provide financial support to program participants."

Chalkbeat
Indianapolis groups rally to help low-income students earn college scholarships
Shaina Cavazos
October 25, 2016

Low-income students across Indiana could be eligible to get four years of free college tuition, but many of them [still aren't on track to earn it](#).

Indiana University, the Indiana Black Expo and the Indiana Commission for Higher Education announced a partnership on Monday aimed at solving that problem. Together, the groups will help students complete the state's 21st Century Scholars program, which gives scholarships to students who complete activities meant to prepare them for college.

The partnership will help eligible eighth-graders enroll in the program and then arrange for them to visit a college campus later on in high school, one of the required activities. The goal is to enroll 500 new scholars this year and make sure 200 current scholars visit IU's Bloomington campus, on a trip where food and transportation would be provided.

The new partnership will start with Indianapolis Public Schools, Wayne Township, Warren Township and students in the Archdiocese of Indianapolis Catholic schools.

"This program helps to fill in the gaps for our 21st Century Scholars," said Dena Cushenberry, superintendent of Warren Township Schools, "making it easier for them to complete the program requirements, and ultimately have the opportunity to get an affordable college education and transition into the work world without debilitating student loan debt."

The partnership is aimed at helping students adapt to changes to the 26-year-old 21st Century Scholars program made in 2011. That's when the Indiana General Assembly heaped on extra requirements —

including the checklist of activities to complete during high school — and raised the GPA threshold from 2.0 to 2.5.

This year’s high school seniors are the first graduating class that will be held to the new standards.

This summer, about one-third of seniors in the program statewide were on track to earn scholarships, up from 20 percent this spring. Countywide, it’s at 25 percent, up from 13 percent.

According to state data, students who complete the program and go on to college are less likely to need remediation — 21 percent of scholars do, versus 34 percent of low-income students not in the program. They’re also more likely to stay in school after their first year and complete college on time.

Teresa Lubbers, who heads the higher education commission, said Indianapolis students gain a big advantage by having local groups get involved.

“Communities with active partnerships, like this one led by the Indiana Black Expo and Indiana University, are the most successful in getting these students to and through college successfully,” Lubbers said in a statement. “Indiana needs more partnerships like this one in every corner of the state.”

WXIN

New partnership to help low-income Marion County students go to college

October 24, 2016

A new partnership’s program will help hundreds of low-income and underrepresented students in Marion County prepare and pay for college.

Leaders from the Indiana Black Expo, Indiana University and the Indiana Commission for Higher Education announced the program called “Drive for Affordable College” Monday. It’s designed to help students enroll in Indiana’s 21st Century Scholars Program.

The 21st Century Scholars program provides up to four years of full tuition scholarships for low-income students who meet academic and behavioral requirements. In order to receive the scholarship, students must also complete a series of activities designed to prepare them for college success—such as completing a high school graduation plan, filing for financial aid and visiting a college campus.

During the 2016-2017 school year, the “Drive for Affordable College” partnership will work to enroll 500 new students in the scholarship program and expose 200 current 21st Century Scholars to the Indiana University Bloomington campus.

As part of the partnership, Indiana Black Expo will select students who qualify for the 21st Century Scholars program from Indianapolis Public Schools, Warren Township, Wayne Township and Archdiocese of Indianapolis Catholic schools.

The partnership will provide food and transportation for scholars to the IU Bloomington campus, where students will be introduced to academic life, participate in a college fair and tour the campus.

“This partnership has the power to transform the lives of hundreds of students who may not have pursued higher education on their own or even considered it an option for their future,” said Emil Ekiyor, Vice President of the Indianapolis Chapter of Indiana Black Expo.

You can learn more about the 21st Century Scholars program [at Scholars.IN.Gov](http://Scholars.IN.Gov).

Evansville Courier and Press
Superintendents push for consistent, fair ISTEP replacement
Megan Erbacher and Chelsea Schneider
October 27, 2016

The ISTEP panel committee was tasked with a job, and South Gibson School Corp. Superintendent Stacey Humbaugh said they owe it to their constituents to get it done.

Indiana District 7 superintendents gathered Wednesday afternoon at the Evansville Vanderburgh School Corp. administration building to push the state to identify a replacement for the controversial ISTEP student test.

“The state assessment committee cannot sit and do inaction,” Humbaugh said. “It is not fair to our students, nor our parents, nor our staff members. ... We’re no further ahead and all of us anticipated this commission was really going to get something done.”

Southwestern Indiana superintendents are frustrated the panel chaired by a Gov. Mike Pence appointee has yet to recommend a new testing system.

Months of meetings of the ISTEP panel have been marked by slow progress. Top panel members have said the state will likely delay any changes until after spring 2018. That would mean missing the original deadline for the ISTEP replacement to be in place by the 2017-18 school year.

Local superintendents encourage educators, students, parents and the community to "immediately" talk with the Indiana Assessment Committee to recommend tests that are timely, meaningful, aligned to standards and appropriate for all students; stress the need for politics to exit the classroom; and urge elected officials to reduce the amount of money spent on assessments.

EVSC Superintendent David Smith said while looking at changes in academic standards and testing over the last six years, one thing remains constant: students and teachers have been left out of the conversation.

"Put students first," Smith said. "Get politics out of the equation, and do what's right for kids. If we want to continue to change those things that teachers are supposed to do, then they have to understand that comes at a price – students."

A letter signed by 24 District 7 superintendents, reads, in part: "Failure to act and maintaining status quo of this system is not an option. Let student learning and not bureaucracy be the focus of change."

Superintendents in Central and Northern Indiana told IndyStar their regions are planning similar measures ahead of the panel’s next meeting in November.

Metropolitan School District of Mount Vernon Superintendent Tom Kopatich said no one is asking to eliminate accountability, but to provide consistency for teachers and students.

"Educators have always wanted accountability for teachers, administrators and students," Kopatich said. "But we want it consistently and fairly in a manner that we can get information back and use it to help student learning in the future."

Inconsistency in expectations and a moving target have created a sense of instability in the classroom, said Greater Jasper Consolidated Schools Superintendent Tracy Lorey.

"We have lost sight of the purpose of assessments," Lorey said. "Right now we use a one-shot, high-stakes assessment to determine the success of not only student progress, but the success of teachers and schools. Heaven forbid anyone have a bad day."

Robert Behning (R-Indianapolis), the House's education policy leader, has said the easiest proposal to pass through the Republican-controlled General Assembly would require Indiana to create a new test.

He said the group is being deliberative in its work and looking for ways to "push the envelope."

"I'm kind of like – what's the rush?" he said. "We've got this window of time. Do you think that six months is too long a time to take studying where we should take our next step?"

As for Indiana Superintendent of Public Instruction Glenda Ritz, she's made a proposal, but argues she's been barred from presenting it at a panel meeting.

Ritz wants to reduce testing time by eight hours by eliminating a reading test for third-graders, a remediation test taken by some high school students and social studies testing. The proposal also would reduce the number of open-ended questions as compared to the current ISTEP.

Ritz also envisions moving toward a test that students in grades 3-8 would take three times a year – in fall, winter and spring. She also wants the test to be computer adaptive, a method of testing where questions get harder or easier based on a student's answer.

Opponents of adaptive testing worry that schools don't have the technology to successfully give that type of exam.

The panel is scheduled to meet next on Nov. 15. The group was created after lawmakers repealed the ISTEP during the past legislative session, which is slated to take effect this summer.

IndyStar
\$7M initiative to match Hoosiers to careers
Stephanie Wang
October 25, 2016

For years, officials around the state have fretted about the skills gap: that Hoosiers' education levels don't match up with what employers need for available high-paying jobs, leading to rising income inequality.

The Central Indiana Corporate Partnership is scheduled to announce Tuesday a \$7 million initiative called Ascend Indiana to tackle the problem, with the help of Indiana's top business and education leaders.

The initiative renames the former Central Indiana Workforce Development Initiative and is funded mostly by a \$5 million grant from the Lilly Endowment.

Ascend Indiana will craft solutions, such as building talent pipelines, that can be replicated for different companies or industries. For example, with models such as College for America, employers can offer college programs to its employees. The employees receive low-cost training specifically tailored for their jobs, while employers can efficiently mold workers to their needs and cultivate more loyalty to their companies.

"To meet workforce demands, employers must actively partner with education institutions and credential-granting organizations to develop innovative programs that prepare the next generation of employees," Joyce Irwin, Community Health Network Foundation president and CEO, said in a statement.

Ascend Indiana President and CEO Jason Kloth likened the initiative to the local education reform group The Mind Trust, which incubates promising programs.

It will also work to match students and adults to career paths — aligning the supply of workers to the demand of the workforce. It targets an estimated 215,000 adults in Central Indiana who lack postsecondary credentials, Kloth said.

About 40 percent of Hoosiers hold postsecondary credentials, according to the most recent study from the Lumina Foundation, while experts predict two-thirds of jobs will soon require a certificate or degree.

Closing that gap is especially crucial with the modernization of Indiana's manufacturing economy, officials say.

Ascend Indiana will collaborate with other workforce development groups, including the regional works council and EmployIndy, in addition to the city of Indianapolis and the Indy Chamber.

"Our city's long-term success is dependent on building a talented workforce prepared for the demands of our innovative and changing economy," Indianapolis Mayor Joe Hogsett said in a statement.