



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, September 12, 2019

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**SEPTEMBER COMMISSION MEETING
AGENDA**

Wednesday, September 11, 2019

VINCENNES UNIVERSITY JASPER

Center for Technology, Innovation & Manufacturing
(CTMI Building)
850 College Avenue
Jasper, IN 47546

RECEPTION & DINNER

5:30 P.M. – 8:00 P.M.

Klub Haus 61

2031 Newton Street
Jasper, IN 47546

Bus departs from Holiday Inn Express & Suites at 5:15 P.M.

HOTEL ACCOMMODATIONS

Holiday Inn Express & Suites
2000 Hospitality Drive
Jasper, IN 47546

*****All events take place on EASTERN TIME*****

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

Thursday, September 12, 2019

COMMISSION MEETING

Vincennes University Jasper
CTMI Building
850 College Avenue
Jasper, IN 47546

Parking is available in the adjacent lot

OPEN BREAKFAST

8:00 A.M. – 9:00 A.M.
CTMI Building
Room 226/227

WORKING SESSION

9:00 A.M. – 11:30 A.M.
CTMI Building
Room 226/227

WiFi INFORMATION:

Vincennes1801

WORKING SESSION TOPICS

- Purdue Global Update
- Career and Technical Education Update
- Teacher Recruitment/STEM Grants Update
- College Value Index Update
- Strategic Plan Update
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:30 A.M. – 1:00 P.M.

CTMI Building

Room 230

Guests

President Chuck Johnson

Christian Blome, Dean of Vincennes Jasper

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

CTMI Building

Room 219

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

CTMI Building

Room 226/227

- I. **Call to Order – 1:00 P.M. (Eastern)**
 - Roll Call of Members and Determination of Quorum**
 - Chair’s Report**
 - Commissioner’s Report**
 - Consideration of the Minutes of the August 8, 2019 Commission Meeting 1**

- II. **Public Square**
 - A. Early College High School Models 7
 - 1. Dr. Janet Boyle, Executive Director, Center of Excellence in Leadership of Learning
 - 2. Sue Auffenberg, Director of School Counseling, Greensburg High School
 - 3. Dr. Drew Findlay, Dean of CTE Early College, Vincennes University

- III. **Business Items**
 - A. Academic Degree Programs for Expedited Action 11
 - 1. Bachelor of Science in Professional Flight to be offered by Purdue University Global
 - 2. Master of Arts for Teachers in Biology to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
 - 3. Master of Arts for Teachers in Chemistry to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
 - 4. Master of Arts for Teachers in History to be offered by Indiana University Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, and Southeast

- 5. Master of Arts for Teachers in Mathematics to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast
- 6. Master of Arts for Teachers in Political Science to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
- B. Capital Projects for Full Discussion
 - 1. Indiana University Bloomington – Mies van der Rohe Building 17
 - 2. Ivy Tech Community College – Indianapolis Automotive Technology Center 27
 - 3. Purdue University West Lafayette – South End Zone Video Board..... 35
- C. Capital Projects for Expedited Action 43
 - 1. Indiana State University – Dreiser Hall
 - 2. Ivy Tech Community College – Elkhart Flex Lab
 - 3. Indiana University – Bicentennial Repair and Rehabilitation Plan
 - 4. Purdue University West Lafayette – Airport HVAC Replacement, Window Replacement and Overhead Door Repair Project
 - 5. Purdue University West Lafayette – Classroom and Restroom Renovations
 - 6. Purdue University West Lafayette – Hillenbrand Residence Hall Sewer Replacement and Bathroom Repair Phases III-IV
 - 7. Purdue University West Lafayette – Southeast Campus Water Line Replacement
 - 8. Purdue University West Lafayette – Stewart Center Window and Stage Lift Replacements and Elevator Repair
 - 9. Purdue University West Lafayette – University Residences Bathroom Renovation Phase IX – Shreve Residence Hall

IV. Information Items

- A. Academic Degree Programs Awaiting Action..... 47
- B. Academic Degree Program Actions Taken by Staff 49
- C. Media Coverage..... 51

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **October 10, 2019, in Kokomo, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, August 8, 2019

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Northwest, 3400 Broadway, Gary, IN 46408 with Al Hubbard presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Trent Engbers, Coleen Gabhart, Lisa Hershman, Al Hubbard, Chris LaMothe, Chris Murphy, Dan Peterson, Beverley Pitts, John Popp and Alfonso Vidal

Members Absent: Jud Fisher

CHAIR'S REPORT

On behalf of the Commission, I would like to thank Chancellor Lowe and the Indiana University Northwest leadership for your hospitality last evening and hosting our meeting today.

This morning we welcomed our newest member, Dr. Trent Engbers, as our faculty member – he will serve with us until 2021. At the University of Southern Indiana, Trent serves as the Associate Professor of Political Science and Public Administration and the Director of the Master of Public Administration Program. He previously taught at University of Notre Dame Mendoza College of Business, Indiana University School of Public and Environmental Affairs, DePaul University School of Public Service and the University of Missouri Truman School of Public Affairs. He was a 2015-16 USI Foundation Award Winner for Excellence in Teaching, is a former Peace Corp volunteer and frequently serves as a nonprofit consultant. Trent holds degrees from Xavier University, the University of Maryland, University of Missouri and Indiana University.

I am sure I speak for all of us when I say that we will greatly benefit from your experience over the next two years. Welcome, Trent.

I would like to propose this year's office slate. Each year in August the Commission elects a new slate of officers. This slate was created by a nominating committee consisting of one member per class. The 2019-2020 Officer Slate includes:

- Al Hubbard, Chair
- Beverley Pitts, Vice Chair
- Mike Alley, Secretary

R-18-5.1 RESOLVED: That the Commission for Higher Education hereby approves the 2019-2020 Officer Slate (Motion – Murphy, second – Popp, unanimously approved)

Congratulations to our new officers. At this time it is my honor to pass the gavel to our new Chair, Al Hubbard. Mr. LaMothe stated he has never served with a finer executive than our Commissioner for Higher Education, Teresa Lubbers, who is nationally recognized for the knowledge and expertise she brings to her role. One of her great assets is the remarkable staff that she continues to bring, field and keep. This staff never disappoints and is an incredibly fine group of people to work with. So, it has been very easy to be chair but it has also been the most enjoyable role that I've had in any organization I've been involved with, thank you very much Teresa.

Chairman Hubbard stated it is my pleasure to serve as Chairman of the Commission. I would also like to announce the recent committee appointments:

- Jon Costas is stepping down as Chair of the Budget and Productivity Committee, and our outgoing Commission Chair Chris LaMothe has agreed to serve in this role.
- With the departure of Kathy Parkison, Mike Alley agreed to Chair the Student Success and Completion Committee.
- Bev Pitts agreed to continue as Chair of Academic Affairs and Quality Committee.

A handout reflecting these changes is included in your packet of information.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating on behalf of the CHE staff, I want to extend my thanks to Chris LaMothe for being a great chair, counselor and advocate for our work. Gratefully, his leadership will continue as the new chair of the Budget and Productivity Committee. Thanks, Jon, for serving in this important role. And I welcome the new slate of officers and especially our new chair, Al Hubbard. He will be shepherding the work of our new strategic plan and bringing his talents and knowledge to the role as our new leader. Thanks, Al, for your willingness to do this. Welcome new faculty member, Trent Engbers.

The changing of the leadership guard at CHE is accompanied by a staff change that I would like to sadly bring to your attention. Zach Smith has accepted a position as Assistant Director of State Relations in Indiana University's Office of the Vice President for Government Relations and Economic Engagement. As I indicated in my email to the staff, this is a great fit for Zach and IU is fortunate to have him as a member of their team – as we were for the past four years. I'm delighted that he has chosen to continue his career in higher education and that we will have the opportunity to continue working with him. This is often the case when staff members leave HCE and find new roles in higher education. Zach will be with CHE until the end of this month.

As we all know, our friend and colleague Phil Rath died after a valiant struggle with cancer. In his honor, CHE made a contribution to the Phillip Rath Scholarship Award. It's hard to imagine VU without Phil and he will truly be missed. He was a champion for Vincennes and higher education.

As the new chair of the Governor’s Workforce Cabinet, we have the unique opportunity to align CHE’s agenda with the state’s workforce efforts in a more streamlined way. We are aligning our work around populations of people rather than agencies, including those students in the pipeline (K-12 and higher education), working adults, unemployed and underemployed, veterans, incarcerated population – all with an intentional focus on the needs of employers and the changing economy. The mission as outlined by the cabinet is to: address current and future needs of individuals and employers, strengthen Indiana’s economy by integrating state and federal resources, and ensure a talent-driven workforce system. Clearly, this vision aligns with CHE’s work and our working draft of our new strategic plan, “Reaching Higher in a State of Change” and our big goal that at least 60% of Hoosiers will have the quality credentials needed to meet the needs of a dynamic economy.

In this new role, I joined others on a panel at a recent meeting of 22 states that was convened by Skillful. As you may recall last fall, Skillful announced that Indiana would be its first expansion (after Colorado). Skillful officials indicate that Indiana was selected because of the Governor’s focus on workforce development and the alignment of the work through the Governor’s Workforce Cabinet and that Skillful Indiana is focused on completing and enhancing the work that is being done by state and local officials. Not surprisingly, a recent Indiana Chamber member survey indicated that 80% of respondents said the need for talented workers was either their top or among their top concerns.

All of this must inform the work we do at the Commission and at our colleges and universities. Speed, agility and relevance in higher education offerings are more important than ever as we educate and welcome back adults for more education.

CONSIDERATION OF THE MINUTES OF THE JUNE, 2019 COMMISSION MEETING

R-19-05.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the March, 2019 regular meeting. (Motion – Murphy, second – Vidal, unanimously approved)

II. PUBLIC SQUARE

A. Workforce Alignment in Northwest Indiana

1. Linda Woloshansky, President & CEO, Center of Workforce Innovations
2. Heather Ennis, President & CEO, Northwest Indiana Forum

As we know, there has been an increasing focus on workforce alignment and regional collaboration in secondary and postsecondary education, and northwest Indiana was an early adopter of this work and has seen great success over the last decade.

Stephanie Sample moderated this session.

III. Business Items

A. Academic Degree Programs for Full Discussion

1. Doctor of Philosophy in Musculoskeletal Health (IU) to be offered at Indiana University Purdue University Indianapolis

Dr. Fred Pavalko presented this program. Dr. Sauer provided the staff recommendation.

R-19-05.3 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree program, in accordance with the background information provided in this agenda item. (Motion – LaMothe, second – Popp, unanimously approved)

B. Academic Degree Programs for Expedited Action

1. Master of Arts in Curatorship to be offered by Indiana University Bloomington
2. Master of Science in Genome, Cell, and Developmental Biology to be offered by Indiana University Bloomington
3. Master of Science in Neuroscience to be offered by Indiana University Bloomington
4. Bachelor of Science in Data Science to be offered by Indiana University Bloomington
5. Master of Science in Criminal Justice and Public Safety to be offered by Indiana University Northwest
6. Master of Science in Education in Educational Technology for Learning to be offered by Indiana University Bloomington, East, IUPUI, Kokomo, Southeast, and South Bend

R-19-05.4 RESOLVED: That the Commission for Higher Education hereby approves the following degree programs in accordance with the background information provided in this agenda item. (Motion – Alley, second – Bland, unanimously approved)

C. Capital Projects for Full Discussion

1. Ball State University – New Indoor Field Practice Facility

Becca Rice presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Bland, second – Vidal, unanimously approved)

2. Ivy Tech Community College – Columbus Campus Main Building Replacement

Mary Jane Michalak presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.6 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Alley, second – LaMothe, unanimously approved)

3. Indiana University Bloomington – Lilly Library Renovation

Dr. Tom Morrison presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.7 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Alley, second – Vidal, unanimously approved)

4. Purdue University West Lafayette – Engineering and Polytechnic Gateway

Tony Hahn presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.8 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Costas, unanimously approved)

5. Purdue University West Lafayette – Veterinary Medicine Teaching Hospital

Tony Hahn presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.9 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Vidal, unanimously approved)

6. Vincennes University – Campus Infrastructure Project

Alecia Nafziger presented this project. Alecia Nafziger provided the staff recommendation.

R-19-05.10 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Popp, second – LaMothe, unanimously approved)

D. Capital Projects for Expedited Action

1. Ball State University – New Indoor Field Practice Facility

R-19-05.10 RESOLVED: That the Commission for Higher Education hereby approves the following capital project in accordance with the background information provided in this agenda item. (Motion – Peterson, second – LaMothe, unanimously approved)

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff
- C. Media Coverage

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:38 P.M.

Al Hubbard, Chair

Mike Alley, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

PUBLIC SQUARE:

Early College High School Models

Background

As the Commission continues to develop our next strategic plan, it will have the opportunity to discuss early college programs and how they allow students to further their postsecondary education. The Commission will be joined by Dr. Janet Boyle, Executive Director, Center of Excellence in Leadership of Learning (CELL), Sue Auffenberg, Director of School Counseling, Greensburg High School and Dr. Drew Findlay, Dean of CTE Early College, Vincennes University.

Supporting Documents

Dr. Janet Boyle Bio
Sue Auffenberg Bio
Dr. Drew Findlay Bio

Janet Boyle

Executive Director

Center of Excellence in Leadership of Learning (CELL)

Janet Boyle serves as executive director of CELL. At CELL, Janet has overseen the Early College Network, initiatives involving dual credit, and CELL's Indiana Education Transformation Conference.

She graduated magna cum laude from Indiana State University with a bachelor's degree in English education and a minor in special education. While teaching English at Concord Jr. High School in Elkhart, IN, Janet earned her master's degree in secondary school administration from Indiana State. She completed her Ph.D. at Indiana State with a major in secondary curriculum & instruction and cognates of gifted education, administration, and English education. Janet then taught at the university level for 13 years as an associate professor of education at Manchester College, University of WI--Stevens Point, and IUPUI.



Janet returned to public school education in several administrative roles, including curriculum director at Center Grove and Wayne Township schools, assistant principal of Ben Davis High School, and assistant superintendent of curriculum at Center Grove.

Sue Auffenberg

**Director of School Counseling,
Greensburg Community High School**

Sue Auffenberg is currently Director of School Counseling at Greensburg Community High School. She conveys a great passion in all areas of counseling. Sue Auffenberg has served at Greensburg Community High School for 40 years. She has served in her counseling role for the past 30 years, and previous to this position she was a teacher and coach. Sue's enthusiasm for providing outstanding support and guidance to students remains a constant, and her experience in teaching, coaching, and counseling continues to provide students with a caring, committed advocate focused on helping each student develop and obtain their individual goals.

Sue was recently appointed to the Decatur County United Fund Board of Directors, which provides funding for local programs that deliver basic needs such as food, shelter, a quality education, good health, and a stable income.

Sue earned both her Bachelors and Master's Degrees from Indiana University Bloomington.



Dr. Drew Findlay

**Dean of CTE Early College
Vincennes University**

Dr. Drew Findlay is the dean of CTE early college for Vincennes University where he works with schools to develop dual-credit pathways that lead to certification or associate degrees. Prior to his administrative work with Vincennes University, Dr. Findlay taught business and economics courses at high schools in Fort Wayne and Indianapolis, and was an entrepreneur for many years before.

Dr. Findlay holds a doctorate in education leadership from Oakland City University, a master's in business administration and a bachelor's in business administration from Indiana Institute of technology.



COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

BUSINESS ITEM A:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Bachelor of Science in Professional Flight to be offered by Purdue University Global
- Master of Arts for Teachers in Biology to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
- Master of Arts for Teachers in Chemistry to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast
- Master of Arts for Teachers in History to be offered by Indiana University Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, and Southeast
- Master of Arts for Teachers in Mathematics to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast
- Master of Arts for Teachers in Political Science to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

Background

The Academic Affairs and Quality Committee discussed these programs at its August 26, 2019 meeting and concluded that the proposed programs could be placed on the September 12, 2019 agenda for action by the Commission as expedited action items.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action August 26, 2019

Academic Degree Program on Which Staff Propose Expedited Action

August 26, 2019

CHE 19-18 Bachelor of Science in Professional Flight to be offered by Purdue University Global

Proposal received on July 12, 2019

CIP Code: 49.0102

Bachelor's Degree:

*Ninth Year Projected Enrollment: Headcount – 178, FTE – 178

*Ninth Year Projected Degrees Conferred: 53

Subtotal, Indiana Projections:

*Ninth Year Projected Enrollment: Headcount – 18, FTE – 18

*Ninth Year Projected Degrees Conferred: 5

This program will be offered through the School of Aviation at Purdue Global. Completion of the B.S. will qualify a graduate to earn the following FAA certifications: Private Pilot License (PPL), Instrument Rating (IR), Commercial Pilot License (CPL), Multi-Engine (ME) rating, Certified Flight Instructor (CFI), Certified Flight Instructor-Instrument (CFII), and Multi-Engine Instructor (MEI). All coursework will be offered online, while Purdue Global will contract with an affiliated flight school to provide the actual flight training. Purdue Global is collaborating with the Purdue West Lafayette School of Aviation and Transportation Technology in all aspects of the offering of this degree, including consultation on curriculum design and faculty hiring and the selection and monitoring of the affiliated flight school. Purdue Global will also seek accreditation of the proposed B.S. from the Aviation Accreditation Board International (AABI), the same accrediting body that accredits Purdue University West Lafayette's B.S. in Professional Flight and B.S. in Aviation Management programs.

The B.S. in Professional Flight requires 180 quarter hours (120 semester hours), thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed program. Purdue Global has determined that 37 semester hours of the Ivy Tech A.A.S. in Professional Flight will apply toward the Purdue Global B.S., with the possibility that an additional 3-9 semester hours might also apply. Purdue Global is still awaiting a response from Vincennes University regarding its A.S. in Aviation Flight Technology.

CHE 19-20, 21, 22, 23, 24 **Five Collaborative IU Online Master of Arts for Teachers Programs**

Five IU campuses (East, Kokomo, Northwest, South Bend, and Southeast) will be participating in the offering of all five of these programs; Bloomington will participate in four programs, and IUPUI will participate in one program (see table below for a summary of the three programs and participating campuses).

Degree	Participating Campuses						
	Bloomington	East	IUPUI	Kokomo	Northwest	South Bend	Southeast
M.A.T. in Biology	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded
M.A.T. in Chemistry	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded
M.A.T. in History	White	Shaded	White	Shaded	Shaded	Shaded	Shaded
M.A.T. in Mathematics	White	Shaded	White	Shaded	Shaded	Shaded	Shaded
M.A.T. in Political Science	Shaded	Shaded	White	Shaded	Shaded	Shaded	Shaded

Legend: Shading indicates the campus will be participating in the offering of the collaborative online program

All of the programs will be offered 100 percent online through a collaboration of two system-level offices: the Office of Collaborative Academic Programs and the Office of Online Education. The former (Collaborative Academic Programs) identifies the programs to be offered, assigns the faculty to be involved, and creates the curriculum, outcomes, and assessments associated with the program. The latter (Online Education) handles the administrative side of offering the programs, such as ensuring the technological capacity needed to offer the programs online as well as the academic and student support services required for student success.

All of the M.A.T. degrees will provide an opportunity for high school dual credit teachers and community college faculty to become fully qualified with respect to policies and guidelines issued by the Higher Learning Commission on faculty credentialing. Each of the M.A.T. degrees require 30 semester hours of credit.

The proposed Master of Arts in Teaching (M.A.T.) would be offered 100% online in five separate disciplines. In three of these disciplines (Biology, Chemistry, and Political Science), the M.A.T. would be offered collaboratively by six IU campuses: Bloomington, East, Kokomo, Northwest, South Bend, and Southeast. In the fourth discipline (History), IUPUI would join the other six campuses in collaboratively offering the M.A.T., whereas in the fifth discipline (Mathematics), only the five regional campuses would offer the degree collaboratively. All five of these M.A.T. programs are offered in disciplines, in which there are large numbers of dual credit teachers, many of whom lack a master’s degree and the required number of credits in the discipline they are teaching, as required by the Higher Learning Commission (see attached table).

The collaborative five M.A.T. programs are offered 100% online and are coordinated through two Indiana University system-level offices: the Office of Collaborative Academic

Programs and the Office of Online Education. Each of the Master of Arts for Teachers requires 30 semester hours of credit.

CHE 19-20 Master of Arts for Teachers in Biology to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on August 16, 2019
CIP Code: 26.0101
Fifth Year Projected Enrollment: Headcount – 48, FTE – 24
Fifth Year Projected Degrees Conferred: 48

The proposed M.A.T. would be offered through the College of Arts and Sciences at Bloomington and Northwest, the School of Natural Science and Mathematics at East, the School of Sciences at Kokomo, the College of Liberal Arts and Sciences at South Bend, and the School of Natural Sciences at Southeast.

CHE 19-21 Master of Arts for Teachers in Chemistry to be offered by Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on August 16, 2019
CIP Code: 40.0501
Fifth Year Projected Enrollment: Headcount – 56, FTE – 28
Fifth Year Projected Degrees Conferred: 56

The proposed M.A.T. would be offered through the College of Arts and Sciences at Bloomington and Northwest, the School of Natural Science and Mathematics at East, the School of Sciences at Kokomo, the College of Liberal Arts and Sciences at South Bend, and the School of Natural Sciences at Southeast.

CHE 19-22 Master of Arts for Teachers in History to be offered by Indiana University Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, and Southeast

Proposal received on August 16, 2019
CIP Code: 54.0101
Fifth Year Projected Enrollment: Headcount – 56, FTE – 28
Fifth Year Projected Degrees Conferred: 56

The proposed M.A.T. would be offered through the College of Arts and Sciences at Bloomington and Northwest, the School of Humanities and Social Sciences at East and Kokomo, the School of Liberal Arts at IUPUI, the College of Liberal Arts and Sciences at South Bend, and the School of Arts and Letters at Southeast.

CHE 19-23 Master of Arts for Teachers in Mathematics to be offered by Indiana University East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on August 16, 2019

CIP Code: 27.0101

Fifth Year Projected Enrollment: Headcount – 60, FTE – 30

Fifth Year Projected Degrees Conferred: 60

The proposed M.A.T. would be offered through the School of Natural Science and Mathematics at East, the School of Sciences at Kokomo, the College of Arts and Sciences at Northwest, the College of Liberal Arts and Sciences at South Bend, and the School of Natural Sciences at Southeast.

CHE 19-24 Master of Arts for Teachers in Political Science to be offered by Indiana University Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast

Proposal received on August 16, 2019

CIP Code: 45.1001

Fifth Year Projected Enrollment: Headcount – 80, FTE – 40

Fifth Year Projected Degrees Conferred: 80

The proposed M.A.T. would be offered through the College of Arts and Sciences at Bloomington and Northwest, the School of Humanities and Social Sciences at East and Kokomo, the College of Liberal Arts and Sciences at South Bend, and the School of Social Sciences at Southeast.

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

BUSINESS ITEM B-1:

Indiana University Bloomington – Mies van der Rohe Building

Staff Recommendation

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

- Indiana University Bloomington – Mies van der Rohe Building

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

Indiana University Mies van der Rohe Building

Indiana University Bloomington – Mies van der Rohe Building

STAFF ANALYSIS

The Trustees of Indiana University request authorization to proceed with construction of a new, approximately 10,000-gross square foot facility at the northwest corner of Jordan Avenue and 7th Street on the Bloomington Campus. This facility will be inspired by a 1952 architectural design by internationally-renowned modernist architect Ludwig Mies van der Rohe of a proposed IU Bloomington campus building which was never ultimately constructed. The facility will serve as a home for the Eskenazi School of Art, Architecture and Design. Lecture, workshop, student collaboration, administrative and office program spaces will be included.

Funding: This project is estimated to cost \$10,000,000 and will be funded by Gift Funds through the Indiana University Foundation.

Additional Staff Notes: Staff recommends approval of the project.

**PROJECT COST SUMMARY
MIES VAN DER ROHE BUILDING**

Institution:	Indiana University	Budget Agency Project No.:	A-1-20-1-01
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:			

20192055

Project Size:	10,300 GSF(1)	6,695 ASF(2)	65% ASF/GSF
Net change in overall campus space:	10,300 GSF	6,695 ASF	

Total cost of the project (3):	\$ 10,000,000	Cost per ASF/GSF:	\$ 971 GSF
			\$ 1,494 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 10,000,000	Gift Funds through the IU Foundation

Estimated annual debt payment (6):

Are all funds for the project secured:

Project Funding:
The project will be funded through gifts through the Indiana University Foundation.

Project Cost Justification
Comparable projects include the IUB Kelley School of Business Career Services Addition (estimated at \$458/gsf in 2015 dollars). The van der Rohe Building will be similar in use and smaller in size in keeping with the spirit of the original 1952 design, while adding modern mechanical systems (air conditioning in particular), an elevator, and other universal accessibility needs to meet current standards.

Estimated annual change in cost of building operations based on the project: \$ 55,327

Estimated annual repair and rehabilitation investment (5)*: \$ 125,000
*at 1.25%

(1) Gross Square Feet (GSF)- Sum of all area within the exterior envelope of the structure.
 (2) Assignable Square Feet (ASF)- Amount of space that can be used by people or programs within the interior walls of a structure. Assignable square feet is the sum of the 10 major assignable space use categories: classrooms, laboratories, offices, study facilities, special use facilities, general use facilities, support facilities, health care facilities, residential facilities and unclassified facilities. For information on assignable space use categories, see Space-Room Codes tab.
 (3) Projects should include all costs associated with the project (structure, A&E, infrastructure, consulting, FF&E, etc.)
 (4) Be consistent in the naming of funds to be used for projects. If bonding, note Bonding Authority Year (1965, 1929, 1927, etc.)
 (5) 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
 (6) If issuing debt, determine annual payment based on 20 years at 4.75% 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
MIES VAN DER ROHE BUILDING

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-20-1-01
Institutional Priority:

Description of Project

This project will construct a new, two-story, approximately 10,000-gross square foot facility at the northwest corner of Jordan Avenue and 7th Streets on the Bloomington campus. This facility will be inspired by a fully documented 1952 architectural design by renowned modernist architect Ludwig Mies van der Rohe of a proposed IU Bloomington campus building, never ultimately constructed. This internationally significant design, created by Mies van der Rohe and his associate Daniel Brenner, will serve as a home for the Eskenazi School of Art, Architecture and Design and provide lecture, workshop, student collaboration, administrative and office program spaces in an inspiring and iconic facility.

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

Historical Significance: The project itself has historical significance in that Ludwig Mies van der Rohe was commissioned in 1950 to create a unique building on the IU campus. Presented to the university community in early 1952, the design highlighted what has now become a signature modernist and international style of Mies van der Rohe and was completed at a high point in his prolific career. This project is inspired by van der Rohe's 1952 design.

Alternatives Considered: Due to the nature of this project, no alternatives were considered.

Relationship to Long-Term Capital Plan for Indiana University: The university's Bicentennial Strategic Plan calls for a focus on new capital and major renovation projects supporting IU's new academic initiatives, such as the Eskenazi School of Art, Architecture and Design, which was established in 2016.

Need and Purpose of the Program

This internationally significant design will serve as a hub for the Eskenazi School of Art, Architecture and Design and provide lecture, workshop, student collaboration, administrative and office program spaces in an inspiring and iconic facility. Of additional note and in special relationship to Indiana University, Myron Goldsmith, the original 1971 architect for the recently acquired and renovated Republic Building of Columbus and home to the J. Irwin Miller Architecture Program of Indiana University, was an associate of Mies van der Rohe and is confirmed to have worked on the design of this structure in the early 1950s.

Space Utilization

This project will create classroom, study, office and related support spaces.

Comparable Projects

Comparable projects include the IUB Kelley School of Business Career Services Addition (estimated at \$458/gsf in 2015 dollars). The van der Rohe Building will be similar in use and smaller in size in keeping with the spirit of the original 1952 design, while adding modern mechanical systems (air conditioning in particular), an elevator, and other universal accessibility needs to meet current standards.

Background Materials

This project was approved by the Indiana University Board of Trustees at the August 2019 meeting. The project will be funded through gifts through the Indiana University Foundation.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR MIES VAN DER ROHE BUILDING

	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)	Subtotal Current and Future Space	Space to be Terminated (4)	
MIES VAN DER ROHE BUILDING A-1-20-1-01						
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	384,477	82,900	4,265	471,642	-	2,206
Class Lab (210,215,220,225,230,235)	466,682	33,103	35,000	534,785	-	-
Non-class Lab (250 & 255)	484,204	46,054	-	530,258	-	-
Office Facilities (300)	2,050,506	159,647	67,493	2,277,646	-	3,822
Study Facilities (400)	591,855	13,503	28,348	633,706	-	537
Special Use Facilities (500)	760,165	2,064	9,191	771,420	-	-
General Use Facilities (600)	1,249,514	79,122	65,334	1,393,970	-	-
Support Facilities (700)	1,057,690	52,837	179,687	1,290,214	-	130
Health Care Facilities (800)	26,837	10,808	-	37,645	-	-
Resident Facilities (900)	2,500,190	450,789	146,500	3,097,479	-	-
Unclassified (000)	168,582	1,616	-	170,198	-	-
B. OTHER FACILITIES (Please list major categories)						
TOTAL SPACE	9,740,702	932,443	535,818	11,208,963	-	6,695
						37,645
						3,097,479
						170,198
						3,305,322

Notes:

- (1) Figures reflect IUB total assignable sf
- (2) Figures include Golf Course, 3551 asf; Regional Academic Health Center, 69,003 asf; Old Crescent Renovation Phase III, 295,052 asf; Metz Carillon Renovation and Relocation, 300 asf; Renovation of Foster and McNutt Quadrangles, 351,589 asf; Teter Quad Mechanical Systems Replacement and Renovation, 200,142 asf; Wells Library Ground Floor and Accessibility Upgrades, 12,806 asf
- (3) Figures include North Housing Addition, 182,000 asf; International Center, 24,646 asf; Indiana Memorial Union Dining Renovation, 25,632 asf; Armstrong Stadium North Grandstand Replacement, 13,597 asf; Parking Garage/Office Building 183,950 asf; Data Center Electrical and Cooling Infrastructure Upgrades 68,361 asf; Lilly Library Renovation 37,632 asf

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

CAPITAL PROJECT COST DETAILS
MIES VAN DER ROHE BUILDING

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-20-1-01
Institutional Priority:

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	February	2020
Start Construction	March	2020
Occupancy (End Date)	May	2021

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	\$ 683,600		\$ 683,600
c. Consulting	\$ 4,800		\$ 4,800
<u>Construction</u>			
a. Structure	\$ 4,580,200		\$ 4,580,200
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,261,100		\$ 2,261,100
c. Electrical	\$ 1,681,300		\$ 1,681,300
<u>Movable Equipment</u>			
<u>Fixed Equipment</u>			
	\$ 120,000		\$ 120,000
<u>Site Development/Land Acquisition</u>			
	\$ 66,000		\$ 66,000
<u>Other (Contingency, Admin. & Legal Fees)</u>			
	\$ 603,000		\$ 603,000
TOTAL ESTIMATED PROJECT COST	\$ 10,000,000	\$ -	\$ 10,000,000

CAPITAL PROJECT OPERATING COST DETAILS
FOR: MIES VAN DER ROHE BUILDING

Institution:	Indiana University	Budget Agency Project No.:	A-1-20-1-01
Campus:	Bloomington	Institutional Priority:	

ANNUAL OPERATING COST/SAVINGS (1)	GSF OF AREA AFFECTED BY PROJECT				10,300
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses	
1. Operations	\$ -	\$ -	\$ -	\$ -	
2. Maintenance	\$ 2.99	\$ 30,825	\$ -	\$ -	
3. Fuel	\$ -	\$ -	\$ -	\$ -	
4. Utilities	\$ 1.73	\$ 17,784	\$ -	\$ -	
5. Other	\$ 0.65	\$ 6,718	\$ -	\$ -	
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 5.37	\$ 55,327	\$ -	\$ -	

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

INDIANA UNIVERSITY

BICENTENNIAL
1820-2020



August 9, 2019

THE PRESIDENT

The Honorable Eric J. Holcomb
Governor, State of Indiana
206 State House
Indianapolis, Indiana 46204

RE: Mies van der Rohe Building
Indiana University Bloomington
A-1-20-1-01

Dear Governor Holcomb:

The Trustees of Indiana University and I respectfully request authorization to proceed with the construction of a new, approximately 10,000-gross square foot facility at the northwest corner of Jordan Avenue and 7th Streets on the Bloomington campus. This facility will be inspired by a 1952 architectural design by internationally-renowned modernist architect Ludwig Mies van der Rohe of a proposed IU Bloomington campus building, never ultimately constructed. This project is estimated to cost \$10,000,000 and will be funded through Gifts through the Indiana University Foundation.

This inspiring and iconic facility will serve as a home for the Eskenazi School of Art, Architecture and Design. Lecture, workshop, student collaboration, administrative and office program spaces will be included.

Your early approval of this request will allow us to proceed on schedule with this project.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Michael A. McRobbie", with a long horizontal line extending to the left.

Michael A. McRobbie
President

Bryan Hall 200
107 S. Indiana Avenue
Bloomington, Indiana
47405-7000
812-855-4613
Fax: 812-855-9586

Submitted through the Indiana Commission for Higher Education and the State Budget Agency.

University Hall
301 University Blvd.,
Suite 5035
Indianapolis, Indiana
46202-5146
317-274-3571
Fax: 317-274-5098

iupres@iu.edu
www.president.iu.edu
20192055

The Honorable Eric J. Holcomb
August 9, 2019
Page 2

RE: Mies van der Rohe Building
Indiana University Bloomington
A-1-20-1-01

cc: Indiana Commission for Higher Education
State Budget Agency

Representative Tim Brown
Senator Ryan Mishler
Representative Greg Porter
Senator Karen Tallian
Mr. Zachary Jackson
Representative Bob Cherry
Senator Liz Brown
Senator Greg Taylor
Representative Carey Hamilton
Ms. Teresa Lubbers
Mr. Andy Cummings
Ms. Alecia Nafziger

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

BUSINESS ITEM B-2:

Ivy Tech Community College – Indianapolis Automotive Technology Center

Staff Recommendation

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

- Ivy Tech Community College – Indianapolis Automotive Technology Center

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

ITCC Indianapolis Automotive Technology Center

Ivy Tech Community College – Indianapolis Automotive Technology Center

STAFF ANALYSIS

The State Board of Trustees for Ivy Tech Community College request authorization to proceed with the construction of the Indianapolis Automotive Technology Center. The current automotive center building was built in 1932 and has outdated infrastructure, HVAC, electrical, plumbing, and roofing. An analysis from 2015 projected renovations needed for the building to cost \$14M; with that information, it was determined to be a better investment to pursue a new building/location to provide the Automotive Technology programs. A new location also allows for more growth of the program in the future as the current building is landlocked from expansion. New construction will create more energy efficient space by including more energy efficient systems in HVAC, electrical, roofing, and envelope. The space will be designed to allow for more efficient teaching by having classrooms and labs more closely located and by allowing complementary lab spaces in closer proximity to one another. The building will be constructed on land donated to the college by the Eskenazi family on the west side of the city in the former Lafayette Square area (now known as the International Marketplace District). In addition to reducing the need for ongoing repairs and major building upgrades, the new building will provide energy savings and allow for increased student enrollment.

Funding: The estimated cost of this project is \$14,047,508. The funding sources include:

- \$4,833,000 in Gift Funds
- \$3,000,000 in Gift Funds – New Market Tax Credit
- \$2,214,508 in Non-Fee Replaced Debt – Gift Funds (Foundation Secured Loan)
- \$2,300,000 in Auxiliary Funds – Other
- \$1,700,000 in Operating Funds

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-O-19-1-04
Campus:	Indianapolis	Institutional Priority:	4
Previously approved by General Assembly:	No	Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	No		

Project Size:	70805 GSF (1)	54207 ASF (2)	0.765581527 ASF/GSF
Net change in overall campus space:	-30733 GSF	-3531 ASF	

Total cost of the project (3):	\$ 14,047,508	Cost per ASF/GSF:	\$ 198.40 GSF
			\$ 259.15 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 7,833,000	Gift Funds
	\$ 2,214,508	Non-Fee Replaced Debt - Gift Funds
	\$ 2,300,000	Auxiliary Funds - Other
	\$ 1,700,000	Operating Funds

Estimated annual debt payment (6):	
Are all funds for the project secured:	No

Project Funding:
 Gift Funds: \$4,833,000 in Donor Funds; \$3,000,000 in New Market Tax Credits
 Non-Fee Replaced Debt-Gift Funds: \$2,214,508 through Foundation Secured Loan
 Auxiliary Funds-Other: \$1,550,000 from Bookstore Commissions; \$750,000 from Campus Events Income
 Operating Funds: \$1,200,000 from Sale of Property; \$500,000 from General Operating Budget

Project Cost Justification
 The current automotive center building was built in 1932, and has outdated infrastructure, including HVAC, electrical, plumbing, and roofing. An analysis from 2015 projected renovations needed for the building to cost \$14M; with that information, it was determined to be a better investment to pursue a new building/location to provide the Automotive Technology programs. A new location also allows for more growth in the program in the future, as the current building is landlocked from expansion. New construction will create more energy efficient space by including more energy efficient systems in HVAC, electrical, roofing, and envelope. The space will be designed to allow for more efficient teaching by having classrooms and labs more closely located, and by allowing complementary lab spaces in closer proximity to one another. The building will be constructed on land donated to the college by the Eskenazi family on the west side of the city in the former Lafayette Square area (now known as the International

Estimated annual change in cost of building operations based on the project:	\$ (24,534)
Estimated annual repair and rehabilitation investment (5):	\$ 210,000

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-O-19-1-04
Campus:	Indianapolis	Institutional Priority:	4

Description of Project

This project is to create a new location for the automotive technology training programs offered by Ivy Tech's Indianapolis Campus. The program is currently housed in the East Washington Center, which was originally constructed in 1932 as the West Baking Company. The college moved into the building in the early 1970's and has occupied the building since that time. Currently, the building is in need of a new roofing system for the entire structure, new HVAC to replace the various small systems throughout the building, new boilers to replace 40+ year old boilers, multiple envelope and structural repairs as well as a multitude of other major upgrades to meet current needs. A study in 2015 showed that it would cost \$14M or more to upgrade the current building without being able to create significantly more usable space, leading to the decision to move the program to a new structure. Based upon preliminary design of the new space, this is projected to be an approximately 70,000 SF building, providing a mix of classroom and labs. This would include all new construction on a property the college received by donation, designed to provide a better educational experience for students by offering efficient design and adequate space for

Need and Purpose of the Program

The Automotive Technology program at Ivy Tech-Central Indiana currently serves approximately 300 students per year working to achieve certificates and associates degrees. These credentials lead to jobs with starting wages between \$32,000 and \$55,000 and fill the shortage in the automotive service industry the Indianapolis market experiences, and is expected to see grow by more than 20% over the next five years. This project would allow growth of the program, with plans to serve over 600 students per year, which will benefit more individuals in achieving their goals of earning a living wage, while further supporting the local economy by supplying more automotive technicians.

Space Utilization

Overall, this project will reduce the campus' GSF by over 30,000 SF by eliminating inefficient space that exists in the current building, while maintaining a similar amount of ASF. The proposed design will create a ASF/GSF rate of approximately 76%, compared to the existing circumstance of approximately 54%.

Comparable Projects

This building will be designed to provide a very unique experience given the nature of its focus on automotive technology. While there are no similar projects known in the state, discussions with an architectural firm that has constructed similar facilities in Michigan indicate that the cost per square foot is comparable to their past projects.

Background Materials

A master plan study was conducted for the East Washington Center in late 2014 and early 2015. From that study, it was determined that costs to renovate that building would exceed \$14M (\$2M for building structure & envelope, \$5M for Mechanical/Electrical/Plumbing/Fire Systems, \$3M for space renovations, plus contingency and soft costs). While this would have addressed many of the issues with the building, it would not have allowed for future program expansion since the current building is landlocked, resolved the limited parking again due to the in availability of land, or resolve the inefficiencies created by having unusable space in the basement and upper floor. It was for these reasons that it was determined that a better use of \$14M would be towards building a new, efficient structure on land with the ability to

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR (INSERT PROJECT TITLE)

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Subtotal Current and Future Space	Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)		Space to be Terminated (1)	New Space in Capital Request	
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	185,730			185,730	4,724	6,825	2,101
Class Lab (210,215,220,225,230,235)	224,804			224,804	44,290	38,245	(6,045)
Non-class Lab (250 & 255)	-			-	-	-	-
Office Facilities (300)	207,783			207,783	2,104	3,617	1,513
Study Facilities (400)	40,062			40,062	-	-	-
Special Use Facilities (500)	34,948			34,948	-	-	-
General Use Facilities (600)	131,177			131,177	2,379	3,071	692
Support Facilities (700)	34,667			34,667	368	2,049	1,681
Health Care Facilities (800)							-
Resident Facilities (900)							-
Unclassified (000)							-
B. OTHER FACILITIES (Please list major categories)							-
TOTAL SPACE	859,171	-	-	859,171	53,865	53,807	(58)

CAPITAL PROJECT COST DETAILS

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-O-19-1-04
Campus:	Indianapolis	Institutional Priority:	4

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	September	2019
Start Construction	July	2020
Occupancy (End Date)	July	2021

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	\$ 438,308	\$ -	\$ 438,308
b. Architectural	\$ 602,375		\$ 602,375
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 7,929,010	\$ 396,450	\$ 8,325,460
b. Mechanical (HVAC, plumbing, etc.)	\$ 1,238,905	\$ 61,945	\$ 1,300,850
c. Electrical	\$ 743,345	\$ 37,170	\$ 780,515
<u>Movable Equipment</u>	\$ 1,250,000	\$ -	\$ 1,250,000
<u>Fixed Equipment</u>			\$ -
<u>Site Development/Land Acquisition</u>	\$ 1,280,000	\$ -	\$ 1,280,000
<u>Other (Plan Approvals, Surveys, Moving)</u>	\$ 70,000		\$ 70,000
TOTAL ESTIMATED PROJECT COST	\$ 13,551,943	\$ 495,565	\$ 14,047,508

*5% inflation rate for construction as that pricing will be determined in 2nd Quarter of 2020.

CAPITAL PROJECT OPERATING COST DETAILS

FOR: (FOR EACH PROJECT FROM 2013-15 CAPITAL REQUEST SCHEDULE: EXCLUDE R&R)

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-O-19-1-04
Campus:	Indianapolis	Institutional Priority:	4

ANNUAL OPERATING COST/SAVINGS (1)					GSF OF AREA AFFECTED BY PROJECT		70805
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses			
1. Operations		\$ -					
2. Maintenance	-0.24	\$ (16,993)	\$ (16,993)				
3. Fuel		\$ -					
4. Utilities	-0.1	\$ (7,081)	\$ (7,081)				
5. Other		\$ -					
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	-0.34	\$ (24,074)	\$ (24,074)	\$ -			

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

Operational cost are expected to decrease with efficiencies in equipment and building envelop.

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

BUSINESS ITEM B-3:

Purdue University West Lafayette – South End Zone Video Board

Staff Recommendation

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

- Purdue University West Lafayette – South End Zone Video Board

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

Purdue University South End Zone Video Board

Indiana University Bloomington – South End Zone Video Board

STAFF ANALYSIS

The Purdue University Board of Trustees requests authorization to proceed with the planning, financing, construction, and award of construction contracts for the South End Zone Video Board project on the Purdue West Lafayette campus. The South End Zone Video Board project will include the demolition of the current video board in the south end zone of Ross-Ade Stadium and the purchase and installation of a new, larger, higher resolution video board. The work will include utility and infrastructure improvements, such as new electrical and data lines. The current video board is difficult to maintain, parts are not readily available, and technicians must be kept on retainer to handle maintenance issues.

Funding: The estimated cost of this project is \$10,000,000 and will be funded with Gift Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

South End Zone Video Board

Institution: <input type="text" value="Purdue University"/>	Budget Agency Project No.: <input type="text" value="B-1-20-2-08"/>
Campus: <input type="text" value="West Lafayette"/>	Institutional Priority: <input type="text" value="N/A"/>
Previously approved by General Assembly: <input type="text" value="No"/>	Previously recommended by CHE: <input type="text" value="No"/>
Part of the Institution's Long-term Capital Plan: <input type="text" value="Yes"/>	

Project Size: <input type="text" value="0"/> GSF (1) <input type="text" value="0"/> ASF (2) <input type="text" value="0"/> ASF/GSF
Net change in overall campus space: <input type="text" value="0"/> GSF <input type="text" value="0"/> ASF

Total cost of the project (3):	<input type="text" value="\$ 10,000,000"/>	Cost per ASF/GSF:	<input type="text" value="N/A"/> GSF
Total cost of the demolition:	<input type="text" value="N/A"/>		<input type="text" value="N/A"/> ASF
Funding Source(s) for project (4):	Amount	Type	
	<input type="text" value="\$ 10,000,000"/>	<input type="text" value="Gift Funds"/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
	<input type="text" value=""/>	<input type="text" value=""/>	
Estimated annual debt payment (6):	<input type="text" value="N/A"/>		
Are all funds for the project secured:	<input type="text" value="Yes"/>		

Project Funding:

Project Cost Justification
 The project is consistent with similar projects as noted in the Comparable Project Section.

Estimated annual change in cost of building operations based on the project:	<input type="text" value="N/A"/>
Estimated annual repair and rehabilitation investment (5):	<input type="text" value="N/A"/>

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
South End Zone Video Board

Institution: Purdue University
Campus: West Lafayette

Budget Agency Project No.: B-1-20-2-08
Institutional Priority: N/A

Description of Project

This project includes the demolition of the current video board in the south end zone of Ross-Ade Stadium and includes the purchase and installation of a new video board. This work will include new utility and infrastructure improvements, including new electrical and data lines as well as architectural finishes to the plaza area to ensure a cohesive aesthetic. This will be a larger, higher resolution video board, and it will enhance the fan experience at Ross-Ade Stadium.

Need and Purpose of the Program

The current video board is difficult to maintain, parts are not readily available and technicians must be kept on retainer to handle maintenance issues. The new video board will be more reliable and enhance the fan experience. The current video board and structure will be demolished for installation of the new video board.

Space Utilization

This project will not affect space utilization.

Comparable Projects

- Ross-Ade Stadium Permanent Light Installation (2016)
 - o \$5,600,000
 - o Installation of permanent field lighting to meet the Big Ten requirements for night games

- Ross-Ade Stadium North End Zone Monster Ribbon Board Installation
 - o \$900,000
 - o Full LED ribbon board above the existing north end zone seating bowl of approximately 10' x 377'
 - o Operational for Fall 2019

Background Materials

N/A

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR South End Zone Video Board

(INSERT PROJECT TITLE AND SBA No.)	Current Campus Totals			Capital Request		Net Future Space
	Current Space in Use	Space Under Construction (1)	Space Planned and Funded (1)	Space to be Terminated (1)	New Space in Capital Request (2)	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	330,369	3,119		333,488		333,488
Class Lab (210,215,220,225,230,235)	616,045	53,863	68,518	738,426		738,426
Non-class Lab (250 & 255)	1,577,327	28,176	(17,963)	1,587,540		1,587,540
Office Facilities (300)	2,251,226	17,515	28,885	2,297,626		2,297,626
Study Facilities (400)	381,012	11,225	6,171	398,408		398,408
Special Use Facilities (500)	1,247,377			1,247,377		1,247,377
General Use Facilities (600)	945,835	45,900	200	991,935		991,935
Support Facilities (700)	2,940,123	(365)	(134)	2,939,624		2,939,624
Health Care Facilities (800)	116,291		89,901	206,192		206,192
Resident Facilities (900)	2,519,400	175,550		2,694,950		2,694,950
Unclassified (000)	46,681			46,681		46,681
B. OTHER FACILITIES (Please list major categories)				-		-
TOTAL SPACE	12,971,685	334,983	175,578	13,482,246	-	13,482,246

CAPITAL PROJECT COST DETAILS

South End Zone Video Board

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-08
Campus:	West Lafayette	Institutional Priority:	N/A

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	September	2019
Start Construction	December	2019
Occupancy (End Date)	August	2020

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis</u> (1)	<u>Estimated Escalation</u> Factors (2)	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 215,000	[]	\$ 215,000
b. Architectural	\$ 100,000	[]	\$ 100,000
c. Consulting	\$ 25,000	[]	\$ 25,000
<u>Construction</u>			
a. Structure	\$ 3,000,000	[]	\$ 3,000,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 100,000	[]	\$ 100,000
c. Electrical	\$ 1,400,000	[]	\$ 1,400,000
<u>Movable Equipment</u>	\$ -	[]	\$ -
<u>Fixed Equipment</u>	\$ 4,536,435	[]	\$ 4,536,435
<u>Site Development/Land Acquisition</u>	\$ -	[]	\$ -
<u>Other (PM fee, contingency)</u>	\$ 623,565	[]	\$ 623,565
TOTAL ESTIMATED PROJECT COST	\$10,000,000	\$ -	\$ 10,000,000

CAPITAL PROJECT OPERATING COST DETAILS

South End Zone Video Board

Institution:	Purdue University	Budget Agency Project No.:	B-1-20-2-08
Campus:	West Lafayette	Institutional Priority:	N/A

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

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

August 8, 2019

The Honorable Eric J. Holcomb
Governor of the State of Indiana
Statehouse
Indianapolis, IN 46204

Dear Governor Holcomb:

At its meeting on August 2, 2019, the Purdue University Board of Trustees approved the planning, financing, construction and award of construction contracts for the South End Zone Video Board project on the Purdue West Lafayette campus.

The South End Zone Video Board project will include the demolition of the current video board in the south end zone of Ross-Ade Stadium and the purchase and installation of a new, larger, higher resolution video board. The work will include utility and infrastructure improvements, such as new electrical and data lines. The current video board is difficult to maintain, parts are not readily available and technicians must be kept on retainer to handle maintenance issues.

The estimated cost of this project is \$10,000,000 and will be funded with Gift Funds.

Subject to review by the Commission for Higher Education and recommendation by the State Budget Committee and the Budget Agency, we request your approval to proceed with this project. Attached are the completed forms that the Commission has prescribed for its review of such projects. We will be happy to answer any questions you or your staff may have or to provide any additional information that is needed.

Sincerely,



William E. Sullivan
Treasurer and Chief Financial Officer

Attachments

- c: Alecia Nafziger, Associate Commissioner and Chief Financial Officer, Indiana
Commission for Higher Education
- Zachary Jackson, Director, Indiana State Budget Agency
- Kathleen Thomason, Comptroller, Purdue University
- Anthony Hahn, Director, State Relations & Policy Analysis, Purdue University

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

BUSINESS ITEM C:

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:

- Indiana State University – Dreiser Hall
- Ivy Tech Community College – Elkhart Flex Lab
- Indiana University – Bicentennial Repair and Rehabilitation Plan
- Purdue University West Lafayette – Airport HVAC Replacement, Window Replacement and Overhead Door Repair Project
- Purdue University West Lafayette – Classroom and Restroom Renovations
- Purdue University West Lafayette – Hillenbrand Residence Hall Sewer Replacement and Bathroom Repair Phases III-IV
- Purdue University West Lafayette – Southeast Campus Water Line Replacement
- Purdue University West Lafayette – Stewart Center Window and Stage Lift Replacements and Elevator Repair
- Purdue University West Lafayette – University Residences Bathroom Renovation Phase IX – Shreve Residence Hall

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, Thursday, September 12, 2019

Capital Projects for Expedited Action

Thursday, September 12, 2019

C-1-19-2-01 Indiana State University – Dreiser Hall

The Indiana State University Board of Trustees request authorization to proceed with Academic Facility Renovation – Phase Two for Dreiser Hall. Constructed in 1950, Dreiser Hall houses academic programs in the College of Arts and Sciences including multiple communication classes and services, student media and video production, student operated radio stations, distance education classrooms, and a 255 seat theatre. The facility is in need of extensive renovation to replace critical building components - including HVAC, plumbing, fire suppression, and electrical. The renovation will also improve ADA accessibility by replacing non-ADA compliant elevators and adding publicly accessible restrooms on the first floor, repair the building envelope in order to ensure the building is worthy to withstand harsh weather conditions, and enhance collaborative learning by improving the layout of the halls to encourage more interaction between students and faculty.

F-O-19-1-05 Ivy Tech Community College – Elkhart Flex Lab

The Ivy Tech Community College Board of Trustees request authorization to proceed with the construction of a flexible laboratory space to the Elkhart County location. This space will house Industrial Technology and Advanced Automation and Robotics Technology. The space will house all general infrastructure needs for the programs including appropriate ceiling height, power needs and informational technology infrastructure. The need for Ivy Tech Elkhart to develop a flex lab swiftly and thoughtfully is critical as Elkhart County continues to face significant workforce needs, particularly in the area of advanced manufacturing.

F-O-19-1-04 Indiana University – Bicentennial Repair and Rehabilitation Plan

The Trustees of Indiana University request authorization to proceed with the bicentennial repair and rehabilitation plan for the IUPUI and Bloomington campuses. At IUPUI, Health Sciences (209,928 gross square feet, completed 1975), Dunlap (137,245 gross square feet, completed 1978), Bryce (60,090 gross square feet, completed 1924) and Ott (45,753 gross square feet, completed 1923) are in need of repairs and upgrades, particularly to building systems. Health Sciences is currently in use, but the other three buildings are vacant due to the need for renovation. This project will enable more efficient and appropriate operation of Health Sciences, which serves units including the Fairbanks School of Public Health and the School of Health and Human Sciences. Dunlap will be utilized for the IU School of Medicine, and Bryce and Ott will be brought back into use for the academic and administrative needs of the campus as a whole. On the Bloomington campus, the Mathers, Glenn A. Black Laboratory, and McCalla will receive mechanical systems and other improvements. Mathers and Glenn Black Lab will retain their current functions while McCalla will convert from its previous use by the Eskenazi School of Art, Architecture and Design into space for a research center. These renovations will provide safe, effective and efficient learning and work environments for students, faculty, and staff through critically needed repairs and renovations of facilities and infrastructure to support learning, teaching and research.

B-1-20-2-03 Purdue University West Lafayette – Airport HVAC Replacement, Window Replacement and Overhead Door Repair Project

The Purdue University Board of Trustees request authorization to proceed with airport HVAC replacement, window replacement, and overhead door repairs. This project will replace an existing, deficient air handling unit (AHU) and 77 windows in the Niswonger Aviation Technology Building and repair the Terminal Building overhead door. The new AHU will be more energy efficient, correct deficiencies in service to the main lecture hall and expand service to classrooms and student workspaces that are not currently air-conditioned. The new windows will improve energy efficiency, water resistance, and aesthetics. Repairs to the overhead door will increase reliability and extend the expected life by 20 to 30 years.

B-1-20-2-05 Purdue University West Lafayette – Classroom and Restroom Renovations

The Purdue University Board of Trustees request authorization to proceed with classroom and restroom renovations for multiple buildings on the Purdue University West Lafayette campus. This project will renovate specific classrooms in Beering Hall, the Biochemistry Building, the Electrical Engineering Building, and the Veterinary Pathology Building to modernize the classroom environment, including new audio visual equipment, hearing loops, LED lighting, flooring, and furniture. All public restrooms in the Electrical Engineering Building will be renovated, inclusive of updated fixtures, partitions and counters, and improvements in alignment with ADA accessibility requirements.

B-1-20-2-07 Purdue University West Lafayette – Hillenbrand Residence Hall Sewer Replacement and Bathroom Repair Phases III-IV

The Purdue University Board of Trustees request authorization to proceed with phases three and four of the planned four phase sewer replacement and bathroom repairs. Work will take place in the north and west wings of the west tower and include the replacement of the original, aging plumbing and sewer infrastructure, which will necessitate the demolition of a portion of the bathrooms, including the removal of some fixtures. New fixtures will be installed and some work will be done to ensure the bathroom aesthetic is cohesive.

B-1-20-2-09 Purdue University West Lafayette – Southeast Campus Water Line Replacement

The Purdue University Board of Trustees request authorization to proceed with replacing the north-south chilled water line that runs east of Lynn Hall. This line is a major supply and return line for the West Lafayette campus. The scope of this project includes the excavation of five access pits, which are used to place and operate the boring equipment, as well as the pipe welding operation and pulling operation. Work to one of the access pits includes an approximate two month shutdown to Marsteller Street just north of the Harrison Street intersection. This project includes all temporary cooling required to support various campus buildings during the chilled water shutdown. The shutdown period is expected to last approximately two to eight weeks depending on the building and its needs.

B-1-20-2-04 Purdue University West Lafayette – Stewart Center Window and Stage Lift Replacements and Elevator Repair

The Purdue University Board of Trustees request authorization to proceed with replacing a number of parts on the Loeb Playhouse stage lift, repair to the elevator, and replace 300 windows in Stewart Center. New windows will improve efficiency and water resistance. Repairs to the stage lift and elevator will allow the units to continue to function, increase their reliability, and maintain their safe operation. The work on the stage lift will include replacing the mechanical drives, decommissioning ground hydraulic cylinders, eliminating hydraulic power unit and controls, and installing new mechanical drives on lifts and associated controls. The elevator repairs will include replacing the controller, hoist machine, door operator and car doors, along with an upgrade to the activation devices (for fire service and unintended movement).

B-1-20-2-06 Purdue University West Lafayette – University Residences Bathroom Renovation Phase IX-Shreve Residence Hall

The Purdue University Board of Trustees request authorization to proceed with the ninth and final phase of the University Residences H-Hall bathroom renovations on the West Lafayette campus. This phase will complete work in Shreve Residence Hall and will reconfigure and renovate approximately 7,160 GSF of community bathrooms on the first through eighth floors of the west tower. The work will replace the original, aging infrastructure and reconfigure the space to enhance ADA accessibility and provide greater privacy and an updated appearance.

COMMISSION FOR HIGHER EDUCATION
 Thursday, September 12, 2019

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	Purdue University Global	Bachelor of Science in Professional Flight	07/12/2019	On CHE Agenda for Action
02	Purdue University Global	Associate of Science in Professional Flight	07/12/2019	Under Review
03	Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast	Master of Arts for Teachers in Biology	08/16/2019	On CHE Agenda for Action
04	Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast	Master of Arts for Teachers in Chemistry	08/16/2019	On CHE Agenda for Action
05	Indiana University Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, and Southeast	Master of Arts for Teachers in History	08/16/2019	On CHE Agenda for Action
06	Indiana University East, Kokomo, Northwest, South Bend, and Southeast	Master of Arts for Teachers in Mathematics	08/16/2019	On CHE Agenda for Action

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
07 Indiana University Bloomington, East, Kokomo, Northwest, South Bend, and Southeast	Master of Arts for Teachers in Political Science	08/16/2019	On CHE Agenda for Action
08 Indiana University East, Kokomo, Northwest, South Bend, and Southeast	Bachelor of Arts in Sustainability Studies	08/16/2019	Under Review
09 Indiana University East, IUPUI, Kokomo, South Bend, and Southeast	Bachelor of Science in Data Science	08/16/2019	Under Review
10 Indiana University Purdue University Indianapolis	Master of Science in Global Health and Sustainable Development (IU)	08/16/2019	Under Review
11 Indiana University Bloomington	Bachelor of Science in Cybersecurity and Global Policy	08/16/2019	Under Review
12 Indiana University South Bend	Bachelor of Art/Bachelor of Science in Informatics and Interactive Media Arts	08/16/2019	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, September 12, 2019

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	Indiana University Bloomington	Graduate Certificate in Learning Sciences, Media and Technology	08/26/2019	Adding a certificate
02	Indiana University South Bend	Bachelor of Music Education in Music	08/26/2019	Changing the credit hours
03	Purdue University West Lafayette	Masters of Business Administration in Management	08/26/2019	Adding distance education
04	Purdue University Global	Dental Assistant Diploma	08/26/2019	Eliminating a program
05	Indiana University Bloomington	Graduate Certificate in Improvement Science	08/26/2019	Adding a certificate
06	Indiana University Bloomington	Master of Science in Plant Sciences	08/26/2019	Suspending a program
07	Indiana University Bloomington	Doctor of Philosophy in Plant Sciences	08/26/2019	Suspending a program
08	Indiana University Bloomington	Master of Science in Zoology	08/26/2019	Suspending a program
09	Indiana University Bloomington	Doctor of Philosophy in Zoology	08/26/2019	Suspending a program
10	Indiana University Bloomington	Doctor of Philosophy in Biology	08/26/2019	Suspending a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	Indiana University Bloomington	Doctor of Philosophy in Genetics	08/26/2019	Suspending a program
12	Indiana University Purdue University Indianapolis	Graduate Certificate in Environmental Policy and Sustainability (IU)	08/26/2019	Adding a certificate
13	Indiana University Purdue University Indianapolis	Graduate Certificate in Philanthropic Fundraising (IU)	08/26/2019	Adding a certificate
14	Indiana University Purdue University Indianapolis	Graduate Certificate in Innovation and Social Changes (IU)	08/26/2019	Adding a certificate
15	Indiana University Purdue University Indianapolis	Graduate Certificate in Public Finance (IU)	08/26/2019	Adding a certificate
16	Indiana University Purdue University Indianapolis	Master of Public Health (IU)	08/26/2019	Adding distance education
17	IUPUI-Fort Wayne	Undergraduate Certificate in Rehabilitation and Disability Studies	08/26/2019	Eliminating a program
18	Indiana University Northwest	Undergraduate Certificate in Sports Management	08/26/2019	Adding a certificate
19	Indiana University South Bend	Bachelor of Arts in Sustainability Studies	08/26/2019	Changing the name
20	Ivy Tech Community College-Valparaiso	Technical Certificate in Supply Chain Management	08/26/2019	Adding locations
21	Purdue University Global	Associate of Science in Nursing	08/26/2019	Changing the name

COMMISSION FOR HIGHER EDUCATION

Thursday, September 12, 2019

INFORMATION ITEM C:

Media Coverage

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

Inside INdiana Business
Higher Ed Commission Awards STEM Recruitment Grants
By Wes Mills
August 20, 2019

To help prepare future educators to teach STEM subject areas, the Indiana Commission for Higher Education has awarded nearly \$10 million to 16 schools and organizations to support those efforts. The money is being awarded to programs that place high-quality teachers in schools in high-need school districts.

“The careers fueling Indiana’s economy and future growth require STEM-related skills and experience,” said Indiana’s Higher Education Commissioner Teresa Lubbers.

The STEM Teacher Recruitment Fund was created by the General Assembly in 2013 to address the shortage of high-quality science, technology, engineering and mathematics teachers in Indiana school corporations.

“Training more Hoosier teachers in these subject areas and ensuring they are working in schools that have a shortage of those subject areas is critical to the goal of having more Hoosiers prepared to succeed in high-demand STEM fields,” said Lubbers.

The funding helps pay for coursework, supporting mentorship programs and offering teacher training models. The commission says this is the fourth round of grant funding for this program.

Here is a list of the 2019 STEM Teacher Recruitment Fund Award Recipients:

Conexus Indiana: \$200,000

Independent Colleges of Indiana/Center of Excellence in Leadership of Learning: \$2.4 million

Nextech: \$600,000

Purdue Research Foundation: \$555,000 (two programs)

Teach for America: \$2.25 million

University of Southern Indiana Foundation: \$440,000 (two programs):

Project Lead The Way: \$700,000

Ball State University Foundation - Hoosier STEM Academy: \$602,000

University of Evansville: \$110,000

Indiana University Foundation: \$1,075,000 (two programs)

TNTP: \$257,000

Educate ME Foundation: \$172,000

Marian University: \$240,000

WBIW (Bedford)
21st Century Scholars Are Closing Indiana's Achievement Gap
August 23, 2019

(INDIANAPOLIS) – Students in [21st Century Scholars](#), Indiana's early college promise program, are leading the way in closing achievement gaps, and diploma type is a significant predictor of early college success, according to a new report from the [Indiana Commission for Higher Education](#).

The [Equity Report](#) provides a snapshot of Indiana's achievement gap progress by race/ethnicity, socioeconomic status, gender and geography. Progress in the Equity Report is measured by student college-going rate, early success in college and college completion.

"Hoosier students are increasingly diverse and economically challenged. We are moving nearer to closing achievement gaps, but it is critical to continue this positive momentum and ensure more Hoosier learners have access to the opportunity a quality degree or credential provides," said Indiana Commissioner for Higher Education Teresa Lubbers.

Highlights of demographic changes shown in the Equity Report:

Race/ethnicity: Nearly 10,000 more students graduated high school in 2017 than in 2007; virtually all of the growth was among minority students.

Socioeconomic status: Almost one-third of all high school graduates were from low-income households in 2017. Black and Hispanic students – two of the fastest-growing racial groups in the state – are most likely to come from low-income households.

Gender: Indiana's college-going rate dropped one percentage point from the previous year to 63 percent. The amount the state decreased can be almost entirely attributed to a decrease in men's college-going rates.

Geography: Nearly a quarter of all high school graduates in 2017 were rural students. Over half (59 percent) of rural high school graduates enrolled in college within one year of graduating high school – lower than the state average of 63 percent and the percentage of non-rural high school graduates (64 percent).

21st Century Scholars program vital for low-income Hoosiers

Students in the 21st Century Scholars program are the only group on track to close the gap entirely by 2025. The Commission passed a [resolution](#) in 2013 to close the achievement gaps by 2025.

The rate of all Hoosiers entering college within one year of graduating high school in 2017 was 63 percent, while students in the 21st Century Scholars program entered college at 86 percent – greater than any other population highlighted in the Equity Report.

Alternatively, less than 40 percent of low-income non-21st Century Scholars went to college within one year of graduating high school, a rate that has dropped by five percentage points in five years.

On-time completion rates for 21st Century Scholars has increased by substantial margins over a five-year period (up 14 and 12 percentage points at two- and four-year campuses, respectively).

Data from the Equity Report also show the 21st Century Scholars program could be a key in retaining Indiana's talented college graduates: Scholars are the most likely group to stay in Indiana for college.

"Without a doubt, 21st Century Scholars are outpacing all populations of Indiana's graduates in college-going rates. Additionally, Scholars are exceeding their low-income and minority peers in nearly every measure we consider in the Equity Report," said Lubbers. "As we approach the 30th anniversary of the Scholars program, it must remain a priority for the state because this program is our key to closing the state's achievement gaps."

Not surprisingly, learners who attain the state's most rigorous diploma – the Academic Honors Diploma – perform better in college than students with the Core 40 or General Diploma, according to the report. Early success in college is determined by students needing no remediation, completing all coursework attempted and persisting to the second year. While fewer students are entering college needing remediation, the most challenging for students is completing all coursework attempted in the first year of college.

There is a disparity among populations – particularly relating to race/ethnicity and socioeconomic status – of who earns which type of high school diploma and the rates of early success in college.

Just 16 percent of Black students and a quarter of Hispanic students earn the Academic Honors Diploma, while 40 percent of White students earn the Academic Honors Diploma. Sixty-nine percent of Black students, 62 percent of Hispanic students and 48 percent of White students earn the Core 40 diploma.

Achievement gaps are smaller when a high school diploma is more rigorous.

For example, White students are more likely to earn the Academic Honors Diploma than any other race or ethnicity, but the gap is smaller between White and Black Hoosiers who earn the Academic Honors Diploma over the Core 40 and the General Diploma.

The gap grows between those populations when looking at Core 40 earners, but starker still is the gap among General Diploma earners: White students are twice as likely as Black students to experience early college success.

The diploma-related gaps also track along socioeconomic levels. Students from low-income households are less likely to earn the Academic Honors Diploma and less likely to experience early success in college. Nearly a quarter of low-income Hoosiers not in the 21st Century Scholars program earn the General Diploma.

"These gaps are unacceptable. Further alignment among Indiana's K-12, postsecondary and workforce systems is crucial to closing these achievement gaps and necessary for the future of our state. Campuses need to innovate ways to support learners and reduce the disparity in who achieves success in college" said Lubbers.

"We must continue to challenge these gaps and work together to provide a successful path forward for all Hoosiers."

See the full 2019 College Equity Report [here](#).

Journal Gazette
Program to Aid Poor Students Is Succeeding
By Sherry Slater
August 24, 2019

Students from low-income households are more likely to succeed in college if they are enrolled in the 21st Century Scholars program than those who aren't, a report released Friday shows.

The "College Equity Report 2019," which was prepared by the Indiana Commission for Higher Education, lays out student success rates according to students' gender, race or ethnicity, income level and hometown size.

Success by income level data are further divided between those low-income students who participate in the 21st Century Scholars program, which offers eligible Hoosiers resources while in high school and up to four years of paid tuition at a participating Indiana college or university.

Statistics show that 21st Century Scholars were the most likely to enroll in college within one year of high school graduation – 86% – compared to other demographic groups based on gender or race and ethnicity. The next highest percentages were 79% of Asian and 69% of female students.

21st Century Scholars also were almost three times as likely to graduate high school with an academic honors diploma than low-income students who aren't in the program – 46% vs. 13%. That compares to 44% of students from medium- and high-income families.

Students who earn an academic honors diploma are more likely to succeed in college than those earning Core 40 or general diplomas, data show. Among the almost 9,000 students earning general diplomas are more than 5,500 covered by the Individuals with Disabilities Education Act.

State education officials are trying to encourage those students capable of earning a more rigorous high school diploma.

"The gaps in who earns the general diploma implies that many more of these students could have succeeded in college if they had received more student supports, information, guidance and financial resources at an earlier stage in their education," the report states.

Teresa Lubbers, Indiana's commissioner for higher education, expressed concern about disparity in student achievement.

"These gaps are unacceptable," she said in a statement. "Further alignment among Indiana's K-12, post-secondary and workforce systems is crucial to closing these achievement gaps and necessary for the future of our state."

"We must continue to challenge these gaps and work together to provide a successful path forward for all Hoosiers," she added.

The type of diploma earned is one measure of student success used in the report. Others include percentage of students taking the SAT or ACT college entrance exam, enrolling in college classes within one year of high school graduation, completing all coursework intended and continuing to a second year of classes.

The commission has targeted disparities in academic achievement since at least 2013, when it passed a resolution to eliminate gaps among students by 2025. The 21st Century Scholar program, which was launched in 1990, is part of that effort.

Mindy Walker, a doctoral candidate with a specialty in educational policy and leadership, reviewed the report at The Journal Gazette's request.

"I can see the needle is moving a bit for some of these students," said Walker, a former Fort Wayne resident who now lives in Cincinnati. "But there's no basis for comparison. There's no national data. There's no regional data."

For example, the report highlights that 9,547 more Indiana students graduated high school in 2017 than in 2007. But it doesn't disclose that student enrollment increased by 9,488 during that decade, according to data from the Indiana Department of Education.

Some other data are included but not highlighted.

Although the number of blacks entering college declined by 8 percentage points over five years from 2012 to 2017, the most of any racial or ethnic group, the report doesn't draw attention to the decrease or issue a call to address it.

The report does, however, highlight a 5 percentage point decrease in college enrollment among low-income students not enrolled in the 21st Century Scholars program – the second-highest decline shown in that category.

It's unclear, how many black students are enrolled in the 21st Century Scholars program and whether they derive as much benefit from it as other students.

Walker said the data-heavy report doesn't include much analysis.

"It's easy to get kind of lost in the numbers," she added.

Walker said data reports such as the "College Equity Report 2019" can be a jumping-off point for deciding what to study in more depth.

She wonders what state officials are doing to encourage more low-income students to enroll in the 21st Century Scholars program. If the program is fueling students' success, Walker said, maybe it makes sense to offer at least the high school support portion of the program to all students regardless of family income level.

IU Kokomo Newsroom
Future Teacher Receives \$30,000 Scholarship
August 27, 2019

KOKOMO, Ind. – An Indiana University Kokomo freshman is among an elite group of future teachers, receiving the Next Generation Hoosier Educator Scholarship.

Awarded by the Indiana Commission for Higher Education (ICHE), the scholarship is worth \$30,000 over four years. Statewide, 200 students received the honor.

"I want to make an impact on children's lives, specifically in high school," the Wabash resident said. "As a teacher, you have one of the most important, profound impacts on people. My mom is a teacher, and my uncle is a teacher, and I've had some great teachers help me along the way."

Makenna Norman is in the third class of Next Generation Hoosier Educators, and, according to Leah Nellis, dean of the School of Education, she is the first IU Kokomo student to receive it.

"Both Makenna and Wabash should be proud of her accomplishments in receiving one of these scholarships. It's a prestigious scholarship, and the standards are very high," Nellis said. "We look forward to supporting her preparation to become an educator."

Norman chose the campus not only because she could commute from home, but because her mother, Mary Norman, and grandmother, Paula Winer, are alumnae.

"I knew the School of Education was really good," she said. "I knew I would get a good education, and with my scholarship, a lot of my financial need was covered."

Norman plans to teach high school history and political science, inspired by the example of Gregory Stetter, her social studies teacher at Southwood High School.

"He recommended me for the scholarship, and has been one of my most profound influences," she said. "History and political science are subjects a lot of people don't like that much, or they find it boring. I can make people see how interesting and complex they are, and how both are important in their lives.

"We need to know history to not repeat it, and to learn from it," she said. "We also need a good understanding of political science to be educated citizens."

After Stetter's recommendation was accepted by ICHE, Norman had to write an application letter, and then interview in Indianapolis, where she also had to present a lesson plan.

She learned she was selected via email.

"I was so excited to receive the news," she said. "I had just come home from spring break, and I knew it was the day they were going to announce who received them. I was so nervous. When I found out, I told my mom, and she was so happy."

Norman is excited to begin her freshman year at IU Kokomo — especially because she will take School of Education classes, and start getting teaching experience.

"I thought it was so cool that even the first semester, they take you to schools. That's what I'm most looking forward to," she said.

To qualify for the scholarship, students had to either graduate in the highest 20 percent of their high school class, or earn a score in the top 20th percentile on the ACT or SAT. To continue earning the scholarship in college, students must earn a 3.0 cumulative GPA and complete at least 30 hours per year.

Recipients also must commit to teach in Indiana for at least five years after graduating from college.

“We are encouraged to see so many driven and prepared students applying for the Next Generation Hoosier Educators Scholarship,” said Indiana Commissioner for Higher Education Teresa Lubbers. “We look forward to the positive impact they will have in classrooms and school communities across Indiana.”

**The Times (Hamilton County)
Deadline Approaching for Indiana Adult Promise Grant on September 9
August 30, 2019**

The Indiana Commission for Higher Education is accepting applications for the second Indiana Adult Promise Grant, but the September 9 deadline is swiftly approaching.

The grants, funded by the Lumina Foundation, are designed to pilot, expand and enhance promising practices for supporting adult learners at Indiana’s colleges and universities.

The goal of the Indiana Adult Promise Grant is to significantly increase the number of adult Hoosiers with a postsecondary credential by developing easy-to-use resources and sharing best practices to serve adult learners. In determining the organizations or institutions potentially receiving the grant, preference will be given to providers who are participating in the state’s “adult promise” financial aid program, the Workforce Ready Grant.

“The Indiana Adult Promise Grant is one way we can help move the state closer to reaching Indiana’s big goal of 60 percent of Hoosiers with a quality postsecondary degree or credential by 2025,” said Teresa Lubbers, Indiana’s Commissioner for Higher Education. “We cannot reach that goal without focusing on Indiana’s population of credential-seeking adult learners as part of our efforts.”

Proposals will be accepted from organizations intending to develop or expand new or existing programs and services that address the needs of adult learners on Indiana’s postsecondary campuses. Eligible organizations include Indiana institutions that administer state financial aid and community-based organizations focused on educational attainment.

The maximum award amount is \$50,000 and the grant period will end March 2020.

**Bloomberg
Employers Can’t Retrain The U.S. By Themselves
Editorial Board
August 14, 2019**

Regardless of industry, today’s workers are bound by a common anxiety: their jobs will one day be performed by robots. While the threat is more imminent for some than for others, nearly everyone will need new skills in order to succeed. Businesses should help workers prepare for the challenges posed by automation — but they can’t shoulder the task on their own.

In the U.S., more than 7 million job openings remain unfilled. A shortage of workers is to be expected in a tight labor market, but that's only part of the explanation. More than one in five employers say applicants lack skills necessary for the jobs on offer — not just competency in digital technologies, but also soft skills like communication and problem-solving.

As more workplace tasks become automated, this deficit threatens to leave millions of less-educated workers behind. According to a McKinsey report, low and middle-wage workers are at greatest risk of seeing their jobs become obsolete by 2030. Nearly two-thirds of the U.S. labor force will require additional training just to hold on to the jobs they currently have. High-wage jobs are expected to grow as a share of overall employment, but the country's education system isn't producing candidates with the skills required.

Last month, Amazon.com Inc. announced a \$700 million investment to help workers learn new skills and advance their careers. The "Upskilling 2025" program is better than nothing, but still only a limited response to the problem. The company plans to create a software-engineering school to teach non-technical workers how to code. Warehouse staffers will receive paid time to study for credentials to work as IT support technicians. Amazon has also pledged to cover 95% of tuition costs for employees who pursue certificates and degrees in occupations outside of Amazon's core businesses, such as aircraft mechanics, web design and nursing. Spread over six years, however, the company's planned spending per worker each year will still be lower (\$1,077) than the current national average (\$1,296).

To upgrade the skills of Americans at greatest risk from automation, a more comprehensive approach is required — one that's backed by government. To start, states and the federal government should boost tax credits to encourage small and medium-sized businesses to invest more in retraining low-skilled workers. States should bolster workforce development boards that help community colleges and technical schools customize course offerings to meet the needs of local industries.

The government should also do more to promote apprenticeships, which allow workers, including mid-career professionals, to earn a salary while they learn new trades. The Trump administration has approved modest increases in federal grants to apprenticeship programs, but the U.S.'s investment remains paltry compared to that of countries, like Germany, with well-developed apprenticeship systems.

Workers themselves need to embrace the idea of retraining as a lifelong endeavor. Policy makers can assist by making short-term certificate programs eligible for federal student aid, as the bipartisan JOBS Act aims to do. Subsidized individual training accounts, like those offered by Singapore's government, would encourage more adult learners to complete unfinished degrees or seek additional credentials. And Congress should revive the previous administration's proposal to extend wage insurance to displaced workers who take new jobs at lower salaries. That would give middle-class workers the financial cushion to pursue more education while continuing to work.

Creating an educational and training system suited for the future of work will require government, educational institutions and industry leaders to collaborate. Success is possible, but it won't come cheap. There are some things big business — even Amazon — can't deliver.