



# INDIANA COMMISSION *for* HIGHER EDUCATION

## AGENDA

Thursday, June 9, 2022

101 West Ohio Street, Suite 300  
Indianapolis, IN 46204-4206

[www.che.in.gov](http://www.che.in.gov)



**INDIANA COMMISSION** *for*  
**HIGHER EDUCATION**

**JUNE COMMISSION MEETING  
AGENDA**

**Wednesday, June 8, 2022**

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**INDIANA STATE UNIVERSITY**

200 North 7th Street  
Terre Haute, IN 47809

**CAMPUS TOUR**

3:45 P.M. – 5:30 P.M.

*Shuttle departs from hotel lobby*

College of Health and Human Services Building  
Technology Building

**RECEPTION**

5:30 – 6:30 P.M.

Scott College of Business Foyer  
Federal Hall

**DINNER**

6:30 – 8:00 P.M.

Magna Carta Room  
Federal Hall

**HOTEL ACCOMMODATIONS**

Hilton Garden Inn  
750 Wabash Avenue  
Terre Haute, IN 47807

***All events take place on Eastern Time***

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • [www.che.in.gov](http://www.che.in.gov)

Thursday, June 9, 2022

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**COMMISSION MEETING**

Indiana State University  
200 North 7th Street  
Terre Haute, IN 47809

*Parking available in Cherry Street Garage*

**STAFF BREAKFAST**

8:00 – 9:00 A.M.  
Heritage Ballroom  
Tirey Hall

**COMMISSION MEMBER BREAKFAST**

8:00 – 9:00 A.M.  
Heritage Lounge  
Tirey Hall

**WORKING SESSION**

9:00 – 11:45 A.M.  
State Room  
Tirey Hall

**JOIN VIRTUALLY**

[Join Microsoft Teams Meeting](#)

-or-

DIAL: +1 317-552-1674  
PHONE ID: 706 745 771#

**WORKING SESSION TOPICS**

- Commissioner Update
- Declining College-Going Rates
- Outcomes-Based Funding Model
- 2022-2023 Frank O'Bannon Grant Schedule of Awards
- Commission Meeting Restructure
- Committee Report Outs

**COMMISSION MEMBER LUNCH**

12:00 P.M. – 1:00 P.M.

Heritage Lounge

Tirey Hall

***Lunch Guest***

Dr. Deborah J. Curtis, President

Dr. Christopher J. Olsen, Provost and Vice President for Academic Affairs

**BUSINESS MEETING**

1:00 – 3:00 P.M.

State Room

Tirey Hall

**I. Call to Order – 1:00 P.M. (Eastern)**  
**Roll Call of Members and Determination of Quorum**  
**Chair’s Remarks**  
**Commissioner’s Report**  
**Consideration of the Minutes of the March 10, 2022 Commission Meeting ..... 1**

**II. Business Items**

A. Proficiency Benchmarks ..... 7

B. Outcomes-Based Funding Model ..... 9

C. 2022-2023 Frank O’Bannon Grant Schedule of Awards ..... 11

D. Academic Degree Programs for Expedited Action ..... 13

    1. Doctor of Technology – Purdue University Northwest

    2. Master of Science in Applied Geospatial Analytics – Purdue University West Lafayette

    3. Doctor of Philosophy in Computer and Information Technology – Purdue University West Lafayette

    4. Doctor of Philosophy in Translational Cancer Biology (IU) – Indiana University-Purdue University Indianapolis

    5. Bachelor of Science in Cybersecurity – Purdue University Northwest

    6. Master of Science in Dietetics – Purdue University West Lafayette

    7. Doctor of Philosophy in Music Therapy (IU) – Indiana University Purdue University Indianapolis

E. Capital Projects for Full Discussion

    1. Ivy Tech Community College East Chicago ..... 21

    2. Purdue University West Lafayette Zucrow Lab ..... 29

    3. Purdue University Ross-Ade Stadium ..... 37

F. Capital Projects for Expedited Action ..... 45

    1. Indiana University South Bend – Parkside Hall

    2. Purdue University West Lafayette – Mackey Arena

**III. Information Items**

- A. Academic Degree Programs Awaiting Action..... 47
- B. Academic Degree Program Actions Taken by Staff ..... 49
- C. Media Coverage..... 55
- D. Schedule of Upcoming Meetings of the Commission ..... 71

**IV. Old Business**  
**New Business**

**V. Adjournment**

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The next meeting of the Commission will be on **August 11, 2022, in Muncie, Indiana.**

**State of Indiana  
Commission for Higher Education**

**Minutes of Meeting**

**Thursday, March 10, 2022**

**I. CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. ET at MADE@Plainfield, 1610 Reeves Road Plainfield, IN 46168, with Chairman Mike Alley presiding.

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

*Members Present:* Mike Alley, Ed Berger, Dennis Bland, Anne Bowen, Jud Fisher, Bill Hanna, Al Hubbard, Chris LaMothe, Pepper Mulherin, Chris Murphy (virtual), Dan Peterson, John Popp and Erika Steuterman

*Members Absent:* Beverley Pitts

**CHAIR'S REPORT**

Good afternoon and thank you everyone for joining us today. I want to thank Vincennes University and President Chuck Johnson, his team and the MADE@Plainfield staff for hosting our meeting today. We will have a chance to hear more about this building the important opportunities it offers students as part of our Public Square, so I will continue with our reports and turn it over to our panelist shortly.

As you may know, registration is open for the Commission's annual H. Kent Weldon Conference for Higher Education, which will be held in person on April 12th this year. We are delighted that Stephen Moret [More-Ray], President and CEO of Strada Education Network will participate in the event's keynote session and discuss the importance of career relevance.

I recently made some appointments for our sub-committees that I would like to share today. I asked Bill Hanna to serve on the Academic Affairs and Quality Committee and Erika Steuterman to serve on the Student Success and Completion Committee meeting. Their respective backgrounds will make them great contributors to these two committees. You have a handout in front of you that outlines the current committee rosters and all the scheduled meeting dates for the 2022 calendar year.

I also want to share that Anne will conclude her service as our student member this coming June, so the process has begun to select the next Student Commission Member. The application is open the Commission's website and will be open until April 1st. A committee of student leaders will review applications, conduct interviews and make a recommendation to the Governor for Anne's replacement later this Spring.

## COMMISSIONER'S REPORT

Thank you, Chairman Alley. This is my last Commissioner's report, and as best I can calculate I think I've provided approximately 150 Commissioner's reports in the years that I've been in this role. It was always my opportunity to highlight key events and issues as well as to acknowledge the good work that the Commission staff have been engaged in doing. Appropriately, I've always followed the Chair's remarks and have served alongside 10 members who have led this Commission as Chair. It's the people, the staff, the Commission members, and institutional, philanthropic and government partners that I will miss the most when I leave.

I remember when I left the Senate, I said the same thing: You know you'll miss the people, but you also hope that you did something that mattered, so I hope that during these years we've done things that mattered as well. As I said in my State of Higher Education address, this job has always been more about a mission than a job, and I think those of you who have served here feel the same way as well.

As the Commission transitions to new leadership, I am confident that it's going to be an exciting time for higher education and the Commission. I am also convinced that there is going to be a lot of challenges facing us to ensure that more Hoosiers enjoy the benefits of higher education, and I'm certain that the Commission and the new leader are prepared for those challenges and opportunities.

During my years in public service, starting with my 17 years in the Senate, followed by 13 years here, I have had the opportunity to learn a few things about leadership, and I'd like to share just a few of those with you as I conclude.

Hire the best people, you can find, and they make you better—I did that and it worked. Set high expectations and people will meet them—they did. Don't label people as your opponents or your friends—opponents are often your best supporters in another battle. Understand another's life journey and you'll understand their priorities and perspective and that may give you a way to move forward. Stay focused on a plan and let it guide your work and keep you from distractions and our strategic plans have done just that, I think, for the Commission.

The Commission heard me say this many times, and I often felt this when I talking to a new member who we're hiring, and that I sometimes think of myself as a dance teacher; you can fast dance, sometimes you have a big idea and you move it forward, and then you have to slow dance. You have to let people catch up. You have to implement those ideas, and the hard thing is sometimes you have to sit out a dance because it's just not the right time. So, I've often thought of myself at this point in my life is a dance teacher.

Be bold in thought, gracious in manner and determined in action. I admit, I am still working on this one. Share the credit and assume responsibility for the mistakes. Find your voice and don't be afraid to use it. Finally, remember that public service is about making a difference and improving lives, and that's a privilege.

A lot of times people have asked me about the next chapter. I have several options that I'm exploring. I want this decade to be less about accomplishment and more about purpose. I'm not exactly sure what that looks like, but I'm confident that God is leading me in this journey to my next exciting chapter.

Again, my deepest thanks to each of you. I'll be cheering you on.

My devotion this morning said that if you have people who say affirming things after you – and people have been so gracious to me – if I talked about leaving, my devotion said, “Don't deflect it, listen to what people say, and then at night give it all back to God in a bouquet,” so I'm giving it back to God.

## **CONSIDERATION OF THE MINUTES OF THE FEBRUARY 2022 COMMISSION MEETING**

**R-22-2.1 RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the February 2022 regular meeting. (Motion – Fisher, second – Murphy, unanimously approved)

## **II. PUBLIC SQUARE**

### **A. Innovation in Industry: MADE@Plainfield Project**

1. Andrew Klinger, Manager, Town of Plainfield
2. Scott Olinger, Superintendent, Plainfield Schools
3. Dave Tucker, Vice President of Workforce Development/Community Services, Vincennes University
4. Lori Handy, Ph.D., Vice Chancellor and Campus Operating Officer, Ivy Tech Community College

The Commission's strategic plan, *Reaching Higher in a State of Change*, calls for Indiana's higher education system to foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.

MADE@Plainfield is a partnership that includes Plainfield Community School Corporation, the Town of Plainfield, Ivy Tech Community College and Vincennes University, WorkOne and Hendricks College Network among others. These entities have been working together to address the need for regional-based adult education, vocational education, occupational education and other training and certification programs for individuals throughout Central Indiana.

MADE@Plainfield offers a variety of training opportunities intended to prepare individuals for local and regional talent needs, offering college-level courses, job certifications and job training to meet the needs of students.

Brandy Perrill, Executive Director of MADE@Plainfield and Executive Director at Hendricks College Network, and Charlee Beasor, Associate Commissioner for Communications and Outreach, moderated the discussion.



**III. BUSINESS ITEMS**

**A. Academic Degree Programs for Expedited Action**

1. Master of Science in Applied Behavior Analysis to be offered by Purdue University Global

**R-22-2.2 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 – Fisher, second – Hubbard, unanimously approved)

**B. Capital Projects for Full Discussion**

1. Purdue University West Lafayette – Life Science Ranges Phenotyping Greenhouse Building

Alecia Nafziger presented this item. Seth Hinshaw provided the staff recommendation.

**R-22-2.3 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 – Steuterman, second – Hubbard, unanimously approved)

**C. Indiana Commissioner for Higher Education**

I am sure everyone in this room is aware that today is Teresa Lubbers' last meeting before her departure as Commissioner for Higher Education. Words cannot express our gratitude for Teresa and her visionary leadership. Since her appointment as Commissioner in 2009, she has championed numerous policies and initiatives that advance our higher education system and improve the lives of Hoosiers. Indiana is a national leader on so many levels because of her guidance and advocacy. We have a resolution honoring her service to the Commission.

Dan Peterson offered the resolution for Teresa Lubbers. Teresa provided remarks in response to the resolution.

**R-22-2.4 RESOLVED:** That the Commission for Higher Education hereby approves the following resolution, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – all members, unanimously approved)

Now, we have the difficult task of appointing your replacement. The Commission met in executive session to discuss the Search Committee's selection process and recommended candidate.

Jud Fisher, Chairman of the Search Committee, shared that pursuant to Indiana Code 21-18-5-4, the Indiana Commission for Higher Education is the authorized body to

approve and appoint the Indiana Commissioner for Higher Education as its Chief Executive Officer.

The search committee is pleased to put forward Mr. Chris Lowery, who currently serves as the Senior Vice President for Workforce, Careers and Adult Strategy at Ivy Tech Community College. Chris also served as the Chancellor of the Columbus/Southeast region at Ivy Tech and prior to that he served at Hillenbrand for 19 years in a variety of roles directing policy, government affairs, corporate communications and engagement. The Search Committee unanimously recommends approval of Mr. Lowery for the role of Commissioner.

**R-22-2.5 RESOLVED:** That the Commission for Higher Education hereby approves the employment of Commissioner Chris Lowery (Motion – Fisher, second – Steuterman, unanimously approved)

Chris Lowery provided remarks in response.

**IV. INFORMATION ITEMS**

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

**V. OLD BUSINESS  
NEW BUSINESS**

There was none.

**VI. ADJOURNMENT**

The meeting was adjourned at 2:47 P.M. ET

\_\_\_\_\_  
Mike Alley, Chair

\_\_\_\_\_  
Anne Bowen, Secretary



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM A:**

**Proficiency Benchmarks**

**Staff Recommendation**

Adopt the resolution setting the proficiency benchmarks for the nationally recognized college entrance exams used for federal accountability purposes.

**Background**

Per IC 20-32-5.1-7, June 30, 2021, a nationally recognized college entrance exam must be administered for the high school subjects required by federal law. The Indiana State Board of Education selected the College Board's SAT as the exam to be used. The Commission is required to approve proficiency benchmark which may not be lower than the national college ready benchmark established for the exam selected. Students who meet the College Board's benchmarks have at least a 75% chance of earning a C or better in their first-semester, credit-bearing college courses in algebra, statistics, precalculus, calculus, history, literature, social sciences, or writing classes.

**Supporting Document**

Resolution to Approve the Proficiency Benchmark



## Resolution to Approve the Proficiency Benchmark

May 31, 2022

**WHEREAS**, beginning after June 30, 2021, a nationally recognized college exam must be administered for certain high school subjects to all Hoosier students attending a school corporation, charter school, state accredited nonpublic school, or eligible school as defined in IC 20-51-1-4.7; and

**WHEREAS**, the Indiana State Board of Education selected the SAT as the nationally recognized college exam; and

**WHEREAS**, the Indiana Commission for Higher Education, in consultation with public colleges and universities, must approve the proficiency benchmark for the nationally recognized college exam; and

**WHEREAS**, the adopted proficiency benchmark may not be lower than the national college ready benchmark established for the selected exam; and

**WHEREAS**, students with an SAT Math section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in algebra, statistics, precalculus, or calculus; and

**WHEREAS**, students with an SAT Evidence-Based Reading and Writing (ERW) section score that meets or exceeds the benchmark have a 75 percent chance of earning at least a C in first-semester, credit-bearing college courses in history, literature, social sciences, or writing classes;

**NOW THEREFORE BE IT RESOLVED**, that

- I. The Indiana Commission for Higher Education, in consultation with public colleges and universities, recommends the adoption of the SAT College and Career Readiness Benchmark as the proficiency benchmark for the State of Indiana.
- II. The SAT College and Career Readiness Benchmark will remain in place as the proficiency benchmark for the State of Indiana until such time that it is rescinded by the Indiana Commission for Higher Education.
- III. The Indiana Commission for Higher Education will provide copies of this resolution to the Indiana Secretary of the Department of Education and to the Chair of the Indiana State Board of Education immediately.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM B:**

**Outcomes-Based Funding Model**

**Staff Recommendation**

That the Commission adopt the recommended outcomes-based funding model changes. These recommendations were reviewed by the Budget and Productivity Committee on June 1, 2022

**Background**

Outcomes-based funding awards operating funds to Indiana’s public higher-education institutions based on improvement in core metrics. These metrics have evolved over the last two decades to reflect the changing needs of Hoosier students, businesses, and institutions.

**Supporting Document**

To be distributed



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM C:**

**2022-2023 Frank O’Bannon Grant Schedule of Awards**

**Staff Recommendation**

Adopt the amounts included in the attached 2022-2023 Frank O’Bannon Grant Schedule of Awards.

**Background**

IC 21-12-1.7-3(a) requires the Commission to annually adopt a schedule of award amounts for the Higher Education Award (HEA) and Freedom of Choice grant (FOC) – together known as the Frank O’Bannon Grant. The schedule must provide award amounts on the basis of the student’s Expected Family Contribution (EFC) and the type of institution the student is attending. Per IC 21-12-1.7-3(c), when renewing HEA or FOC, a student earning at least 30 credit hours or the equivalent in the year the student last used aid must receive a larger award. This larger award is referred to as the “On-Time” amount. First-time recipients are initially eligible for the larger award. Students earning less than 30 credit hours, but more than 24 credit hours are eligible for a reduced amount. The reduced award is referred to as the “Full-Time” amount.

**Supporting Document**

2022-2023 Frank O’Bannon Grant Schedule of Awards (DRAFT)



# 2022-2023 FRANK O'BANNON GRANT - PROPOSED INCREASE

The Frank O'Bannon Grant, which includes the Higher Education Award and the Freedom of Choice Award, is Indiana's primary need-based financial aid program. Eligibility is based on a student's FAFSA, and the grant may be used toward tuition and regularly assessed fees.

## BASE AWARD

INSTITUTION TYPE	2022-2023 Expected Family Contribution (EFC)																			
	\$0	\$1-\$500	\$501-\$1,000	\$1,001-\$1,500	\$1,501-\$2,000	\$2,001-\$2,501	\$2,501-\$3,000	\$3,001-\$3,501	\$3,501-\$4,000	\$4,001-\$4,500	\$4,501-\$5,000	\$5,001-\$5,500	\$5,501-\$6,000	\$6,001-\$6,500	\$6,501-\$7,000	\$7,001-\$7,500	\$7,501-\$8,000	\$8,001-\$8,500	\$8,501-\$9,000	\$9,001-\$9,500
Private	On-Time	\$12,400	\$11,900	\$11,400	\$10,900	\$10,400	\$9,900	\$8,900	\$8,400	\$7,900	\$7,400	\$6,900	\$6,400	\$5,900	\$5,400	\$4,900	\$4,400	\$3,900	\$0	\$0
	Full-Time	\$9,000	\$8,500	\$8,000	\$7,500	\$7,000	\$6,500	\$5,500	\$5,000	\$4,500	\$4,000	\$3,500	\$3,000	\$2,500	\$2,000	\$0	\$0	\$0	\$0	\$0
Public	On-Time	\$6,200	\$5,950	\$5,700	\$5,450	\$5,200	\$4,950	\$4,700	\$4,450	\$0	\$0	Not Eligible for Frank O'Bannon Grant								
	Full-Time	\$4,500	\$4,250	\$4,000	\$3,750	\$3,500	\$3,250	\$3,000	\$0	\$0	Not Eligible for Frank O'Bannon Grant									
Proprietary or Ivy Tech	On-Time	\$4,700	\$4,450	\$4,200	\$3,950	\$3,700	\$3,450	\$3,200	\$0	Not Eligible for Frank O'Bannon Grant										
	Full-Time	\$3,400	\$3,150	\$2,900	\$2,650	\$2,400	\$2,150	\$0	Not Eligible for Frank O'Bannon Grant											

- Students in their **first award year** will receive the **on-time** award amount.
- To renew an **on-time award**, students must complete at least **30 credit hours\*** during their 12-month award year.
- Students failing to complete **30 credit hours\*** during their 12-month award year, but completing at least **24 credit hours\*** may receive a **full-time amount**.
- Hours earned in excess of **30 credit hours\*** during an award year may be counted toward future credit completion requirements. Students may also use international baccalaureate, advance placement or dual credit hours to meet credit completion requirements.
- \* or the equivalent

STUDENT PERFORMANCE INCENTIVES	\$900
<b>✓ ACADEMIC HONORS</b> First Award Year Only: Graduate High School with Academic or Technical Honors diploma.	\$900
<b>✓ ASSOCIATE DEGREE</b> First, Second, Third, Fourth Award Years: Earn an associate degree before enrolling in bachelor's degree program.	\$900
<b>✓ ACCELERATED SCHEDULE</b> Second, Third Award Years: Complete at least 39 credit hours during the last award year.	\$1400
<b>✓ FAST TRACK 25%, 50% or 100% more aid for current award year</b> First, Second, Third Award Years: Complete 30 credits in current award year and then attempt at least 6 more credits, or enroll in a highly accelerated degree program.	\$900
Student with financial need may earn student performance incentives even if their base award is \$0.	

## BASE AWARD + STUDENT PERFORMANCE INCENTIVE(S) = TOTAL STATE FINANCIAL AID AWARD



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM D:**

**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:

- Doctor of Technology to be offered by Purdue University Northwest
- Master of Science in Geospatial Analytics to be offered by Purdue University West Lafayette
- Doctor of Philosophy in Computer and Information Technology to be offered by Purdue University West Lafayette
- Doctor of Philosophy in Translational Cancer Biology (IU) to be offered by Indiana University Purdue University Indianapolis
- Bachelor of Science in Cybersecurity to be offered by Purdue University Northwest
- Master of Science in Dietetics to be offered by Purdue University West Lafayette
- Doctor of Philosophy in Music Therapy (IU) to be offered by Indiana University Purdue University Indianapolis

**Background**

The Academic Affairs and Quality Committee discussed these programs at its May 23, 2022, meeting and concluded that the proposed programs could be placed on the June 9, 2022 agenda for action by the Commission as expedited action items.

**Supporting Document**

Academic Degree Programs on Which Staff Propose Expedited Action May 23, 2022

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

May 23, 2022

**CHE 22-01 Doctor of Technology to be offered by Purdue University Northwest**

Proposal received on January 18, 2022

CIP Code: 15.9999

Fifth Year Projected Enrollment: Headcount – 18, FTE – 14

Fifth Year Projected Degrees Conferred: 4

The proposed Doctor of Technology (D.Tech.) will be offered through the College of Technology at Purdue University Northwest.

Purdue Northwest offers a Master of Technology, which the Commission approved in March 2008. Since then, over 500 individuals have graduated from the program. In FY2021, the Master of Technology enrolled 88 students and had 37 graduates. The College of Technology also has at least five other units that provide resources to help support the offering of the proposed program, including Computer and Information Technology, Computer Graphics Technology, Construction Management Technology, Engineering Technology, and Technology Leadership and Management.

Purdue Northwest is very close to becoming a Hispanic-Serving Institution, with Hispanic students comprising 22 percent of its current student body and accounting for an increasing proportion of students served by the University. Since 2016, when the Purdue Calumet and North Central campuses were merged to create Purdue Northwest, and based on Fall census data, the M.S. in Technology has served approximately 30 percent female students; approximately 25-30 percent of the students are White, with the remaining percentage of the student body identifying as Black/African American, Hispanic, International, Asian, American Indian or Alaska Native, or Native Hawaiian or other Pacific Islander.

In the review of this proposal, significant attention was paid to what constitutes a professional practice doctoral program (in contrast to a research/scholarship doctoral program, such as a Ph.D.). To this end, a number of studies on the professional doctorate identified by the University were reviewed, including a 2006 report to the Higher Learning Commission Board of Trustees.

The Doctor of Technology requires 90 semester hours to complete.

**CHE 22-03 Master of Science in Applied Geospatial Analytics to be offered by Purdue University West Lafayette**

Proposal received on February 4, 2022  
CIP Code: 45.0702

Fifth Year Projected Enrollment: Headcount – 60, FTE – 30  
Fifth Year Projected Degrees Conferred: 50

The proposed Master of Science (M.S.) in Applied Geospatial Analytics will be offered through the College of Agriculture, College of Liberal Arts (Brian Lamb School of Communication), and the Purdue Polytechnic Institute at Purdue University West Lafayette.

If approved, the M.S. in Applied Geospatial Analytics would be the first interdisciplinary program approved at Purdue West Lafayette, the curriculum for which would consist of stackable credentials. More specifically, the curriculum consists of courses drawn from three certificates approved by the Commission in recent years:

- Graduate Certificate in Applied Data Analytics in Technology (9 credit hours) approved in May 2018 and offered through the Purdue Polytechnic Institute
- Graduate Certificate in Spatial Data Science (12 credit hours) approved in November 2018 and offered through the College of Agriculture
- Post-baccalaureate Certificate in Strategic Communication Management (9 credit hours) approved in February 2019 and offered through the College of Liberal Arts (Brian Lamb School of Communication)

Although the master's degree has no thesis requirement, ABE 65100 Environmental Informatics (3 credits), which is part of the Spatial Data Science Graduate Certificate program, serves as a capstone-like course.

Big data, artificial intelligence, digital sensors, data analytics, and other technological innovations are increasingly transforming the world of agriculture to create the field of Digital Agriculture. This program will prepare individuals who have the knowledge and skills needed to support the growth of Digital Agriculture and who have the communication skills to effectively communicate decisions based on data analytics.

The M.S. in Applied Geospatial Analytics, which is a fully online program, requires 30 semester hours to complete.

**CHE 22-04     Doctor of Philosophy in Computer and Information Technology to be offered by Purdue University West Lafayette**

Proposal received on February 4, 2022  
CIP Code: 11.0101

Fifth Year Projected Enrollment: Headcount – 50, FTE – 50  
Fifth Year Projected Degrees Conferred: 10

The proposed Doctor of Philosophy (Ph.D.) in Computer and Information Technology will be offered through the Department of Computer and Information Technology in the Purdue Polytechnic Institute at Purdue University West Lafayette.

Purdue West Lafayette offers two relevant doctoral degrees in this area. The first is the Ph.D. in Computer Science, which is offered through the Department of Computer Science in the College of Science. This program enrolled 286 students and had 26 graduates in FY2021 and is oriented to preparing individuals for a career in computer science research.

The second program is the Ph.D. in Technology, which has a focus on software applications and is offered through the Purdue Polytechnic Institute. In FY2021, the Ph.D. in Technology enrolled a total of 222 students and had 29 graduates. For many years, this program offered a focus on Computer Information Technology (CIT), which 60 students completed since the focus area was first made available. The majority of these 60 graduates took positions in industry or government, with a little over a third taking positions in academia. If the Ph.D. in Computer and Information Technology program is approved, the CIT focus area in the Ph.D. in Technology will be eliminated.

The Ph.D. in Computer and Information Technology requires 90 semester hours to complete.

**CHE 22-06      Doctor of Philosophy in Translational Cancer Biology to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on February 18, 2022  
CIP Code: 26.0911

Sixth Year Projected Enrollment: Headcount – 18, FTE – 10  
Sixth Year Projected Degrees Conferred: 6

The proposed Doctor of Philosophy (Ph.D.) in Translational Cancer Biology (IU) will be offered through the IU Simon Comprehensive Cancer Center (IUSCCC) at IUPUI.

If approved, the Ph.D. in Translational Cancer Biology will become the tenth Ph.D. program in the IU School of Medicine's Graduate Division-based Indiana BioMedical Gateway (IBMG) Program for Ph.D. study. Together, these BioMedical Gateway Ph.D. programs have 24 different research areas, and the proposed Translational Cancer Biology program will focus on 21 of these.

Established in 1992, the now Indiana University Simon Comprehensive Cancer Center has been responsible for several transformative discoveries in the cancer treatment field during its 29 years of existence. In 2019, the National Cancer Institute (NCI) designated the IUSCCC as a Comprehensive Cancer Center, the NCI's highest designation, a recognition made as a result of exceptional performance on a number of criteria, including research, education and training, patient care, and public engagement. The Simon Center is Indiana's only NCI-designated Comprehensive Cancer Center and is one of only 51 nationwide. As of February 2020, 169 individuals, including 13 at IU Bloomington, were members of the IUSCCC and accounted for more than \$43 million in grant funding.

The Ph.D. in Translational Cancer Biology (IU) requires 75-90 semester hours to complete.

**CHE 22-07 Bachelor of Science in Cybersecurity to be offered by Purdue University Northwest**

Proposal received on April 8, 2022

CIP Code: 11.1003

Fifth Year Projected Enrollment: Headcount – 150, FTE – 90

Fifth Year Projected Degrees Conferred: 35

The proposed Bachelor of Science (B.S.) in Cybersecurity will be offered through the Department of Computer Information Technology & Graphics (CITG) at Purdue University Northwest.

Purdue Northwest currently offers a B.S. in Computer Information Technology, which in FY2021 enrolled 237 students and had 42 graduates. Since 2014, the U.S. Department of Homeland Security (DHS) and the National Security Agency (NSA) have jointly designated Purdue Northwest as a National Center of Academic Excellence in Cyber Defense Education (CAE-CD) for its B.S. in Computer Information Technology program.

Purdue Northwest is very close to becoming a Hispanic-Serving Institution, with Hispanic students comprising 22 percent of its current student body and accounting for an increasing proportion of students served by the University. Hispanic students comprise over 21 percent of those enrolled in the B.S. in Computer Information Technology.

In 2018, Purdue Northwest successfully secured a five-year \$3.56 million NSF CyberCorps Scholarship for Services (SFS) grant award, and later a Department of Defense Cyber Scholarship Program (CySP) grant award to provide scholarships to its CIT students for cybersecurity education. Since 2015, the Computer Information and Technology Graphics Department has hosted an IT summer camp and a number of NSF/NSA-funded GenCyber summer camps for high school students.

The B.S. in Cybersecurity requires 120 semester hours to complete, thus meeting the standard credit hour expectation for baccalaureate degrees. There is no TSAP (Transfer Single Articulation Pathway) that applies to the proposed degree program. However, students that complete the A.S. in Cybersecurity at Ivy Tech Community College can transfer all 60 semester hours of credit into the proposed degree program. Students at Vincennes University are encouraged to complete the Indiana College Core, which consists of 30 semester hours of credit, prior to transferring into the proposed degree program. Students are encouraged to work closely with their advisors to ensure they are meeting as many course-specific requirements as possible.

**CHE 22-08 Master of Science in Dietetics to be offered by Purdue University West Lafayette**

Proposal received on April 8, 2022

CIP Code: 51.3101

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

Fifth Year Projected Degrees Conferred: 20

The proposed Master of Science (M.S.) in Dietetics will be offered through the Department of Nutrition Science in the College of Health and Human Sciences at Purdue University West Lafayette.

The University currently offers a B.S. in Dietetics, which enrolled 193 students and had 34 graduates in FY2021. This program provides the didactic foundation, the coursework to meet the core knowledge requirements, to become licensed in this field, but does not provide the supervised practice experiences. The proposed M.S. in Dietetics will provide additional coursework in nutritional counseling, medical nutrition therapy, health communications, food science, dietary supplements, and trends in nutrition and dietetics, as well as the needed 1,000 hours of supervised practice experiences.

The B.S. in Dietetics is currently accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). However, by December 31, 2023, an institution must offer a graduate program with supervised practice in order to meet newly adopted ACEND accreditation standards. All 50 states recognize ACEND as the accreditation body for this profession.

Graduates of the M.S. in Dietetics will be eligible to sit for the national credentialing examination for dietitian nutritionist through the Commission on Dietetic Registration (CDR). (Only graduates of an ACEND-accredited program are eligible to sit for the CDR exam.) Passing this exam leads to national certification as a Registered Dietitian Nutritionist (RDN) or as a Registered Dietitian (RD); these two certifications are essentially equivalent, with the profession increasingly regarding the RDN as the preferred credential and the RD as a legacy credential.

The M.S. in Dietetics requires 33 semester hours to complete.



**CHE 22-09      Doctor of Philosophy in Music Therapy to be offered by Indiana University at Indiana University Purdue University Indianapolis**

Proposal received on April 11, 2022  
CIP Code: 51.2305

Fifth Year Projected Enrollment: Headcount – 15, FTE – 10  
Fifth Year Projected Degrees Conferred: 3

The proposed Doctor of Philosophy (Ph.D.) in Music Therapy (IU) will be offered through the Department of Music and Arts Technology in the Purdue School of Engineering and Technology at IUPUI.

The Purdue School of Engineering and Technology at IUPUI offers undergraduate and graduate degrees in both Music Technology and Music Therapy. In Music Technology, the master's program has had an average enrollment of 10 students and an average of five graduates in each of the past three years (FY2019-FY2021). During this same period, the Ph.D. in Music Technology, which was approved by the Commission in April 2016, has had an average annual enrollment of seven students.

The B.S. in Music Therapy, which was approved by the Commission in December 2017, enrolled 40 students and had its first graduate in FY2022, while the M.S. in Music Therapy enrolled seven students and had two graduates that same year.

The proposed Ph.D. in Music Therapy is intended to prepare faculty to teach in Music Therapy programs across the country in the face of an expanding national market need. According to the National Association for Schools of Music (NASM), Music Therapy is one of two growth areas in music professions. Enrollment in NASM-accredited Music Therapy programs has nearly doubled over the last 20 years. Of the 11 doctoral Music Therapy programs, the proposed program would be unique in that it would be offered online and would be the only program offered through a School of Engineering and Technology.

Music Therapy is not a currently licensed profession in Indiana, although a recent agreement at the national level involving speech therapists and music therapists could make this more likely.

The Ph.D. in Music Therapy (IU) requires 90 semester hours to complete.

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM E-1:**

**Ivy Tech Community College East Chicago**

**Staff Recommendation**

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

- Ivy Tech Community College East Chicago Renovation

**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**

Ivy Tech Community College East Chicago Renovation

**Ivy Tech Community College – East Chicago Renovation**

Thursday, June 9, 2022

**F-0-22-2-01 Ivy Tech Community College East Chicago Renovation**

The Ivy Tech Community College State Board of Trustees requests authorization to proceed with the renovation of East Chicago campus building. This project includes the renovation of 48,000 square feet for the Technology and Manufacturing Center labs and classrooms and general infrastructure improvements over 106,740 square feet. This project will expand student enrollment capacity for several workforce-aligned programs within Lake County.

**Funding:** This estimated cost of this project is \$12,249,371 and will be funded with gift funds (\$5M) and operating reserves (\$7.2M).

**Additional Staff Notes:** Staff recommends approval of the project.

## PROJECT COST SUMMARY

<b>Institution:</b> Ivy Tech Community College	<b>Budget Agency Project No.:</b> F-0-22-2-01
<b>Campus:</b> East Chicago	<b>Institutional Priority:</b> 1
<b>Previously approved by General Assembly:</b> No	<b>Previously recommended by CHE:</b> No
<b>Part of the Institution's Long-term Capital Plan:</b>	

<b>Project Size:</b> 106,740 GSF (1)	82,675 ASF (2)	0.774545625 ASF/GSF
<b>Net change in overall campus space:</b>	0 GSF	0 ASF

<b>Total cost of the project (3):</b>	\$ 12,249,371	<b>Cost per ASF/GSF:</b>	\$ 115 GSF
			\$ 148 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 5,000,000	Gift Funds
	\$ 7,249,371	Operating Funds

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

**Project Funding:**  
 The campus currently has a verbal commitment for \$5,000,000 from a private foundation to support the Technology and Manufacturing Center upgrades to the East Chicago building. The operating funds include \$1M will be from campus bookstore sales. The unexpected federal funding that reimbursed the College \$17M from a 7% state operating withholding in FY21 allows the College to use \$6,249,371 in unrestricted net assets for the remaining portion of the cost.

**Project Cost Justification**  
 We are preparing for increased demand for technology and manufacturing programs due to four expansive economic development opportunities in Lake County. Collectively, the projects have the potential to create nearly 30,000 new jobs and more than \$5 billion in revenue generation. The creation of a state-of-the-art Technology and Manufacturing Center Labs will uniquely position the East Chicago campus to meet anticipated training and certification needs. The high-impact renovated space prioritizing the Technology and Manufacturing Center Labs/Classrooms and Lobby is approximately 48,000 ASF. The renovation to the building infrastructure will be for the entire building 106,740 GSF. We anticipate at least 20% savings in utility expenses for the building. Various consultants and marketing materials indicate that high-efficiency HVAC equipment, windows, and lighting can yield savings up to 30-40%, but we are taking a more conservative approach in our estimates.

<b>Estimated annual change in cost of building operations based on the project:</b>	\$ (44,332)
<b>Estimated annual repair and rehabilitation investment (5):</b>	\$ 167,488

**PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION**

<b>Institution:</b>	Ivy Tech Community College	<b>Budget Agency Project No.:</b>	F-0-22-2-01
<b>Campus:</b>	East Chicago	<b>Institutional Priority:</b>	1

**Description of Project**

This project includes two critical capital investments -- a renovation of existing space and improvement to the total building infrastructure. The project renovation includes instructional, lab, and classroom space for Welding (to be Completed 2022) Advanced Manufacturing, Robotics, existing Cleveland Cliffs (formerly known as Arcelor Mittal Steel) training program, flexible space, a new classroom, student collaboration, and lobby areas.

The campus projects the following enrollment increases in these disciplines including significant growth within revenue generating workforce alignment programming:

- Welding - 500
- Automotive/Diesel – 475
- Flex Lab (Machine Tool, Process Ops, Automation & Robotics) - 750

This investment and projected student enrollment growth align with the anticipated evolution of the jobs market in Lake County due to economic development programs and opportunities.

The second investment is replacements and significant upgrades to the infrastructure of the Ivy Tech East Chicago building. It is essential that both investments occur as the influx of student enrollment will put increasing demand on an already-strained existing infrastructure. The cost estimates included in this submission were developed with the assistance of an architectural firm, and the College applied price escalations of 6% per year based on the estimated start date for each segment of the overall project.

In the last few years, the College has made significant R&R investments in the East Chicago building, including a roof replacement, which was completed in 2018. In addition, the College has invested in a partial east side upgrade of the HVAC system, which will be completed spring 2022. The additional improvements in this request include lighting, windows, additional HVAC system improvements, water fire suppression system, electrical upgrades, overhead doors, and restrooms. These improvements are necessary to preserve the current infrastructure and investments already made in the East Chicago facility. The East Chicago location houses the following in demand academic programs: Accounting, Building Construction Management, Business Administration, Business Operations Applications and Technology, Cyber Security/Information Assurance, Electronics and Computer Technology, and Hospitality Administration.

**Need and Purpose of the Program**

Ivy Tech's goal is to ensure our community members have the opportunity to develop the skills to participate in the economic benefits of the American Dream. We need the collective strength of our community, fully engaged and empowered, to accomplish this goal. The Lake County Asset Limited, Income Constrained, Employment (ALICE) report provided by the Indiana Association of United Ways cites 15% of Lake County households live at or below the federal poverty level. An additional 22% of households are considered to be assets-limited and income-constrained, lacking sufficient income to meet the Household Survival Budget established based on cost of living in the county. This data indicates that nearly 40% of the households in Lake County struggle to meet their most basic needs. Income disparities have been compounded with the effects of the global COVID-19 crisis, which has had a profound impact on the health and economic well-being of Hoosiers.

The 2008 recession showed an increased demand for Ivy Tech certification and training programs by a highly-motivated unemployed workforce. This demand resulted in increased student enrollment. Just like in 2008, we anticipate a surge in demand in the coming years. We have developed a proactive action plan that includes integration of employer input and guidance to ensure our programs meet the anticipated demand. The action plan rests on the ability of the East Chicago campus to deliver the highest level of instruction and a quality educational experience within a state of the art facility. The Technology and Manufacturing Center ensures the East Chicago campus is able to achieve those goals.

In recent years, the Lake County campus has experienced much change. The Lake County campus includes locations in East Chicago, Gary, and Crown Point. The College sold the Gary 35th Avenue location in 2019 after transitioning to the shared building with Indiana University Northwest. Since then, the East Chicago location has seen an increase in academic programming and became the home for many faculty and support staff including Human Resources, Finance, Marketing, and academic leadership. The proposed structural upgrades are vital to the operation of the building and all the academic programs in Lake County and are required if the Lake County campus is to continue to serve the East Chicago community and feed the workforce in Northwest Indiana.

**Space Utilization**

The building's space will continue to be used for academic and administrative functions. Technology and Manufacturing Center lab and classroom renovations will greatly improve the level of instruction for Welding and Advanced Manufacturing by engaging employers in the review and development of program curriculum to ensure students are fully prepared to transition to the workforce, equipping instructors with the latest technologies to provide high-level instruction, and providing students with access to current standard industry equipment. Collectively, these improvements will establish a learning environment that simulates and prepares students for the employer work environment.

**Comparable Projects**

Ivy Tech Community College has facilitated many capital construction projects in recent years, including a similar project in Muncie and Sellersburg. The Ivy Tech Muncie project was \$2,000 SF and cost \$11,909,690 (\$229/SF). This project bid in the middle of 2018 (escalated out to today is approximately \$267/SF). The project kept the structure and facade of the building, which helped to keep the cost down. The estimated construction cost of the Sellersburg project is \$283/SF (includes 10% inflation based on current conditions). Another comparable project in the region is Spalding University that is currently constructing a Physical Therapy School in Louisville, KY. This renovation project will include five Health Science Labs. The Construction Cost is \$5,623,234, and the building is 21,160 SF (\$265/SF). Escalated out 12 months (10% inflation) that amount would be

**Background Materials**

The campus enlisted an Architecture and Engineering Design Firm (GMB) to help design a concept for the renovation and a cost estimate. The College used previously developed information, facilities assessment reports, and staff knowledge of the building for the list of infrastructure upgrades.

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR (East Chicago Infrastructure)**

(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)	Subtotal Current and Future Space	Space to be Terminated (1)	
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	13,600			13,600		13,600
Class Lab (210,215,220,225,230,235)	57,180			57,180		57,180
Non-class Lab (250 & 255)	-			-		-
Office Facilities (300)	8,935			8,935		8,935
Study Facilities (400)	700			700		700
Special Use Facilities (500)				-		-
General Use Facilities (600)	1,800			1,800		1,800
Support Facilities (700)	460			460		460
Health Care Facilities (800)				-		-
Resident Facilities (900)				-		-
Unclassified (000)				-		-
<b>B. OTHER FACILITIES</b>						
(Please list major categories)						
<b>TOTAL SPACE</b>	<b>82,675</b>	<b>-</b>	<b>-</b>	<b>82,675</b>	<b>-</b>	<b>82,675</b>

**CAPITAL PROJECT COST DETAILS**

<b>Institution:</b>	Ivy Tech Community College	<b>Budget Agency Project No.:</b>	F-0-22-2-01
<b>Campus:</b>	Lake County / East Chicago	<b>Institutional Priority:</b>	1

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<b>Month</b>	<b>Year</b>
<b>Bid Date</b>	August	2022
<b>Start Construction</b>	December	2022
<b>Occupancy (End Date)</b>	September	2023

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<b>Cost Basis (1)</b>	<b>Estimated Escalation Factors (2)</b>	<b>Project Cost</b>
<b>Planning Costs</b>			
a. Engineering	\$ 373,213	\$ 22,393	\$ 395,606
b. Architectural	\$ 373,212	\$ 22,393	\$ 395,605
c. Consulting	\$ 180,000		\$ 180,000
<b>Construction</b>			
a. Structure	\$ 7,003,938	\$ 420,236	\$ 7,424,174
b. Mechanical (HVAC, plumbing, etc.)	\$ 2,515,633	\$ 150,938	\$ 2,666,571
c. Electrical	\$ 1,120,203	\$ 67,212	\$ 1,187,415
<b>Movable Equipment</b>			\$ -
<b>Fixed Equipment</b>			\$ -
<b>Site Development/Land Acquisition</b>			\$ -
<b>Other (Please list)</b>			\$ -
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 11,566,199</b>	<b>\$ 683,172</b>	<b>\$ 12,249,371</b>

**CAPITAL PROJECT OPERATING COST DETAILS**  
**FOR: (FOR EACH PROJECT FROM 2013-15 CAPITAL REQUEST SCHEDULE; EXCLUDE R&R)**

<b>Institution:</b> <u>Ivy Tech Community College</u>	<b>Budget Agency Project No.:</b> <u>East Chicago Infrastructure</u>
<b>Campus:</b> <u>Lake County / East Chicago</u>	<b>Institutional Priority:</b> <u>1</u>
<b>GSF OF AREA AFFECTED BY PROJECT</b> 106,740	
<b>ANNUAL OPERATING COST/SAVINGS (1)</b>	
	<b>Cost per GSF</b>
1. Operations	\$ -
2. Maintenance	\$ (21,039)
3. Fuel	
4. Utilities	\$ (44,332)
5. Other	
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>-\$ (65,371)</b>
<b>Description of any unusual factors affecting operating and maintenance costs/savings.</b>	
<p>We have estimated an annual utilities savings of 20% resulting from the infrastructure upgrades. This should yield at least \$44,332 in savings. This was computed by taking 20% of the total annual utilities paid for the East Chicago building (\$221,661 according to the most recent SB301 report).</p> <p>We have estimated an annual HVAC maintenance savings of 40% resulting from the infrastructure upgrades. This should yield at least \$21,039 in savings. This was computed by taking 40% of the total HVAC maintenance fees paid for the East Chicago building (according to the FY2022 report).</p>	





**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM E-2:**

**Purdue University West Lafayette Zucrow Lab**

**Staff Recommendation**

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

- Purdue University West Lafayette Zucrow Lab

**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**

Zucrow High Speed Propulsion Lab

**Purdue University West Lafayette – Zucrow High Speed Propulsion Lab**

Thursday, June 9, 2022

**B-1-22-1-09 Purdue University West Lafayette Zucrow Lab**

The Purdue University Board of Trustees requests authorization to proceed with the construction for the Zucrow High Speed Propulsion Lab on the West Lafayette Campus. This project includes the construction on an approximately 54,500 square foot research facility with propulsion test cells, a high-pressure air plant, control rooms, laser labs, and office space. This project directly supports Purdue’s Next Moves National Security and Technology initiative.

**Funding:** This estimated cost of this project is \$73,000,000 and will be funded with Operating Fund reserves.

**Additional Staff Notes:** Staff recommends approval of the project.

**PROJECT COST SUMMARY**  
Zucrow High Speed Propulsion Lab

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-1-09
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A
<b>Previously approved by General Assembly:</b>	No	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

<b>Project Size:</b>	54,500 GSF (1)	38,164 ASF (2)	0.70 ASF/GSF
<b>Net change in overall campus space:</b>	54,500	38,164	ASF

<b>Total cost of the project (3):</b>	\$ 73,000,000	<b>Cost per ASF/GSF:</b>	1,339 GSF
<b>Total cost of the demolition:</b>	\$ -		1,913 ASF
<b>Funding Source(s) for project (4):</b>	Amount	Type	
	\$ 73,000,000	Operating Funds - Reserves	
<b>Estimated annual debt payment (6):</b>	N/A		
<b>Are all funds for the project secured:</b>	Yes		

**Project Funding:**  
This project is funded by Operating Funds-Reserves, and all funds are secured.

**Project Cost Justification**  
The project cost/GSF is similar to the effective cost/GSF of the project listed in the Comparable Project section. Justification is included in the Comparable Project section.

<b>Estimated annual change in cost of building operations based on the project:</b>	\$ 399,999
<b>Estimated annual repair and rehabilitation investment (5):</b>	\$ 1,095,000

(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**  
**Zucrow High Speed Propulsion Lab**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-1-09
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**Description of Project**

This project will construct a new 54,500 GSF facility that will include propulsion test cells and a high pressure air plant within the Maurice J. Zucrow Laboratories on the West Lafayette campus.

The facility will include up to five reinforced concrete test cells and associated laser labs, control rooms, support office space and work shop assembly areas. Layout and support for high-pressure piping, valves, pressure and storage vessels, liquid jet fuel tanks, pumps and instrumentation will be included in the project. The test cells in the High Speed Propulsion Lab will have the ability to mimic conditions. Researchers from academia, government and industry can design an experiment and run it in the test cell – bringing in the equipment that needs to be tested.

The new high pressure air plant will serve surrounding Zucrow Laboratories facilities, in addition to the new facility being built.

The new facility will displace some parking at the adjacent Zucrow test cell facility, and a new parking lot will be constructed as part of this project.

The required hot air piping will deliver 1,500°F air at 800 psi. The new air plant will be capable of producing 2,200 psi air at 51bm/second.

**Need and Purpose of the Program**

This project will provide the necessary space to conduct additional jet propulsion engine testing and research work in support of two of Purdue's *Next Moves* initiatives: National Security and Technology and the Purdue Applied Research Institute – strategic initiatives designed to advance the University's competitive advantage.

The University intends to lead national centers of excellence with cross-sector participation; deliver new, one-of-a-kind research and test facilities that are national assets; and provide the advanced facilities and infrastructure to support mission critical efforts of federal agencies such as the Department of Defense, the intelligence community, USAID, as well as industry and non-governmental organizations.

The new high pressure air plant will replace the existing plant that is near the end of its useful life.

The completion of the Hypersonics Applied Research Facility and this project will enable an additional \$25M in research and testing work, which will create more than 140 new jobs.

**Space Utilization**

The proposed Zucrow High Speed Propulsion Lab will provide testing, research and support space that totals 38,763 ASF. No interior space will be demolished as part of this project.

**Comparable Projects**

Zucrow High Pressure Research Lab Test Cells Construction and Control Center Renovation (ZL8) (2015)

- o 14,600 GSF
- o \$8,200,000
- o \$561/GSF

The ZL8 project included the construction of a new facility with test cells, laser lab, research preparation space, renovation and expansion of a nearby Zucrow facility with an added control center, research offices and a new parking lot.

The 2015 project cost was not inclusive of all work. An additional \$2.4M was supplemented to include all required specialty piping, which made the 2015 construction costs effectively \$724/GSF. ZL8 also did not include a high pressure air plant that this proposed project has, which accounts for approximately \$8M of the \$73M total project cost. The new facility is significantly larger than ZL8 at almost four-times the GSF.

Additionally, construction cost escalation in typical years is estimated by the market to be 4%. With supply chain issues and other global market conditions, 2020 showed escalation to be 15% and 2021 to be 20%.

Considering all factors listed above, the adjusted cost/GSF for ZL8 would be \$1,362 in 2022 dollars, slightly higher but in line with the proposed project cost.

**Background Materials**

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR Zucrow High Speed Propulsion Lab**

(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)	
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	338,423	-	-			338,423
Class Lab (210,215,220,225,230,235)	745,937	86,679	-			832,616
Non-class Lab (250 & 255)	1,661,670	20,156	(497)		29,714	1,711,043
Office Facilities (300)	2,378,501	18,284	(443)		8,450	2,404,792
Study Facilities (400)	390,846	15,169	-			406,015
Special Use Facilities (500)	1,217,709	-	12,709			1,230,418
General Use Facilities (600)	987,864	15,462	2,921			1,006,247
Support Facilities (700)	2,871,393	(662)	-			2,870,731
Health Care Facilities (800)	208,803	-	-			208,803
Resident Facilities (900)	2,697,807	-	-			2,697,807
Unclassified (000)	20,868	-	-			20,868
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>13,519,820</b>	<b>155,088</b>	<b>14,690</b>	<b>-</b>	<b>38,164</b>	<b>13,727,762</b>

**Notes:**

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

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

Space under construction includes:

- Gateway Complex
- Purdue Bands & Orchestra Building
- Hypersonics Building
- Secure Data Research Project
- Child Care Center Building
- Schleman/Stewart Renovation

Space planned and funded includes:

- Whistler Mechanical Project
- Life Sciences Phenotyping Greenhouse Building
- Mackey Locker Rooms Renovation
- Ross-Ade Stadium Renovation

(2) Space added as part of this project includes non-class lab (research) and office spaces.

**CAPITAL PROJECT COST DETAILS**  
**Zucrow High Speed Propulsion Lab**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-1-09
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date (GMP delivery)</b>	October	2022
<b>Start Construction</b>	January	2023
<b>Occupancy (End Date)</b>	March	2025

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b>Planning Costs</b>			
a. Engineering	\$ 3,550,000		\$ 3,550,000
b. Architectural	\$ -		\$ -
c. Consulting	\$ -		\$ -
<b>Construction</b>			
a. Structure	\$ 14,000,000		\$ 14,000,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 38,885,000		\$ 38,885,000
c. Electrical	\$ 7,000,000		\$ 7,000,000
<b>Movable Equipment</b>	\$ -		\$ -
<b>Fixed Equipment</b>	\$ 520,000		\$ 520,000
<b>Site Development/Land Acquisition</b>	\$ 5,000,000		\$ 5,000,000
<b>Other (PM fees, contingencies)</b>	\$ 4,045,000		\$ 4,045,000
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 73,000,000</b>	<b>\$ -</b>	<b>\$ 73,000,000</b>

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

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

**CAPITAL PROJECT OPERATING COST DETAILS**  
**Zucrow High Speed Propulsion Lab**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-1-09
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**GSF OF AREA AFFECTED BY PROJECT** 54,500

**ANNUAL OPERATING COST/SAVINGS (1)**

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	1.37	\$ 74,829	70,317	4,512
2. Maintenance	2.52	\$ 137,287	108,498	28,789
3. Fuel		\$ -		
4. Utilities	3.45	\$ 187,883	20,102	167,781
5. Other		\$ -		
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>7.34</b>	<b>\$ 399,999</b>	<b>\$ 198,917</b>	<b>\$ 201,082</b>

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

The total annual operating cost for the new facility is \$399,999, and there is no demolition as part of this project to offset that amount.

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





**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM E-3:**

**Purdue University West Lafayette Ross-Ade Stadium**

**Staff Recommendation**

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

- Purdue University West Lafayette Ross-Ade Stadium

**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 West Lafayette Ross-Ade Stadium Renovation

**Purdue University West Lafayette – Ross-Ade Stadium Renovation**

Thursday, June 9, 2022

**B-1-22-2-12 Purdue University West Lafayette Ross-Ade Stadium**

The Purdue University Board of Trustees requests authorization to proceed with the renovation of Ross-Ade Stadium on the West Lafayette Campus. This project includes the renovation of approximately 9,300 square feet and construction of over 18,000 square feet in and adjacent to Ross-Ade Stadium. This project includes the conversion of the team store into student athlete dining space, construction of a pedestrian tunnel, and the construction of a concourse connector and additional seating in the south end zone.

**Funding:** The estimated cost of this project is \$45,400,000 and will be funded with Gift Funds.

**Additional Staff Notes:** Staff recommends approval of the project.

**PROJECT COST SUMMARY**  
**Ross-Ade Stadium Renovation**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-2-12
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A
<b>Previously approved by General Assembly:</b>	No	<b>Previously recommended by CHE:</b>	No
<b>Part of the Institution's Long-term Capital Plan:</b>	Yes		

<b>Project Size:</b>	27,300 GSF (1)	17,400 ASF (2)	0.64 ASF/GSF
<b>Net change in overall campus space:</b>	17,131 GSF	10,964 ASF	

<b>Total cost of the project (3):</b>	\$ 45,400,000	<b>Cost per ASF/GSF:</b>	\$1,663 GSF
<b>Total cost of the demolition:</b>	\$ -		\$2,609 ASF
<b>Funding Source(s) for project (4):</b>	Amount	Type	
	\$ 45,400,000	Gift Funds	
<b>Estimated annual debt payment (6):</b>	N/A		
<b>Are all funds for the project secured:</b>	Yes		

**Project Funding:**  
This project is funded by Gift Funds, and all funds are secured.

**Project Cost Justification**  
The project cost/GSF is similar to the effective cost/GSF of the project listed in the Comparable Project section. Justification is included in the Comparable Project section.

<b>Estimated annual change in cost of building operations based on the project:</b>	\$ 79,091
<b>Estimated annual repair and rehabilitation investment (5):</b>	\$ 681,000

(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**  
**Ross-Ade Stadium Renovation**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-2-12
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**Description of Project**

This project will renovate approximately 9,300 GSF of existing space and add over 18,000 GSF of space in and adjacent to Ross-Ade Stadium on the West Lafayette campus.

This project includes the construction of an approximate 400-foot pedestrian tunnel from the Kozuch Football Performance Complex (KFPC) to the Rohrman Field for players and staff to enter and exit the stadium on game days. The tunnel entrance will only be accessible from the KFPC locker room, and the majority of the tunnel will be below ground. The team will exit the tunnel directly onto the field.

The existing merchandise/team store adjacent to the stadium will be relocated, and the vacated space will be converted into a student athlete dining facility.

The concourse is currently the shape of a horse-shoe, and the west and east ends will be connected via a bridge at the south end zone to result in continuous access around the stadium. The connector will provide balcony views of the field to the north and campus to the south.

An additional 3,000 seats will be constructed in the south end zone with increased concession areas and restrooms in the concourse to serve the larger stadium capacity. An elevator and stairwells will also be added in this area to increase access.

**Need and Purpose of the Program**

This project will enhance the student athlete experience at Ross-Ade Stadium by allowing for safer team movement through the tunnel to the field. The tunnel will provide more direct and efficient access than is available today, while also adding safety for the team via gates to prevent public entry. Student athletes will also benefit from the nearby expanded dining service.

This project will enhance accessibility and the football fan experience through improved circulation in the stadium.

The addition of new seating in the south end zone is expected to increase revenue through ticket sales and concession purchases.

**Space Utilization**

The proposed Ross-Ade Stadium renovation will provide an increase of 8,500 ASF of athletic service (special use) space, 120 ASF of office, and 8,780 ASF of food facility (general use) space, for a total renovated space of 17,400 ASF. These changes result in a net increase of campus space of 10,964 ASF.

As described in the Comparable Projects section below, this project also includes the addition of a significant amount of new, exterior square feet to the stadium.

**Comparable Projects**

Football Performance Complex (2017)

- o 114,000 GSF
- o \$65,000,000
- o \$570/GSF

The Football Performance Complex included the construction of a three-level addition to the Mollenkopf Athletic Center. It included a locker room, weight room, coaching offices, meeting rooms, player development room, equipment area and a space for sports medicine.

The Football Performance Complex included significantly more square feet and at a much higher cost. Both projects are athletic-centric and include locker room space. The proposed project includes a renovation of space, along with a significant amount of exterior and structural work totaling nearly 65,000 SF that is not included in the displayed (interior) GSF of 27,300. The additional SF includes the new concourse, seating and outdoor areas. Taking the additional exterior square feet into consideration yields a cost/SF of approximately \$490 for the proposed project.

Additionally, construction cost escalation in typical years is estimated by the market to be 4%. With supply chain issues and other global market conditions, 2020 showed escalation to be 15% and 2021 to be 20%.

**Background Materials**

**CAPITAL PROJECT REQUEST FORM**  
**INDIANA PUBLIC POSTSECONDARY EDUCATION**  
**INSTITUTION CAMPUS SPACE DETAILS FOR Ross-Ade Stadium Renovation**

(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)	Subtotal Current and Future Space	Space to be Terminated (1)	
<b>A. OVERALL SPACE IN ASF</b>						
Classroom (110 & 115)	338,423	-	-	338,423		338,423
Class Lab (210,215,220,225,230,235)	745,937	86,679	-	832,616		832,616
Non-class Lab (250 & 255)	1,661,670	20,156	29,217	1,711,043		1,711,043
Office Facilities (300)	2,378,501	18,284	8,105	2,404,890	(98)	2,404,792
Study Facilities (400)	390,846	15,169	-	406,015		406,015
Special Use Facilities (500)	1,217,709	-	4,209	1,221,918		1,230,418
General Use Facilities (600)	987,864	15,462	359	1,003,685		1,006,247
Support Facilities (700)	2,871,393	(662)	-	2,870,731		2,870,731
Health Care Facilities (800)	208,803	-	-	208,803		208,803
Resident Facilities (900)	2,697,807	-	-	2,697,807		2,697,807
Unclassified (000)	20,868	-	-	20,868		20,868
<b>B. OTHER FACILITIES</b> (Please list major categories)						
<b>TOTAL SPACE</b>	<b>13,519,820</b>	<b>155,088</b>	<b>41,890</b>	<b>13,716,798</b>	<b>(98)</b>	<b>13,727,762</b>

Notes:

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

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

Space under construction includes:

- Gateway Complex
- Purdue Bands & Orchestra Building
- Hypersonics Building
- Secure Data Research Project
- Child Care Center Building
- Schleman/Stewart Renovation

Space planned and funded includes:

- Whistler Mechanical Project
- Life Sciences Ranges Phenotyping Greenhouse Building
- Mackey Locker Rooms
- Zucrow High Speed Propulsion lab

(2) Space added as part of this project includes special use (Athletic or Physical Education Service) and general use (Food Facility) spaces.

**CAPITAL PROJECT COST DETAILS**  
**Ross-Ade Stadium Renovation**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-2-12
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**ANTICIPATED CONSTRUCTION SCHEDULE**

	<u>Month</u>	<u>Year</u>
<b>Bid Date (GMP delivery)</b>	October	2022
<b>Start Construction</b>	November	2022
<b>Occupancy (End Date)</b>	September	2023

**ESTIMATED CONSTRUCTION COST FOR PROJECT**

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<b>Planning Costs</b>			
a. Engineering	\$ 1,373,794		\$ 1,373,794
b. Architectural	\$ 2,185,134		\$ 2,185,134
c. Consulting	\$ 220,000		\$ 220,000
<b>Construction</b>			
a. Structure	\$ 21,353,570		\$ 21,353,570
b. Mechanical (HVAC, plumbing, etc.)	\$ 7,117,857		\$ 7,117,857
c. Electrical	\$ 7,117,857		\$ 7,117,857
<b>Movable Equipment</b>	\$ 1,000,000		\$ 1,000,000
<b>Fixed Equipment</b>			\$ -
<b>Site Development/Land Acquisition</b>			\$ -
<b>Other (PM fees, contingencies)</b>	\$ 5,031,788		\$ 5,031,788
<b>TOTAL ESTIMATED PROJECT COST</b>	<b>\$ 45,400,000</b>	<b>\$ -</b>	<b>\$ 45,400,000</b>

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

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

**CAPITAL PROJECT OPERATING COST DETAILS**  
**Ross-Ade Stadium Renovation**

<b>Institution:</b>	Purdue University	<b>Budget Agency Project No.:</b>	B-1-22-2-12
<b>Campus:</b>	West Lafayette	<b>Institutional Priority:</b>	N/A

**GSF OF AREA AFFECTED BY PROJECT** 17,131

**ANNUAL OPERATING COST/SAVINGS (1)**

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	1.29	\$ 22,031	20,081	1,950
2. Maintenance		\$ -		
3. Fuel		\$ -		
4. Utilities	3.33	\$ 57,060	9,482	47,578
5. Other		\$ -		
<b>TOTAL ESTIMATED OPERATIONAL COST/SAVINGS</b>	<b>4.62</b>	<b>\$ 79,091</b>	<b>\$ 29,563</b>	<b>\$ 49,528</b>

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

[Redacted area]

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





**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**BUSINESS ITEM F:**

**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 University South Bend – Parkside Hall
- Purdue University West Lafayette – Mackey Arena

**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, June 9, 2022

## Capital Projects for Expedited Action

Thursday, June 9, 2022

### **A-8-22-2-05 Indiana University South Bend – Parkside Hall**

The Indiana University Board of Trustees requests authorization to proceed with the renovation of Parkside Hall on the South Bend campus. This project includes the renovation of 20,4000 square feet on the first and second floors of Parkside Hall. This project will provide additional space for the Nursing Simulation and Health Sciences Education Center. The renovation will create classroom space, a career center, and fund the purchase of instructional equipment. The project is estimated to cost \$8,200,000 and will be funded with gift funds (\$5.35M), operating funds (\$2.25M), and R&R appropriation (\$600K).

### **B-1-22-2-11 Purdue West Lafayette – Mackey Arena**

The Purdue University Board of Trustees requests authorization to proceed with the renovation of the Mackey Arena on the West Lafayette Campus. This project includes the renovation on an approximately 11,800 square foot basketball arena to update and modernize locker rooms, technology, and layout. This project directly supports Purdue's Next Moves National Security and Technology initiative. This project is estimated to cost \$6,700,000 and will be funded with Operating Fund reserves.

**COMMISSION FOR HIGHER EDUCATION**  
Thursday, June 9, 2022

**INFORMATION ITEM A: Academic Degree Programs Awaiting Action**

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
01	Associate of Science in Professional Flight	Purdue University Global	7/12/2019	Under Review
02	Doctor of Technology	Purdue University Northwest	1/18/2022	On CHE Agenda for Action
03	Master of Science in Applied Geospatial Analytics	Purdue University West Lafayette	2/4/2022	On CHE Agenda for Action
04	Doctor of Philosophy in Computer and Information Technology	Purdue University West Lafayette	2/4/2022	On CHE Agenda for Action
05	Master of Science in Ballet	Indiana University Bloomington	2/18/2022	Under Review
06	Doctor of Philosophy in Translational Cancer Biology (IU)	Indiana University Purdue University Indianapolis	2/18/2022	On CHE Agenda for Action
07	Bachelor of Science in Cybersecurity	Purdue University Northwest	4/8/2022	On CHE Agenda for Action
08	Master of Science in Dietetics	Purdue University West Lafayette	4/8/2022	On CHE Agenda for Action

<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Received</u>	<u>Status</u>
09 Doctor of Philosophy in Music Therapy (IU)	Indiana University Purdue University Indianapolis	4/11/2022	On CHE Agenda for Action
10 Bachelor of Science in Sustainability	Purdue University Global	4/14/2022	Under Review
11 Bachelor of Science in Aviation Management	Purdue University Global	4/22/2022	Under Review

**COMMISSION FOR HIGHER EDUCATION**  
Thursday, June 9, 2022

**INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff**

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
01	Certificate of Program Completion in Graphic Production	Vincennes University	5/23/2022	Adding a certificate
02	Master of Arts/Master of Science in Sport Performance	Ball State University	5/23/2022	Eliminating a program
03	Master of Arts in Media	Ball State University	5/23/2022	Changing the name
04	Technical Certificate in Healthcare Specialist	Ivy Tech Community College - Hamilton County	5/23/2022	Adding a location
05	Associate of Applied Science in Healthcare Specialist	Ivy Tech Community College - Hamilton County	5/23/2022	Adding a location
06	Bachelor of Science in Diagnostic Medical Sonography	University of Southern Indiana	5/23/2022	Splitting a degree
07	Certificate in Activity Professionals	University of Southern Indiana	5/23/2022	Adding a certificate
08	Certificate in Supply Chain Management	University of Southern Indiana	5/23/2022	Adding a certificate
09	Post-Baccalaureate Certificate in Health Informatics	University of Southern Indiana	5/23/2022	Adding a certificate
10	Education Specialist in Educational Leadership	University of Southern Indiana	5/23/2022	Adding a certificate
11	Graduate Certificate in Institutional Research	Ball State University	5/23/2022	Adding distance education

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
12	Certificate in Cultural Resource Management	Purdue University Fort Wayne	5/23/2022	Adding a certificate
13	Post-baccalaureate Certificate in Regulatory Affairs and Regulatory Science for Medical Devices	Purdue University West Lafayette	5/23/2022	Adding a certificate
14	Bachelor of Science in Human Services in Youth/Family Services and Administration	Purdue University Global	5/23/2022	Suspending a program
15	Graduate Certificate in Diversity, Equity, and Inclusivity	Purdue University Global	5/23/2022	Adding a certificate
16	Certificate in Professional Focus + Google UX Design	Purdue University Global	5/23/2022	Adding a certificate
17	Master of Science in Instructional Design and Technology	Purdue University Global	5/23/2022	Changing credit hours
18	Bachelor of Arts/Bachelor of Science in Media	Ball State University	5/23/2022	Changing the name
19	Bachelor of Arts/Bachelor of Science in German	Ball State University	5/23/2022	Suspending a program
20	Bachelor of Arts/Bachelor of Science in Economics	Ball State University	5/23/2022	Adding distance education
21	Bachelor of Arts/Bachelor of Science in Computer and Information Technology	Ball State University	5/23/2022	Changing the CIP Code
22	Bachelor of Science in Applied Cybersecurity	Ball State University	5/23/2022	Splitting a degree
23	Bachelor of Arts/Bachelor of Science in Media Design and Development	Ball State University	5/23/2022	Splitting a degree
24	Post-Master's Certificate in Interdisciplinary Engineering	Purdue University West Lafayette	5/23/2022	Eliminating a program

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
25	Bachelor of Science in Cybersecurity	Purdue University Polytechnic Statewide	5/23/2022	Splitting a degree
26	Bachelor of Science in Cybersecurity	Purdue University West Lafayette	5/23/2022	Splitting a degree
27	Technical Certificate in Secondary STEM Education	Ivy Tech Community College - Hamilton County, Marion	5/23/2022	Adding locations
28	Associate of Science in Biology	Ivy Tech Community College - Hamilton County	5/23/2022	Eliminating a location
29	Doctor of Philosophy in School Psychology	Ball State University	5/23/2022	Changing credit hours
30	Certificate in Precision Agriculture	Ivy Tech Community College - Columbus	5/23/2022	Adding a location
31	Technical Certificate in Precision Agriculture Specialist	Ivy Tech Community College - Columbus	5/23/2022	Adding a location
32	Associate of Applied Science in Precision Agriculture Equipment Technology	Ivy Tech Community College - Columbus	5/23/2022	Adding a location
33	Technical Certificate in Precision Agriculture Technician	Ivy Tech Community College - Columbus	5/23/2022	Adding a location
34	Certificate in Criminal Justice	Ivy Tech Community College	5/23/2022	Adding a certificate
35	Doctor of Nursing Practice	Ball State University	5/23/2022	Changing credit hours
36	Master of Science in Data Science	Ball State University	5/23/2022	Changing credit hours



	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
37	Certificate in Neuropsychology for Teaching and Learning	Ball State University	5/23/2022	Changing the name
38	Certificate in Diversity Studies, Ethical Leadership and Social Justice	Ball State University	5/23/2022	Changing the name
39	Doctorate of Health Sciences	Indiana State University	5/23/2022	Suspending a program
40	Game Development Micro-credential	Purdue University Global	5/23/2022	Adding a certificate
41	Decision Management Micro-credential	Purdue University Global	5/23/2022	Adding a certificate
42	Bachelor of Science in Artificial Intelligence	Purdue University West Lafayette	5/23/2022	Splitting a degree
43	Master of Science/Master of Science in Engineering / Master of Science in Engineering Education in Engineering Education	Purdue University West Lafayette	5/23/2022	Changing the name
44	Master of Arts in English	University of Southern Indiana	5/23/2022	Changing credit hours
45	Bachelor of Science in Electrical Engineering	University of Southern Indiana	5/23/2022	Adding distance education
46	Master of Arts in Liberal Studies	University of Southern Indiana	5/23/2022	Changing credit hours
47	Bachelor of Arts/Bachelor of Science in Kinesiology - Exercise Science	Indiana State University	5/23/2022	Changing the name
48	Certificate in Nonprofit Leadership	Indiana State University	5/23/2022	Adding a certificate
49	Certificate in Civic Leadership	Indiana State University	5/23/2022	Adding a certificate

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
50	Certificate in Architectural Design	Ivy Tech Community College – Muncie	5/23/2022	Adding locations
51	Certificate in Computer-Aided Design	Ivy Tech Community College – Muncie	5/23/2022	Adding locations
52	Certificate in Mechanical Design	Ivy Tech Community College – Muncie	5/23/2022	Adding locations
53	Master of Science in Health Science	Ball State University	5/23/2022	Changing credit hours
54	Bachelor of Arts/Bachelor of Science in Foreign Language Teacher Education: German	Ball State University	5/23/2022	Suspending a program
55	Bachelor of Science in General Management	Purdue University West Lafayette	5/23/2022	Changing the name
56	Doctor of Philosophy in Nutrition Science	Purdue University West Lafayette	5/23/2022	Changing the name
57	Post-baccalaureate Certificate in Agricultural Sciences Education, Extension & Communication	Purdue University West Lafayette	5/23/2022	Adding distance education
58	Bachelor of Science in Health and Kinesiology	Purdue University West Lafayette	5/23/2022	Changing the CIP Code
59	Graduate Certificate in German	Indiana University Bloomington, South Bend, Southeast, and IUPUI	5/23/2022	Adding a certificate
60	Graduate Certificate in Urban School Leadership (IU)	IUPUI	5/23/2022	Adding a certificate
61	Certificate in Ophthalmic Technician Training Program (IU)	IUPUI	5/23/2022	Adding a certificate

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
62	Graduate Certificate in Disability Rights, Policy, and Services	Indiana University Bloomington	5/23/2022	Adding a certificate
63	Bachelor of Science in Medical Laboratory Science (IU)	IUPUI	5/23/2022	Changing the name
64	Graduate Certificate in Applied Data Analytics in Technology	Purdue University West Lafayette	5/23/2022	Changing credit hours
65	Certificate of Program Completion in Pharmacy Technology	Vincennes University	5/23/2022	Changing credit hours
66	Certificate of Graduation in Pharmacy Technology	Vincennes University	5/23/2022	Changing credit hours

**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**INFORMATION ITEM C:**                      **Media Coverage**

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

**Tribune-Star**  
**Are college students free to speak their minds?**  
**By Sue Loughlin**  
**April 22, 2022**

Indiana University student Taylor Bryant recently completed a survey on campus free speech issues, and she certainly has a unique perspective.

A Republican and undergraduate student studying pre-law and public policy, Bryant, who is 19, also is the Monroe County Republican Party chair.

The survey, launched by the Commission for Higher Education earlier this month and required by state law, is intended to gauge student perception of free speech on Indiana's public college campuses.

Bryant, who takes a lot of public policy classes, believes students with conservative views may be reluctant to speak in class, or in some cases, when they share their ideas, "the professor shuts it down. Whether that is to protect a student against other liberal students or to keep the classroom civil ... I don't know, but they don't do that with left-leaning ideas."

From her vantage point, whereas discussion is encouraged with students expressing more liberal viewpoints, that does not happen with more conservative views.

"I will speak up if there is something I feel very passionately about not being portrayed correctly," she said. But she feels she has to pick and choose her battles, not a choice liberal-leaning students have to make, in her assessment.

Students such as Bryant might be the impetus for free speech legislation passed by the Indiana General Assembly both last year and this year.

In early April, as result of a law passed in 2021, the Commission for Higher Education launched the free speech survey that was emailed to all full-time undergraduate students at Indiana's public higher education institutions, including part-time students at Vincennes University and Ivy Tech Community College.

The survey is open through the month of April and asks students to answer questions about free speech and academic freedom on campus.

Indiana's public institutions funded the survey, with each campus paying roughly \$13,000, according to the state Commission. Gallup, a national polling organization, sent the survey to nearly 150,000 undergraduate students at all in-state public institutions.

Another bill that passed this year, HB 1190, "protects free speech at public colleges and universities" in Indiana, according to a news release from the Indiana Republican caucus.

According to Chalkbeat Indiana, the bill codifies federal free-speech protections into state law and also allows students and student groups to sue for damages.

It would prevent state education institutions from prohibiting protests or leafleting on certain areas of campus or denying those rights to student groups based on their ideology.

According to the The Foundation for Individual Rights in Education, or FIRE, the law bans so-called "free speech zones," which unconstitutionally quarantine expression to restricted areas of campus.

Universities could still enforce restrictions on the time, place and manner of protests or leafleting.

Also, public universities would have to submit an annual report of complaints to the higher education commission.

Students or student organizations that believe their right to free speech on campus has been violated could seek legal action; a court finding in their favor could award up to \$50,000 in compensatory damages, court costs and attorney's fees.

As required by HEA 1549 passed in 2021, the Commission has produced both a report and a survey on the topic of free speech on Indiana college campuses.

The Commission partnered with Gallup and Indiana's public colleges to develop and administer the survey. A report on the survey's results will be released this fall.

IU student Bryant took the survey and believes it's a good idea. "It will be interesting to see the results," she said.

Some students at Indiana State University on Thursday weren't aware of the survey, but they believed free speech is encouraged on campus. Emily Harbison, ISU sophomore, believes faculty encourage diverse points of view.

ISU junior Claire Pittman echoed Harbison's view and she doesn't believe students need to be hesitant about sharing their opinions on issues.

In the survey, college students attending are asked about whether they can express their views freely; whether free speech is highly valued; is it a place students can freely express opinions on race, politics and religion (the rating is from strongly agree to strongly disagree).

Another question asks if students from the following groups can openly express their opinions: males, females, Muslim, Christian, Jewish, Blacks, whites, Hispanics, politically liberal, politically conservative, LGBTQ+ students and students born outside the USA.

It also asks, "Do instructors listen to people with different opinions?" and, "Do other students listen to people with different opinions?"

According to the Commission report, the Foundation for Individual Rights in Education has a database that includes information on potential violations of the freedom of expression on Indiana's public campuses.

"Since its inception, FIRE has identified hundreds of potential cases on campuses across the country restricting speech. Over the last decade, only four of these potential cases have involved Indiana's public institutions," the Commission states.

FIRE also keeps a database of attempts to get colleges and universities to dis-invite speakers.

Described as a "Heckler's Veto," it involves the suppression of the speech by the campus in response to an actual disturbance or the threats of one.

Over the last decade, FIRE documented two attempts to get speakers dis-invited from speaking at Indiana public campuses, according to the Commission.

#### Other views

Attempts to reach and interview Rep. Jack Jordan, who authored the free speech legislation, were unsuccessful.

Some Republican legislators have cited examples of conservative and religious groups facing alleged discrimination on college campuses in explaining the origin of the free speech legislation, according to Chalkbeat.

Paul Helmke, professor of practice at IU's O'Neill School of Public and Environmental Affairs, said HB 1190 passed unopposed in both the House and Senate.

On the surface, it's hard to argue with efforts to protect free speech. "It sounds like motherhood and apple pie-type stuff," he said.

But the potential number of free speech violations at Indiana public colleges, as documented by FIRE, is minimal, he said.

"If there are no real problems anyone has spotted, why are they doing all this?" said Helmke. "It has to be expensive to send out the survey and compile the results."

Helmke, former Republican mayor of Fort Wayne, believes "it's an issue that's overblown ... I think there's plenty of robust debate" on college campuses.

He believes college faculty encourage debate and diversity of opinion, as long as students are on point and not disruptive of class.

If students with conservative views are reluctant to express their point of view, Helmke suggests it's not a matter of professors not allowing the speech as much as concerns about how classmates might react.

"Feeling uncomfortable in class does not mean there is a free speech violation," Helmke said.

FIRE describes itself as nonpartisan and has supported both the survey and HB 1190.

Tyler Coward, FIRE senior legislative counsel, believes the survey that went out to students "provides valuable information to campus leadership about student perceptions on free expression."

A nonprofit educational foundation, FIRE states its mission "is to defend and sustain individual rights at America's colleges and universities." It has worked on campus civil liberties issues, primarily free speech and due process, since 1999, he said.

While the organization has received millions of dollars in contributions from politically active conservative nonprofits, according to SourceWatch, Coward says no donor has influenced FIRE to take a position on a free speech controversy.

Because of FIRE's work with colleges across the country, the number of institutional policies that restrict student speech "has gone down dramatically," he said.

That's not to say the work is done, he said.

He described a "dramatic increase in attempts to get professors fired for their views ... and I think that's a really troubling sign," he said.

Also, some polling shows that students tend to be more receptive to ideas that censorship is a good thing and "that is a worrying trend," Coward said, for example, students thinking violence to speech you dislike is appropriate.

"FIRE is not only worried about what government actors are doing, the administrators themselves, but we are worried if there is a cultural trend that turns its back to free expression," he said.

State Rep. Ed DeLaney, D-Indianapolis and a retired attorney, voted in support of HB 1190. "Who's against free speech?" he said.

But he also didn't see a need for it. "We have a whole system of federal, constitutional law about free speech that applies to state universities. And there hasn't been a breakdown in that system," he said.

Joseph Tomain, a lecturer at IU's Maurer School of Law, has concerns some aspects of the law could chill free speech on campus.

For example, if a claim is filed against a state education institution with regard to a free speech violation, that information would have to be provided to the Commission for Higher Education, which each year would create a report compiling the information and submitting it to the governor and General Assembly.

"Anytime the government is requiring reports to the government about speech issues, I think that raises concerns about potentially a chilling effect on speech," Tomain said. "That is not a partisan point; it could go both ways."

In general, he believes "to the extent this bill gives us the opportunity to have good conversations about those principles [of free speech], that could be a positive of all this, to be sure."



**Kokomo Tribune**  
**Michael Hicks: Lilly CEO speaks to Indiana's future**  
**By Michael Hicks**  
**May 3, 2022**

David Ricks, CEO of Lilly, recently told members of the Indiana Economic Club that state policymakers need to address poor educational attainment and high healthcare costs. These topics will sound familiar to faithful readers of this column, but it is refreshing to hear these points made so publicly by a business leader.

In a future column I'll detail comprehensive policy options for reducing healthcare costs. As difficult as it will be to remedy this important issue, it is easy compared to our educational challenges. To fix our low levels of educational attainment, Indiana must better educate a higher share of its young adults and make more communities into places they'd like to live. This may sound easy, but any progress here requires that almost everyone set aside some long-held, mistaken opinions. The two most misunderstood issues are about what ails education and how taxes factor in to the location decisions of people and businesses.

Indiana's comprehensive school reforms are not the problem. In fact, the success of broad school choice masked other problems. The evidence from several high-quality studies makes clear that school choice mostly benefitted students in local public schools. That should be unsurprising because the largest share of students who take advantage of school choice in Indiana move to another local public school, not to a charter or private school.

At the same time, a number of policy decisions other than school choice have reversed the state's pathway to a better-educated workforce. Indiana's "go to college" rate peaked right at the moment the state began de-emphasizing college to both middle and high school students. That wasn't an accident.

Gov. Mitch Daniels' aspirational vision for educational attainment was replaced by a career focus that at its extremes saw sixth graders being pushed into truck driving careers. Those decisions were uninformed by any understanding of labor markets, disproportionately hurt children from poor families and constituted raw negligence at best, but it wasn't the only problem.

While we began de-emphasizing college preparation, we also cut funding for K-12 and colleges. Had Indiana kept our education spending at the same level of state Gross Domestic Product that we did in 2010, we'd be spending close to \$1.5 billion more today. In inflation-adjusted terms, we spent 17.5% less per student in the 2019-2020 school year than in the 2009-2010 school year. Despite the nominal budget increase last year, the inflation-adjusted cuts will likely exceed 20% less by the end of next year.

The reductions to higher education funding were even deeper. As a result of the de-emphasis of college and funding cuts, the "go to college" rate of Hoosier kids plummeted from 65 percent in 2015 to 59% in 2019. COVID made the situation worse. By my count, that's roughly 40,000 "missing" college graduates in Indiana. To put in context, Indiana created 64,000 jobs for college graduates between 2010 and 2019. That was dismal.

In contrast, from 2009 to 2019, the nation as a whole created 14.1 million jobs for college graduates. Had we been growing at the national average, Indiana would've captured almost 275,000 jobs for college graduates during the long recovery of 2009 to 2019. As a matter of policy, Indiana has chosen

not to supply the college graduates that the modern economy requires. That I believe, is the point of Mr. Ricks' comments.

To be clear, not every person needs a college degree. However, 100% of the job growth over the past 30 years went to people who have been to college, and 81% of that growth went to those who graduated with a four-year degree. Individual people can make ends meet in many occupations that do not require a four-year degree, but there will be fewer jobs for them in the decades to come. Thus, cities and states cannot thrive without a high (and growing) share of college graduates. Indiana has chosen not to compete in that realm, and no amount of speechifying about "talent attraction" can overcome that blunt fact.

The debate about school funding and aspirational education must take center stage in Indiana. This debate will involve many domains, most especially taxes. Among policymakers in Indiana, it is a widely held belief that tax rates are important influences on the location of firms and families. I'm sympathetic to that view and even shared it when I was a young economist. The problem with that opinion is that there's very little evidence that it is true.

I have seen no credible study published in the past 40 years that finds state or local tax rates playing more than a very modest role in firm or family location decisions. Instead of reviewing that research, let me simply compare manufacturing between a low-tax and high-tax state — Indiana and California.

Hoosier policymakers like to tout Indiana's low taxes and large manufacturing industry. California taxes its manufacturing firms at almost exactly a 50% higher rate than does Indiana, but California's manufacturing industry is today four times bigger than Indiana's, and it has grown 75% faster than Indiana's over the 21st century. Here's the real rub. Between 2000 and 2019, California raised taxes on manufacturing by almost one full percentage point, while Indiana cut taxes for manufacturing.

More telling perhaps is that the average Hoosier factory worker produces \$219,100 per year in goods, while the average California factory worker produces \$337,900 per year. That is a stunning productivity difference. The reason California's factories are so much more productive is because they employ a 51% higher share of college graduates than do Indiana factories.

There's no way to sugarcoat it — Indiana's low educational attainment leave us unprepared for the start of the 21st century. Since 2000, and more importantly since the end of the Great Recession, Indiana's economy has underperformed in every important measure when compared to the nation. We are well behind in productivity, educational attainment, population growth, and personal income. Sadly, we are getting relatively worse in all these categories.

Indiana's strategy of cutting taxes may have been desirable in 1975, but the needs of families and businesses have changed in the past 50 years. Today, the type of employers Indiana desperately needs are choosing places with dense numbers of college graduates and a strong pipeline of educated workers. In turn, those desirable workers overwhelmingly locate in communities with a high quality of life, which above all else means high-performing, well-funded schools.

It's time we all have the intellectual courage to admit that Indiana competes poorly on the factors that drive population and employment growth in the 21st century. We also need the courage not to accept it.

IndyStar

Briggs: Indiana is a college degree desert and the economy is wilting

By James Briggs

May 8, 2022

Ten years ago, Mitch Daniels [set an ambitious goal](#): Double the number of degrees and certificates awarded by Indiana colleges so that 60% of adults have a postsecondary credential by 2025.

A decade of governance under Daniels, Mike Pence and Gov. Eric Holcomb has failed to improve Indiana's status as one of the worst states in America for educational attainment. As of 2020, 28.9% of Hoosiers had a bachelor's degree or higher (11th-worst in the U.S.) That's up from 22.7% in 2010, yet growing at a far slower rate than the nation as a whole.

By Indiana's own standard, the state is going to fall far short of Daniels' 2025 benchmark, even when giving credit for almost every kind of certificate under the sun.

The state's inability to educate children — and to entice college students to stay after they graduate — is pushing Indiana toward an economic crisis, which, so far, has been masked by low unemployment. But a reckoning is looming. Before long, the governor — whether it's Holcomb or a successor — and the Indiana General Assembly are going to have to act with urgency to educate the state or it is going to slide into the abyss.

That's the unmistakable conclusion of three reports on Indiana's economy released since last year. [Brookings](#), [American Affairs](#) and [Ball State University](#) have each published deep dives with similar findings: Indiana is underperforming the nation by most metrics, it caters too much to low-paying jobs and does not do enough to educate citizens or attract new residents with college degrees.

"Labor markets are screaming for people nationwide," Ball State University economist Michael Hicks told me. "They're screaming quietly. Local fast-food restaurants can't find \$15-an-hour workers, and they may complain about it, but the fact is the U.S. economy is so disproportionately demanding college graduates that almost everything else doesn't matter."

### **Indiana's economy lags U.S.**

Hicks offers the latest compilation of evidence that Indiana is falling behind in a new study entitled, "[Indiana's Poor Economic Recovery, 2010-2019](#)," which tracks the state's policies and economic performance in the wake of the Great Recession. Hicks sums up the decade in one sentence: "In short, the low-tax, policies pursued from 2010 through 2019 failed to produce broad economic growth."

During those years, Hicks writes that Indiana's economy grew at just 41% of the rate of the U.S. average. "Indiana has not had a single quarter of economic growth as fast as the nation since summer 2016," he writes.

Broadly speaking, Indiana has failed to keep up. Hicks writes: "Indiana's weak recovery saw the state perform much worse than the nation in measures of job creation, GDP growth, population growth, productivity growth, and personal income growth."

As Indiana falls behind, so do its residents. Indiana workers already had been lagging the nation in income between the 1950s and the Great Recession. But, in the years that followed, "Indiana's relative decline in per capita income accelerated, dropping by nearly 3 percentage points relative to the nation

as a whole,” Hicks writes. “This was the most rapid decline in the state’s history, and occurred during a period of national expansion, including the longest period of uninterrupted growth in factory jobs in more than a century.”

What is going on? On income, and every other point of Indiana’s failure to keep up, Hicks’ study points to education.

### **Indiana's history of poor education**

Hicks’ study reinforces a piece that Aaron M. Renn wrote in the fall for American Affairs, entitled, [“Indiana under Republican Rule: ‘Pro-Business’ Policy Disappoints outside the Sunbelt.”](#) Renn tracks the same trail of public policy from Daniels to Holcomb and reaches similar conclusions about Indiana’s low wages and stagnant population.

Renn and Hicks both note that Indianapolis is an exception to the state’s performance, with Central Indiana accounting for almost all of the state’s population and economic growth. But, as Renn writes, while other metro areas including Nashville and Austin, Texas, are attracting people from across the U.S., Indianapolis is growing by draining people and wealth from other parts of Indiana. The state is struggling to appeal to anyone outside its borders.

“In the end, Indiana built its sandbox, but not very many people or businesses want to play in it, and the ones who do don’t have much money,” Renn writes. “The state attracts few new residents on net, and the businesses that are locating there are predominantly low-wage employers taking advantage of the state’s lower-skilled, poorly paid workforce.”

Renn, too, traces these problems to education and puts that into historical context.

“Indiana’s poor educational attainment mostly explains its poor showing in per capita income. Unsurprisingly, the state has always been poorly educated,” he writes.

Renn attributes that to cultural influences of large Quaker and southern-born populations at the time of Indiana’s founding. Indiana, for example, was the last state in the Midwest to make school attendance mandatory.

“Given the state’s socioreligious origins and long-standing educational deficiencies, it is unsurprising that it has had persistently low incomes, especially as the American economy shifted toward postindustrial services that reward higher education levels,” Renn writes. “While Republican leaders in Indiana may not have reversed this trend, they didn’t create it.”

### **A decade of funding cuts to education**

Republican leaders did, however, prioritize job announcements over education (to be fair, it is not clear that Democrats would have produced better outcomes if they had the chance). After 2010, Hicks writes, “spending priorities moved funding away from universities and K-12 education, and toward tax incentives and vocational and remedial education.”

Indiana’s inflation-adjusted spending per K-12 student was 17% lower in 2020 than it was in 2010. During that time, state and local governments spent \$5 billion on tax incentives for businesses — while adding a meager \$17 million to the budgets of colleges and universities.

The result? Under-performance by K-12 schools and less money available for colleges and universities to offer financial aid. That means fewer Indiana students are prepared for college and, of those who are, fewer can afford it.

While companies might appreciate the tax breaks, what they really need is well educated job applicants. Indiana is a college degree desert and the state's economic vines are wilting.

I [previously noted](#) that Eli Lilly & Co. CEO David Ricks (whose company, it should be noted, has enjoyed generous tax breaks) put the situation in blunt terms that should chill Indiana leaders to the bone.

"Our education attainment in the state is not good," Ricks said. "The ability to reskill the workforce, I think, could improve. Health, life and inclusion, overall, I think, conditions rank poorly nationally in our state. And also workforce preparedness, also related to reskilling, is a liability for us."

### **The vicious cycle of low-wage jobs**

There's a mismatch between the highly skilled and specialized work that Eli Lilly does and the preparedness of Indiana residents to join the team. The Indianapolis-headquartered company in January [announced plans to open a \\$1 billion facility](#) in North Carolina to manufacture injectable products. The company explained that it chose the location "because of the manufacturing technology experience of the local labor force; its proximity to universities with strong science, technology, engineering and math programs; and its access to major transportation infrastructure."

As Ricks alluded to, and as Hicks backs up with data in his study, Indiana companies "have access to a declining share of workers who are sufficiently educated and trained to adopt these newer technologies." That means those companies adapt their Indiana operations to low-skilled jobs that offer relatively wages.

That lines up with a [February 2021 Brookings report](#), which found a dearth of "good jobs," which Brookings defines as those paying at least \$40,700 per year and offering employer-sponsored health insurance. Between 2014 and 2018, only 42% of Indiana workers had a good job, according to Brookings.

It's a vicious cycle: Indiana is one of the worst states in the nation for educational attainment, so companies that do business here tailor their operations to the workforce they have.

### **Solutions to consider**

Hicks has some suggestions for Indiana policymakers to consider. They include giving every high school senior a voucher to cover one year of college tuition, increasing the share of tuition the state pays to universities and increasing the number of college classes available to K-12 students.

These are not cheap options and elected officials are not likely to find much incentive to push for them.

For one thing, treating Indiana's education failure as an emergency would amount to a refutation of the past 10 years, during which Republicans in power have hailed Indiana's economy as one of the best in the nation. (When Adam Wren [asked Holcomb about Renn's conclusions](#), the governor said, "I took exception with multiple parts of it.")

Another problem is that no one cuts a ribbon or stick a gold shovel into the ground when a student graduates from college. It's a lot sexier to hand out tax breaks and celebrate new buildings.

Hicks, though, thinks the state leaders are running out of time to prioritize education on their own terms.

“At some point, the facts are going to impose themselves upon decision-makers,” Hicks told me. “There’s going to be a moment at some point when Hoosiers look around and go, ‘You know, we’re even poorer than we were 10 years ago and the things that we think we have done to improve outcomes have not worked.’ The problem is going to introduce itself to the political environment one way or the other. I suspect sooner rather than later.”

Daniels, the former governor, wanted 60% of Hoosiers to have a postsecondary credential by 2025. Hicks projects Indiana could reach as high as 49%, factoring in a generous definition of what counts as a credential.

Daniels had the right vision. Indiana needs to double down on achieving it.

**IBJ**  
**Claire Fiddian-Green: Here’s how to improve state’s education outcomes**  
**By Claire Fiddian-Green**  
**May 13, 2022**

Eli Lilly and Co. CEO Dave Ricks’ recent remarks at the Economic Club of Indiana’s luncheon about Indiana’s low educational attainment rates have reverberated around the state. His message was clear: Indiana’s education outcomes are poor, and this does not bode well for our state’s future.

In 2019, only 37% of Indiana’s students in grades 3-8 passed both the math and English portions of the state’s ILEARN assessment and just 87% of third-graders demonstrated proficiency on IREAD-3, the state’s reading test. Indiana’s non-waiver high school graduation rate was 79%, the college enrollment rate for high school graduates was 54%, and the college completion rate was a paltry 23%. COVID-19 has worsened these already troubling outcomes.

The simple truth is that our education system is ailing, and, despite the efforts of many, we have little progress to celebrate. To address Indiana’s poor education outcomes, our top two priorities should be strengthening Indiana’s teacher preparation programs and enrolling more high school graduates in post-secondary education.

Teachers are the number one factor when it comes to student achievement. Therefore, improving teacher preparation programs is a critical lever for increasing educational attainment levels. Two deficits that programs should address are selectivity and delivering rigorous content (e.g., math), combined with training on effective teaching strategies. A recent study found that, in Indiana, 43% of teacher preparation programs do not have sufficiently selective admissions criteria. Some programs don’t offer rigorous coursework in certain subjects, like science. According to the study, no Indiana program adequately monitors the quality of the student-teaching experience—for example, by ensuring only high-quality mentor teachers are assigned to oversee teacher candidates.

We also must increase college completion rates. Gone are the days when a high school diploma alone was enough to enter the middle class.

Our first strategy must be to help more students successfully enroll in college. That includes ensuring more students graduate from high school with an honor’s diploma to meet the admissions standards of universities like Purdue University or Indiana University Bloomington. It also includes making college

affordable, which starts with helping students complete the Free Application for Federal Student Aid (FAFSA). This year, only 48% of Indiana 12th-graders have completed the FAFSA, meaning 52% won't qualify for loans or scholarships to address affordability barriers.

We should also help high school students get a jump-start on post-secondary education through quality work-based learning experiences offered in partnership with colleges and universities. New programs like the Modern Apprenticeship Program enable Marion County high-schoolers to earn a paycheck, gain work experience with employers like OneAmerica and Roche Diagnostics, and earn college credit—thereby easing their access to higher education while also exposing them to careers offering good wages.

To scale programs like MAP and serve more students, more businesses must get engaged. Employer participation is made easier through technical assistance provided by local not-for-profit intermediaries EmployIndy and Ascend Indiana.

Let's tackle Indiana's low educational attainment levels with urgency and ensure our state and its residents continue to flourish. We can start by strengthening Indiana's teacher preparation programs and helping more high school graduates access post-secondary education.

**WSCH**  
**Local State Lawmakers Applaud Next Generation Hoosier Educator Scholarship Recipients**  
**By Travis Thayer**  
**May 20, 2022**

INDIANAPOLIS – Local state lawmakers are applauding seven area high school students who have received Next Generation Hoosier Educators Scholarships.

The scholarship program was established in 2016 through legislation support by State Reps. Randy Frye (R-Greensburg), Randy Lyness (R-West Harrison) and Cindy Ziemke (R-Batesville).

This year, more than 600 students applied for the Next Generation Hoosier Educator Scholarship. Approximately 200 students were named recipients including:

- Alyssa Wanstrath, Oldenburg Academy, selected Ball State University;
- Claire Wallace, North Decatur Jr-Sr High School, selected Indiana University-Purdue University Columbus;
- Emma Back, Oldenburg Academy, selected Franklin College;
- Emma Newhart, Jac-Cen-Del MS/HS, selected Franklin College;
- Jayme Pennington, East Central High School, selected Indiana University Bloomington;
- Jessika Thomas, South Ripley High School, selected Purdue University West Lafayette; and
- Olivia Raab, Batesville High School, selected Purdue University West Lafayette.

Each will receive \$7,500 per year and up to \$30,000 total for committing to teach in Indiana for at least five years after graduating college.

**State Rep. Randy Frye:**

"Teachers can be some of the most important people in a child's life, and we need talented individuals to pursue this rewarding career," Frye said. "This scholarship encourages some of our brightest students to pursue teaching the next generation."

**State Rep. Randy Lyness:**

"Teachers play pivotal roles in both our schools and communities," Lyness said. "They often have a lasting impact on young learners, and these scholarships help put some of the best future educators in our Hoosier classrooms. Congratulations to these students, and I wish them the best on their journeys to becoming educators."

**State Rep. Cindy Ziemke:**

"Investing in our teachers is so important to ensuring the best education for Hoosier students," Ziemke said. "These scholarships are a great way to ease the financial burdens of college and help students concentrate on earning their degree."

For more information, visit [LearnMoreIndiana.org/nextteacher](https://LearnMoreIndiana.org/nextteacher).

**Star Press**  
**Michael Hicks: The undersupply of college graduates is clobbering Indiana's economy**  
**By Michael Hicks**  
**May 22, 2022**

Whenever I explain why Indiana needs more kids to attend college, I get some version of the comment, "a young person doesn't need college to do well; we need more people in the trades." While it is true for a few talented individuals, that is not true for a city or state. Economists call this the 'fallacy of composition,' which I can explain with a few facts.

In a typical year, more than 85,000 Hoosiers turn 18 years old. Of these, fewer than 75,000 finish high school, and of these fewer than 42,000 head to college. Ultimately, about 60 percent of those will complete their degree. That means the state's pipeline of college-educated workers is today about 27,000 per year. However, the net loss from brain drain is about 10 percent and growing. That means Indiana can expect only about 25,000 college graduates per year to finish college and live in Indiana.

This is an economic development disaster. To see how this hobbles Indiana, we should consider how national labor markets value education.

Nationwide, about eight in 10 of all net new jobs go to four-year college graduates. The remaining two in 10 jobs go to those who hold either an associate degree or have been to some college. This means that if Indiana were growing like the national economy, all the new job growth would go to those who'd been to college. Demand for workers who haven't been to college would be limited to replacing positions of retiring non-college workers. Perhaps it is a bad trend, but it is a 30-year trend that seems certain to continue.

In a typical year, roughly 25,000 retiring workers hold a high school diploma or less, but Indiana's educational system delivers roughly 40,000 workers with no college plans. However, in that same year, about 31,000 retiring workers hold at least some postsecondary education (either some college or a degree). The reason there are more retiring workers with degrees is that maybe half the folks holding a high school degree or less don't work.



This means that Indiana oversupplies the market for non-college-educated workers by about 15,000 kids each year, and undersupplies college graduates by about 6,000 kids. That in part is why so many people who haven't been to college never work, and why almost everyone with a college degree does. These facts explain nearly all of the slow growth that plagues Indiana's economy. They also explain why wages are declining for the oversupplied non-college-graduate, and why businesses needing lots of college graduates will choose to locate in places outside of Indiana.

The "fallacy of composition" is the mistaken belief that what is true of one person is also true of the group. The math surrounding job openings in the skilled trades should silence those who think they offer a meaningful option for most Hoosier students.

Today, Indiana has about 36,000 adults in the skilled trades: carpenters, plumbers, masons and electricians. Most of these workers earn good money, have reasonable job security and see opportunity for upward mobility. There is abundant opportunity for owning a business or doing specialty work within the trade. For an individual, the skilled trades are as fine and honorable a career choice as anything available.

Of those 36,000 trade workers, 2.0 to 3.0% retire each year, and a few change jobs, mostly into other trades. Over the past 20 years, the number of jobs for the skilled trades has declined by about 0.5% each year. That means that of those 40,000 Hoosiers turning age 19 next year who won't be in college, maybe 1,000 jobs in the trades will become available. That is roughly the same number of Ph.Ds awarded in the state each year. I'd encourage any young person who is interested to earn a doctorate or master a trade. Both are great options for a smart, hardworking young person, but together will only account for about 2.5 percent of job openings each year.

Now, I know some folks will still argue, "but I cannot find a plumber; we need more kids in the trades." That's simply mistaken. Since 2000, employment in the skilled trades in Indiana is down more than 10%. Brick mason employment is down 29.3%, electricians down 4.9%, carpenters down 15.4% and plumbers down 9.2%. Wages in each of these trades are also down, at an inflation-adjusted average of 11.2% since 2000. As high school economics classes make clear, when employment shrinks and wages are down, there's not a labor shortage.

The fact is that Indiana is chock full of other occupations that will decline in number over the coming generation. Over the next two decades, Indiana will have fewer factory jobs, fewer transportation jobs and fewer construction jobs than are available today. Basically, every job that requires only a high school diploma or less is at risk of long-term job losses.

The simplest economic argument for sending more Hoosier kids to college is that it is where the jobs of the future will be. There is yet another benefit of having better-educated state. Wages for workers without a college degree are higher in places that also have a larger share of college grads. For example, for a construction worker, moving to a county with 10% more college graduates would boost their income by more than 10% or roughly \$6,000 per year.

The best way to boost wages for those without a college degree is to surround them with more college graduates. This is also the best way to boost your local population growth. Nationwide, 43% of population growth occurred in the top 10% of counties by educational attainment. Only five of those counties are in Indiana, about half the number we should have given our size. The problem of

oversupplying low-skilled workers and undersupplying high-skilled workers is not just an individual problem for Hoosier workers. It means that only a few select parts of Indiana will enjoy economic or population growth. The rest of the state will suffer economic decline.

Let me write this as plainly as I can. As long as Indiana continues to undersupply college graduates to the modern economy and oversupply those who haven't gone to college, we will slip farther and farther behind the national average. Fixing this won't be easy, inexpensive or quick. Even with dramatic improvements, we are decades away from making it to "average" in terms of educational attainment or per capita incomes. It is a sad thing to admit that getting to "average" is an aspirational goal.



**COMMISSION FOR HIGHER EDUCATION**

Thursday, June 9, 2022

**INFORMATION ITEM D:**

**Upcoming Meetings of the Commission**

**Background**

The Commission presents its schedule of Commission meetings. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

August 11, 2022	Ball State University, Muncie
September 8, 2022	Indiana University, Bloomington
October 13, 2022	Purdue University, West Lafayette
November 10, 2022	University of Southern Indiana, Evansville
December 8, 2022	Ivy Tech Community College, Indianapolis

Commission meeting dates and locations are subject to change. Schedule alternations will be made available at [www.che.in.gov](http://www.che.in.gov).

The Commission for Higher Education abides by the Indiana Open Door Law (IC 5-14-1.5). All meetings are open to the public.