



INDIANA COMMISSION *for* HIGHER EDUCATION

AGENDA

Thursday, November 18, 2021

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

www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**NOVEMBER COMMISSION MEETING
AGENDA**

Wednesday, November 17, 2021

VINCENNES UNIVERSITY

1002 N 1st Street
Vincennes, IN 47591

CAMPUS TOUR

3:45 P.M. – 5:15 P.M.
Various Buildings/Locations
Shuttle departs from TownePlace Suites Vincennes

RECEPTION

5:30 P.M. – 6:15 P.M.
Vincennes University Agricultural Center
4207 Purdue Road
Vincennes, IN 47591

DINNER

6:30 P.M. – 8:00 P.M.
Vincennes University Agricultural Center
Shuttle returns to TownePlace Suites Vincennes

HOTEL ACCOMMODATIONS

TownePlace Suites Vincennes
1320 Willow Street
Vincennes, Indiana 47591

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

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

Thursday, November 18, 2021

COMMISSION MEETING

Learning Resource Center (LRC)

1002 N 1st Street

Vincennes, IN 47591

Parking available in adjacent lot (see enclosed map)

OPEN BREAKFAST

8:00 A.M. – 9:00 A.M.

Learning Resource Center

Innovation Room

WORKING SESSION

9:00 A.M. – 11:30 A.M.

Learning Resource Center

Innovation Room

WORKING SESSION TOPICS

- 21st Century Scholars Report Preview
- Indiana's READI Program
 - Vincent Ash, Vice President of Policy Development, Indiana Economic Development Corporation
- Next Generation Hoosier Educators Scholarship
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Governor’s Hall

Trailblazer Room

Guest: President Chuck Johnson, executive leadership

STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Learning Resource Center

Innovation Room

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Learning Resource Center

Innovation Room

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Report
Commissioner’s Report
Consideration of the Minutes of the October 14, 2021 Commission Meeting..... 1

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A. Cybersecurity in Indiana 5
 1. Tracy Barnes, Chief Information Officer, Indiana Office of Technology
 2. Esfandiar Haghverdi, Ph.D., Associate Dean and Director of Cybersecurity and
 Global Policy, Indiana University
 3. Jaci Lee Lederman, Associate Professor and Chair of the Information Technology
 Department, Vincennes University

III. Business Items
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 1. Master of Professional Studies to be offered by Purdue University Global
B. Capital Projects for Full Discussion
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 2. Indiana University Purdue University Indianapolis - Ground Lease Agreement
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C. 50 Years of the Indiana Commission for Higher Education 55

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C. Media Coverage..... 65

V. Old Business
New Business

VI. Adjournment

The next meeting of the Commission will be on **December 9, 2021, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, October 14, 2021

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. ET virtually via Microsoft Teams videoconferencing, 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, Al Hubbard, Chris LaMothe, Pepper Mulherin, Dan Peterson, Beverley Pitts, and John Popp

CHAIR'S REPORT

Good afternoon! It is great to see all of you today. I would like to invite Dr. Kathryn Girten, Chancellor here at Indiana University East, for welcoming remarks.

Dr. Girten provided remarks.

Chairman Alley continued his report stating, we hope you will mark your calendars and make plans to attend two upcoming events the Commission is hosting this fall:

- The Career Relevance Convening will bring educators and employers together for an in-depth discussion on the importance of career relevant experiences being embedded in all postsecondary programs, which aligns with one of the key metrics within our strategic plan. The event will be held virtually on Tuesday, November 2 and will feature Pete Yonkman, President of Cook Group as our keynote speaker. Registration is open.
- The 2021 Student Advocates Conference will be held virtually on December 15 and 16 and will emphasize the importance of integrated work experiences that help students apply their learning, connect with employers and develop marketable skills. Registration for the event will be available soon, so please mark your calendars until then.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report by stating, I want to join Chairman Alley in thanking IU East and Chancellor Girten for a delightful visit to the campus. It's also great that Senator Raatz adjusted his schedule so he could visit with us in his hometown.

As we continue to work on the career relevance metric of our strategic plan, I thought it would be helpful to highlight some of the takeaways from the Indiana Chamber of Commerce's 14th Annual Employer Survey. Some of the major points include:

- Nearly 3 out of 4 employers indicated that their supply of applicants does not meet their needs, compared to 50% in 2020.
- 62% of employers said meeting their talent needs was among their biggest challenges, with 21% saying it is their top challenge. Both numbers are at the highest point in the past three years.
- Over half of employers offer college internships, and almost a quarter offer high school internships. College is a 13% increase from 2019; high school is a 3% increase from 2019.
- Additionally, about 30% of employers report they do not offer any work-based learning opportunities, but this is still a 10 percentage point improvement since 2019.
- 45% of employers are aware of Next Level Jobs – a 7 percentage point increase since 2019.

Indiana’s recovery since COVID has been strong with a current unemployment rate of 4.1%, below the national average of 5.2%. But long-term growth and personal economic mobility depend on a better prepared workforce.

As we plan our November 2 Employer/Educator Convening around career relevance, these are important findings to integrate into our thinking.

In recognition of the Commission’s 50th Anniversary, today’s honoree is O.C. Carmichael, Jr., the first chairman of the Indiana Commission for Higher Education – and also, notably, Chris Murphy’s father-in-law. Dr. Carmichael was instrumental in the creation of the Commission and a strong advocate for higher education. He held a degree from Vanderbilt – where he also served as director of development and dean of students - as well as degrees from Duke and Columbia. In addition to serving as the Commission’s chair, he was a trustee of the University of Notre Dame. He was a recognized leader in education, having served as a college president and trustee for, I believe, five institutions of higher education. Likewise, his business acumen in banking and financial services was exceptional as chairman of the Associates Corporation and other companies. O.C. Carmichael was a civic, political, educational, business and thought leader. We were certainly fortunate for his tenure as the first chair of the Indiana Commission for Higher Education.

CONSIDERATION OF THE MINUTES OF THE SEPTEMBER, 2021 COMMISSION MEETING

R-21-7.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the September, 2021 regular meeting. (Motion – LaMothe, second – Fisher, unanimously approved)

II. PUBLIC SQUARE

A. Indiana Graduation Pathways

1. Senator Jeffrey Raatz, Chair of the Senate Education and Career Development Committee

The Commission will have the opportunity to hear from Indiana Senator Jeffrey Raatz on issues related to the 2018 Indiana Graduation Pathways legislation, the impact of the

COVID-19 pandemic on student learning, and HEA 1514-2021, which requires the State Board of Education to develop a new accountability dashboard that looks at longitudinal outcomes and factors outside of test scores.

Commissioner Lubbers moderated this discussion.

III. BUSINESS ITEMS

A. Academic Degree Programs for Expedited Action

1. Bachelor of Science in Quantitative Economics to be offered by Indiana University at Indiana University Purdue University Indianapolis
2. Doctor of Philosophy in Nutrition to be offered by Indiana University Bloomington

R-21-7.2 RESOLVED: That the Commission for Higher Education hereby approves the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Pitts, unanimously approved)

B. Capital Projects for Full Discussion

1. Purdue University West Lafayette – Schleman Hall, Steward Center, and Related Renovations

Alecia Nafziger presented this item. Alexa Deaton provided the staff recommendation.

R-21-7.3 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 – Murphy, second – Popp, unanimously approved)

2. Purdue University West Lafayette – Whistler Hall of Agricultural Research Mechanical Systems Replacement

Alecia Nafziger presented this item. Alexa Deaton provided the staff recommendation.

R-21-7.4 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Peterson, second – Fisher, unanimously approved)

C. Capital Projects for Expedited Action

1. Purdue University West Lafayette – Biochemistry Building Main Electrical Distribution Replacement
2. Ivy Tech Community College – Sellersburg Pfau Hall Renovation to Health Science Wing and Life Science Classrooms
3. Ball State University – New Grand Lawn Amphitheater

R-21-7.5 RESOLVED: That the Commission for Higher Education hereby approves the following capital project, in accordance with the background information provided in this agenda item. (Motion – Fisher, second – Peterson, unanimously approved)

D. Administrative Hearing Authority

The Commission’s Student Success Committee serves as the administrative law judge to preside over the Commission’s administrative appeals. Pursuant to Ind. Code § 4-21.5-3-9, the Commission will grant the Office of Administrative Law Proceedings (OALP) the authority to preside over certain administrative hearings on behalf of the Indiana Commission for Higher Education. The Commission delegates the OALP authority to preside over any and all future administrative hearings that may be pursued by an aggrieved petitioner starting October 1, 2021, unless the Commission, in its sole discretion, decides to preside over a given matter.

R-21-7.6 RESOLVED: That the Commission for Higher Education hereby approves the following resolution, in accordance with background information provided in this agenda item. (Motion – Peterson, second – Mulherin, unanimously approved)

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 1:49 P.M. ET

Mike Alley, Chair

Anne Bowen, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

PUBLIC SQUARE:

Cybersecurity in Indiana

Background

The Commission's strategic plan, *Reaching Higher in a State of Change*, encourages new and innovative models of teaching and learning. As the Commission considers the impact of new models on virtual learning, the increased need for access to technology and new and emerging careers within the technology industry, Commission will discuss cybersecurity in Indiana.

Indiana Executive Council on Cybersecurity

On January 9, 2017, Governor Eric J. Holcomb signed Executive Order 17-11, which created the [Indiana Executive Council on Cybersecurity](#) (Council) with the recognition that a cross-sector body of subject-matter experts is required to form an understanding of Indiana's cyber risk profile, identify priorities, establish a strategic framework of Indiana's cybersecurity initiatives, and leverage the body of talent to stay on the forefront of the cyber risk environment.

On October 29, 2021 the Council (27 voting members and more than 250 advisory members) unanimously approved its [2021 Indiana Cybersecurity Strategic Plan](#) and [State of Cyber Report](#) (2017-2021).

Cybersecurity Survey for Public Institutions

The Commission was asked by the Workforce Development Sub-Committee of the Council to provide a better understanding of the career and education pipeline of cybersecurity students at Indiana's colleges and universities.

For purposes of this survey, the Commission used the following definitions of "cybersecurity," which derive from the federal government:

- [U.S. Cybersecurity and Infrastructure Security Agency \(CISA\)](#): "Cybersecurity is the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity, and availability of information."

- U.S. National Institute of Standards and Technology (NIST), Computer Security Resource Center: “Prevention of damage to, protection of, and restoration of computers, electronic communications systems, electronic communications services, wire communication, and electronic communication, including information contained therein, to ensure its availability, integrity, authentication, confidentiality, and nonrepudiation.”

The Commission will be joined by Tracy Barnes, Chief Information Officer at the Indiana Office of Technology, Jaci Lederman, Associate Professor and Chair of the Information Technology Department at Vincennes University and Esfan Haghverdi, Associate Dean and Director of Cybersecurity and Global Policy at Indiana University for a discussion on the Indiana Executive Council on Cybersecurity and the cybersecurity survey results.

Supporting Documents

Tracy Barnes Bio

Esfandiar Haghverdi, Ph.D. Bio

Jaci Lederman Bio

Indiana Cybersecurity Strategic Plan (pages 1-16)

Tracy Barnes
Chief Technology Officer
Indiana Office of Technology

Indiana Office of Technology, Chief Information Officer
Tracy Barnes was appointed by Gov. Eric J. Holcomb in March 2020. In this role, Tracy oversees the Indiana Office of Technology and provides strategic oversight of the State's technology portfolio, as well as leadership on technology and cybersecurity policy.

Tracy brings significant business leadership and information technology experience to his role, having previously served as Chief of Staff for the Lieutenant Governor, Deputy Auditor and IT Director for the Indiana Auditor of State.



Additionally, he was president and chief executive officer for ENTAP, Inc. which designed and delivered effective enterprise focused information technology solutions to organizations in various industries across the globe.

Tracy has been recognized as Inc. Magazine's 9th Fastest Growing Black Entrepreneur and has received accolades from Top 50 Indiana Companies to Watch, the TechPoint MIRA awards and the IBE Governor's Award for Achievement in Technology.

Tracy holds a B.S. in Computer Science from Butler University, a certificate from the Tuck School of Business at Dartmouth and a M.S. in Cybersecurity Law from University of Maryland, Baltimore.

Esfandiar Haghverdi, Ph.D.

Executive Associate Dean for Undergraduate Education

Professor of Computer Science, Adjunct Professor of Mathematics

Director of Cybersecurity and Global Policy Program

Esfan Haghverdi is Executive Associate Dean for Undergraduate Education and Director of Cybersecurity and Global Policy Program at the Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington. He is professor of Computer Science and adjunct professor of Mathematics. He has also served as director of undergraduate studies in Informatics (2008-2010) and Computer Science (2012-2013). He joined the School of Informatics in 2002, only two years after the founding of the school at Indiana University in 2000.

Professor Haghverdi has taught a variety of courses from Proof Theory to Model theory to Information theory, and Mathematics of Finance. His primary teaching interests are in logic, discrete mathematics, and math foundations of cryptography. He is the two-time recipient of IU Trustees Teaching Award.

His current research interests are in logic, category theory, and mathematical foundations of cybersecurity. Professor Haghverdi received his bachelor's and master's degrees in Turkey in Electrical and Electronics Engineering from Hacettepe University and Middle East Technical University, respectively. This was followed by a PhD in Mathematics from the University of Ottawa in Canada. He spent two wonderful years as a postdoctoral fellow/lecturer in the Department of Mathematics at the University of Pennsylvania before joining IU in 2002.



Jaci Lee Lederman, PMP
Associate Professor Department Chair
Information Technology
Vincennes University

Jaci Lee Lederman, PMP is the Chair of the Information Technology Department. She brings her twenty years of experience working in the Information Technology industry, into the classroom. She proudly admits her career in IT started out as a night shift computer operator. Her work experience spans from software development to executive I.T. Management.

Throughout her career, Jaci has worked on numerous projects that help organizations streamline operations by leveraging well defined business processes and technology. Whether it be programming an efficient loop in a program, or a BCDR plan, Jaci helps students understand the importance of successful technology integration into any organization.

In 2017, the Vincennes University President presented Jaci with a University Peer Recognition award. In 2019, Jaci was awarded the [EC-Council Academia Circle of Excellence Award in Cybersecurity Education](#).

Jaci has an associate degree in Computer Programming, a Bachelor of Science in Business Administration, and an MBA with a concentration in Information Technology Management. While completing her education she was involved in Alpha Beta Gamma, Phi Theta Kappa, and Delta Mu Delta Honor Societies.



Indiana

Cybersecurity Strategic Plan



October 2021

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

October 29, 2021

Dear Governor Holcomb:

Since 2018, the Indiana Executive Council on Cybersecurity has not only been successful with its first-of-its-kind strategic approach, but it has stepped up in the last year and a half as we have all experienced not only a different world, but some of the largest cyber attacks recorded in history.

And as millions had to become remote in a matter of days, many of the leaders within the Council provided additional deliverables and resources because businesses and local governments needed it.

These cyber warriors and their efforts on your Council have made Indiana a leading state in the nation. In fact, the Council has completed 78 percent of its 69 identified deliverables, and 77 percent of the 120 objectives identified in the strategic plan we presented to you in 2018 even with the challenges of the pandemic. Moreover, these dedicated members have donated hundreds of hours and millions of dollars of services to the businesses, local governments, and citizens in Indiana - an unprecedented amount of savings from a volunteer government Council or Commission.

Due to the success of the previous plan as well as the more than 250 dedicated subject matter experts, the following *2021 Indiana Cybersecurity Strategic Plan* encompasses not only the breadth of topics, but depth as well. The following plan will provide you the background of how we have created the proven strategic framework that we continue to use today, and the plans of 68 deliverables and 134 objectives we will strive to complete in the coming years.

As we work to implement this plan, the Council asks for your continued leadership in:

- Supporting the development of local government cybersecurity resources and education;
- Encouraging the highest-level of technical and administrative cybersecurity best practices and standards be followed;
- Supporting policy that will boost the cybersecurity posture of Indiana;
- Providing appropriate support to the critical infrastructures as they move forward with their many deliverables;

- Supporting a statewide cybersecurity public relations and awareness campaign;
- Encouraging all of Indiana’s workforce ecosystem to follow national standards and develop the cybersecurity pipeline; and
- Supporting the Council as it moves forward, including ensuring its membership matches the needs of the state.

We appreciate the opportunity to work with so many great cyber warriors on the Council. Through these partnerships the State is able to best serve Hoosiers and further move Indiana’s cybersecurity efforts to the *Next Level*.

Sincerely,

Executive Director Stephen Cox
Indiana Department of Homeland Security

Chief Information Officer Tracy Barnes
Indiana Office of Technology

Adjutant General, Brigadier General Dale Lyles
Indiana National Guard

Superintendent Doug Carter
Indiana State Police

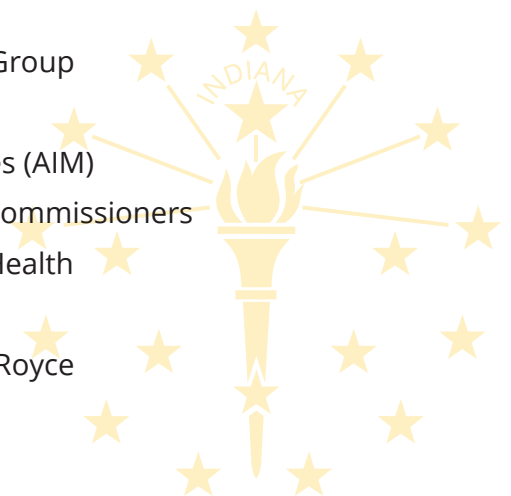
Cybersecurity Program Director Chetrice L. Mosley-Romero
State of Indiana



Indiana Executive Council on Cybersecurity

2021 Voting Members

Operations Director Samuel Hyer, Office of Governor Eric J. Holcomb
Director John Roeder, Office of Lt. Governor Suzanne Crouch
Executive Director Stephen Cox, Indiana Department of Homeland Security
Chief Information Officer and Director Tracy Barnes, Indiana Office of Technology
Superintendent Douglas Carter, Indiana State Police
Adjutant General, Brigadier General Dale Lyles, Indiana National Guard
Cybersecurity Program Director Chetrice L. Mosley-Romero, State of Indiana
Secretary of State Holli Sullivan, State of Indiana
Attorney General Todd Rokita, State of Indiana
Chair James Huston, Indiana Utility Regulatory Commission
Commissioner Teresa Lubbers, Indiana Commission for Higher Education
Commissioner Bob Grennes, Indiana Department of Revenue
Secretary of Commerce Brad Chambers, Indiana Economic Development Corporation
Commissioner Fred Payne, Indiana Department of Workforce Development
Retired Major General Clif Tooley, Indiana Economic Development Corporation Defense Development
Chief Information Security Officer, Angie Ritchey
Tim Harmon, Journalist
Partner Ronald W. Pelletier, Pondurance
Information Technology Vice President John Lucas, Citizens Energy Group
President Daniel McGrath, Indiana Energy Association
Executive Director Matthew Greller, Accelerate Indiana Municipalities (AIM)
Executive Director Stephanie Yager, Indiana Association of County Commissioners
Chief Information Security Officer Mitch Parker, Indiana University Health
Assistant Vice President of Cybersecurity Dan Solero, AT&T
Director of Cybersecurity Defense Products Brad Swearingen, Rolls Royce
Chief Information Officer Rob Lowden, Indiana University
Chief Information Officer Ian Hyatt, Purdue University

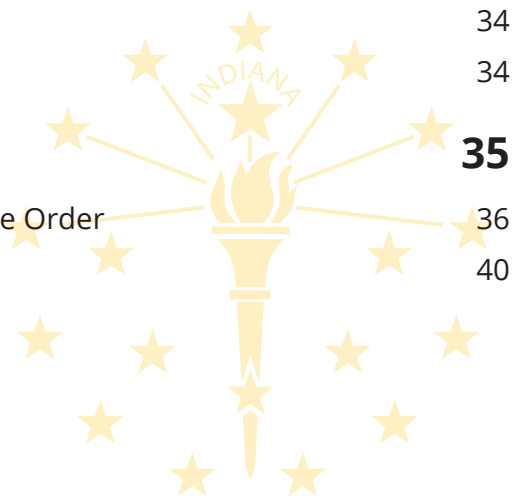


2021 Indiana Cybersecurity Strategic Plan

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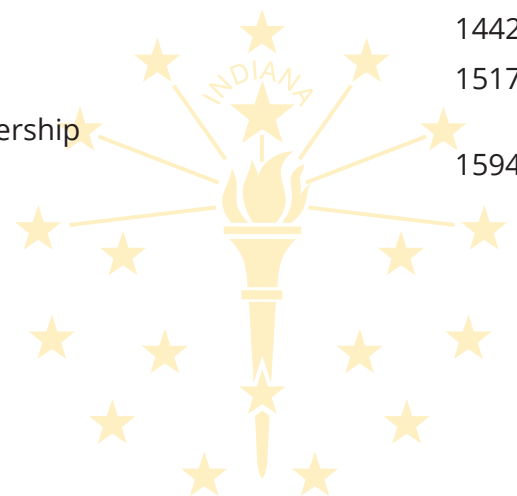


2021 Indiana Cybersecurity Strategic Plan

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About This Plan





Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.

- Pablo Picasso

The world of cybersecurity is highly complex and cluttered with information, misinformation, and disinformation. As a consequence, it is important to approach it strategically and create simplicity. This has been a key element in determining not only where Indiana's past and current cybersecurity efforts, but where the state will go next.

This Indiana cybersecurity strategic plan outlines those directions as simply and as directly as the complexity of the effort allows.

The *2021 Indiana Cybersecurity Strategic Plan* is organized into three sections: the Framework, in which the Indiana Executive Council on Cybersecurity (IECC or Council) was built; the detailed Implementation Plans developed by the members; and a summary of the work of the Council.

Part One is the Council's strategic framework. It provides the background of the Council, establishes high-level cybersecurity goals, presents the composition of membership, and addresses how it has met the objectives of Indiana Governor Eric J. Holcomb's Executive Order.

Part Two is an executive summary of the implementation plans created by 15 separate committees and working groups, each developed with objectives that are specific, measurable, achievable, and relevant to the overall strategic vision. Additionally, this section contains observations, considerations, and recommendations. Note that each committee and working group plan is provided in its entirety in the Appendices of this strategic plan.

Part Three highlights the real people and real work since the 2018 plan. The section identifies the dedicated members and leaders of the Council who have dedicated themselves since the beginning, the success of the 2018 plans and more that will be featured in the "The State of Cyber Report", best practices of the Council, and how the Council will continue taking cybersecurity in Indiana to the *Next Level*.



Part 1

Strategic Framework of IECC



Today's Evolving Cyber Threat

A lot has changed since the first Indiana Cybersecurity Strategy was voted on and delivered to Governor Holcomb by the IECC September 2018. But nothing has moved the state of business, workplace culture, and technology more than the months that followed Indiana's pandemic shut down in March 2020. And the reality of how interconnected we all are became even more evident when home became our new workplace and all the cyber risks that followed.

Unfortunately, the new interconnectivity has also made the cyber risks grow exponentially and poses an increased danger to citizens, organizations, and industries, as well as threatens the security and economy of Indiana.

In fact, Cisco's first Hybrid Work Index report found that hybrid workers remain a prime attack vector and that malicious remote access attempts increased 240 percent during the pandemic.

This, of course, is compounded by the fact that the overall leading cause of cybersecurity breaches are still people. According to the Verizon 2021 Data Breach report, 85 percent of breaches were caused by a human element. The 2021 Verizon Data Breach report also found that 61 percent of attacks involved use of unauthorized credentials, and phishing rose to 36 percent (up from 25 percent). And when one phishing exercise — like a malicious email — hits its target, the whole organization is at risk of compromise.



Indiana's History in Cybersecurity

To understand how the Council came to be, it is important to understand the history of the state's cybersecurity efforts.

As the State of Indiana became more centralized in its information technology, the Indiana Office of Technology began developing its state cyber strategy in two documents: The Cyber Security Framework Strategy (2009) and the Information Security Framework (2013). These documents describe the organization, governance, practices, and policies to be implemented in order to achieve an effective security approach for the state.

Inward focus and inter-agency coordination were intended to protect the state, but more was needed to be done to protect the citizens and businesses of Indiana. In August 2015, the Indiana Department of Homeland Security (IDHS) was tasked to conduct additional research and develop a roadmap of how to most effectively collaborate and engage with public and private partners in developing a long-term cyber strategy. This included IDHS leading a first-of-its-kind critical infrastructure tabletop and operational exercise series called Crit-Ex in 2016. This exercise was the first of these cross-sector initiatives (public and private) designed to improve the understanding of Indiana's cyber ecosystem and identify capability gaps. Crit-Ex was planned as a series of exercises that explored the intersection of cybersecurity and critical infrastructure, using scenarios in which a cyberattack on a critical asset leads to physical-world consequences.

After this inaugural cyber exercise, it became even more evident that securing Indiana's information technology infrastructure and industrial control systems is beyond the reach of any single entity, especially as the nature of the cyber threat came into focus. While the Indiana Executive Council on Cybersecurity (IECC or Council) was established in 2016, it did not become operational until Governor Eric J. Holcomb took office, with a renewed focus and priority through his decision to extend Executive Order 17-11 (See Appendix A).

Per Executive Order 17-11, the Council will:

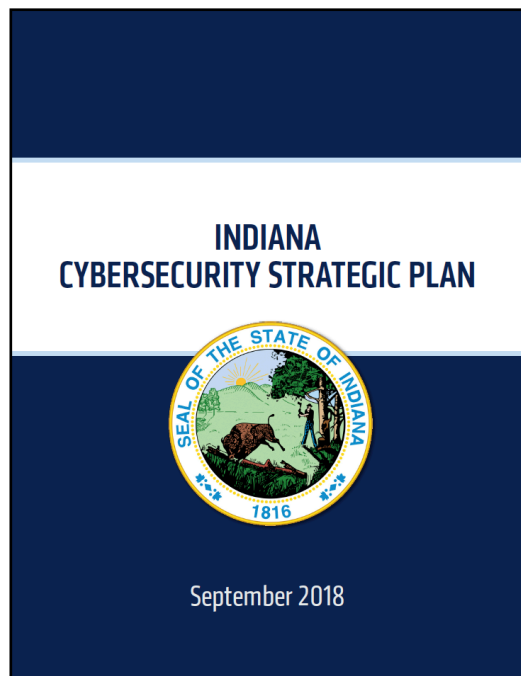
- Develop, maintain, and execute an implementation plan for accomplishing strategic cybersecurity objectives that are specific, measurable, achievable, and relevant to the overall strategic vision, which shall be completed within an established timeframe.
- Establish and maintain a strategic framework document that defines high-level cybersecurity goals for the State of Indiana. This framework document shall establish a strategic vision for Indiana's cybersecurity initiatives and detail how the state will:
 - Establish an effective governing structure and strategic direction;
 - Formalize strategic cybersecurity partnerships across the public and private sectors;
 - Strengthen best practices to protect information technology infrastructure;
 - Build and maintain robust statewide cyber incident response capabilities;
 - Establish processes, technology, and facilities to improve cybersecurity statewide;
 - Leverage business and economic opportunities related to information, critical infrastructure, and network security; and
 - Ensure a robust workforce and talent pipeline in fields involving cybersecurity.
- Receive guidance from the Security Council, and report to the Homeland Security Advisor within the Office of the Governor.

Given the challenges and complexities surrounding the Executive Order's aims, it became imperative in 2017 to create a strategic framework that would address both statewide and sector-specific topics within the cybersecurity ecosystem. As a result, the State of Indiana hired its first fully dedicated cybersecurity program director in March 2017 to facilitate the Council in fulfilling its purpose. The purpose of this unique role was for information to be shared across agencies to (1) produce an informed overview of Indiana's cyber risks and opportunities; (2) prioritize those items by criticality; and (3) suggest and/or facilitate the implementation of programs/projects designed to achieve associated objectives.

In July 2017, Governor Holcomb launched Version 2.0 of the Council with a new direction in taking cybersecurity to the Next Level in Indiana.

Using a comprehensive approach to its strategy as described in the next section, the Council delivered an actionable strategic plan to Governor Holcomb on Sept. 21, 2018. The *2018 Indiana Cybersecurity Strategic Plan* encompassed not only the breadth of topics but the depth as well. While the more than 2,000-page plan in its entirety is large and comprehensive, it is organized so that specific information regarding specific topics can easily be accessed as needed. Each section can stand alone and readers, based on their interests, can select one or a combination of parts of the plan as they aim to learn and further develop solutions addressing cybersecurity in their sector within the state.

The *2018 Cybersecurity Strategic Plan* can be found at www.in.gov/cybersecurity.



Developing the Council and the Strategy

To build and best utilize the cross-sector body of subject-matter experts to effectively understand Indiana's cyber risk profile, identify priorities and develop resources that those who needed it most could access them, and leverage the convened talent from all sectors to stay on the forefront of the cyber risk environment, the Cybersecurity Program Director worked with leadership to establish a strategic framework to be successful in Indiana's cybersecurity initiatives.

Composition of the Council

Given the broad areas and in-depth expertise on the Council, the members were provided with as much information as possible regarding the expectations, processes, roles, and responsibilities of being selected to be a member of the Council.

Since 2017, the Council has reviewed its Charter, members, and priorities during its quarterly meetings. For example, its Charter, found in Appendix B, is reviewed, and voted on every year, which includes the purpose, roles of members and expectations, appointment terms, membership requirements, meeting guidelines, council duties, the strategic breakout of the IECC, and additional provisions.

Development of Committees

The Council was originally organized into 20 committees and working groups composed of the more than 250 respective members who are experts in their relative fields. As more complex, mature deliverables were crossing over into other committees and working groups it was important to leadership to remain efficient and respectful of those who served on the Council. In January 2020, the Council moved its organization into 15 committees and working groups (See Figure 1). Maintaining this cybersecurity ecosystem while remaining flexible to the work the Council was doing was the only way to achieve maximum results in a relatively short amount of time with the depth of knowledge needed to make informed operational decisions. This became even more important as the world changed in the following months.

Each committee/working group has a smaller charter that clearly defined its goals, members (full time and as needed), and expectations. Moreover, each committee and working group was comprised of members who represented north, central, and southern Indiana as well as small, medium, and large entities, to ensure that diverse input was provided in developing strategic plans. Every committee and working group were chaired by a Voting Member of the Council to ensure that all plans were aligned with the goals of the entire Council.

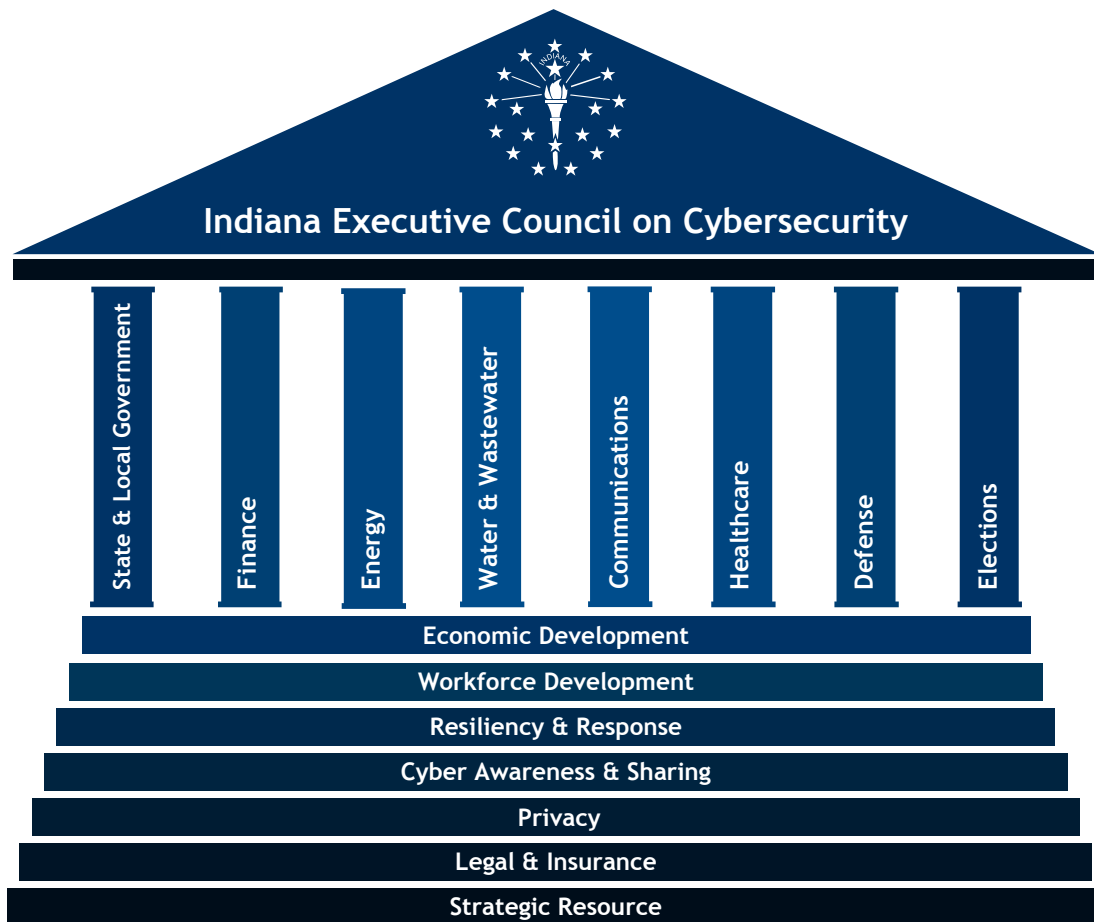
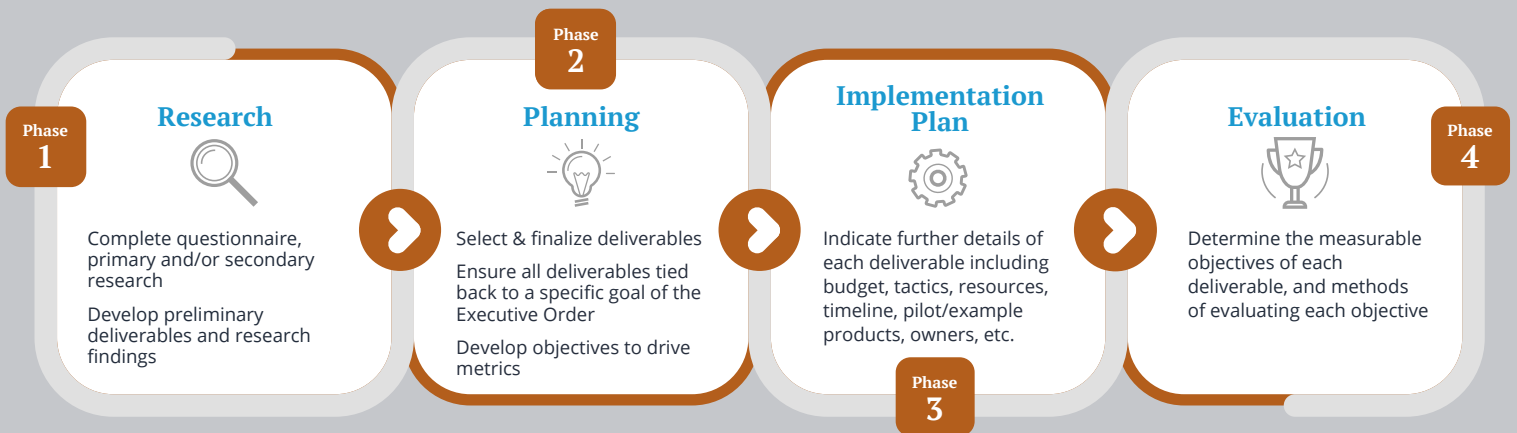


Figure1: IECC Strategic Breakdown

The Council Strategic Phases

To guide the work of the 15 committees and working groups in developing a strategic plan, phases were established for each group to follow and complete concurrently. The four key phases were:

- Phase 1: Research
- Phase 2: Planning
- Phase 3: Implementation
- Phase 4: Evaluation



In addition, meetings, facilitated discussions, director oversight, shared online platforms, and tools were implemented to avoid duplication of efforts, and to allow for a fully transparent process. For the templates used to assist with each Phase of the committees and working groups, see Appendix C.

Executive Order Completion

Executive Order (EO) 17-11 provided clear direction for the Council’s focus in the coming years. Table 1 indicates the specific deliverables that were established within the Governor’s Executive Order, the primary owners responsible for completing the requirements, as well as the month in which the performance measure was satisfied.



Table 1: Governor’s Executive Order Deliverables

Executive Order Requirement	Primary Owner(s)	Performance Measure
Continuance of Council and membership composition met (EO Sections 1-5)	Indiana Department of Homeland Security, Indiana State Police, Indiana Office of Technology, Indiana National Guard, and Indiana Cybersecurity Program Director	July 2017 – Governor Holcomb and leadership launch Version 2.0 of the Council with required membership. 2017-2021 – Council has remained active and has met every quarter and have always met quorum
Establish and maintain a strategic framework document that defines high-level cybersecurity goals for the state. This framework document shall establish a strategic vision for state cybersecurity initiatives and detail how the state will meet seven specific goals. (Section 6)	Indiana Cybersecurity Program Director and Voting Members of Council	Passed IECC Charter annually September 2018 2018 & 2021 - Submitted final strategic plans that addresses how each deliverable meets at least one of the specific goals in the executive order.
Deliver, maintain, and execute an implementation plan for accomplishing strategic cybersecurity objectives that are specific, measurable, achievable, and relevant to the overall strategic vision, which shall be completed within an established timeframe. (Section 7)	Council committees and working groups	September 2018 and October 2021 - Committees and working groups each submitted strategic plans that provide objectives that are specific, measurable, achievable, and relevant to the overall strategic vision, which shall be completed within an established timeframe.
Receive Guidance from the Counterterrorism and Security Council (CTASC) and report to the Homeland Security Advisory with the Office of the Governor. (Section 8)	Indiana Cybersecurity Program Director	July 2017 through October 2021 – Provided updates to CTASC members, Lt. Governor’s Office, and the Homeland Security Advisor.
All state agencies, departments, commissions, bureaus, institutions, and entities shall cooperate to the fullest extent possible with the Executive Order. (Section 8)	Council Members	All members in good standing have participated to the fullest extent possible per the Executive Order.
Council shall be staffed by the Indiana Department of Homeland Security and subject to the requirements as well as the security and confidentiality expectations under Open Door Law and the Access of Public Records Act. (Section 9 and 10)	Indiana Department of Homeland Security and Indiana Office of Technology	Indiana Department of Homeland Security has partnered with the Indiana Office of Technology to ensure the Council is staffed, provides the necessary resources, and meets the objectives. Furthermore, the Council including all committees and working groups complied with the Open-Door Law and the Access of Public Records Act.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

BUSINESS ITEM A:

Academic Degree Programs for Expedited Action

Staff Recommendation

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

- Master of Professional Studies to be offered by Purdue University Global

Background

The Academic Affairs and Quality Committee discussed this program at its October 25, 2021 meeting and concluded that the proposed program could be placed on the November 18, 2021 agenda for action by the Commission as an expedited action item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action October 25, 2021

Academic Degree Programs on Which Staff Propose Expedited Action

October 25, 2021

CHE 21-21 Master of Professional Studies to be offered by Purdue University Global

Proposal received on September 17, 2021

CIP Code: 30.9999

Total, National Projections:

Fifth Year Projected Enrollment: Headcount – 76, FTE – 43

Fifth Year Projected Degrees Conferred: 36

Subtotal, Indiana Projections:

Fifth Year Projected Enrollment: Headcount – 8, FTE – 5

Fifth Year Projected Degrees Conferred: 4

The proposed Master of Professional Studies will be offered through the School of General Education at Purdue University Global. Consistent with the Purdue Global mission, the M.P.S. is designed to serve adult students, who are usually seeking additional education to advance their present careers.

Students put together an Individualized Learning Plan (ILP), which includes a Career Goal Statement that spells out how this program will help to realize the student's career objectives and that is the basis for the elective courses, totaling 30-32 quarter hours or 20-21 semester hours, that will be chosen to fulfill degree requirements. The ILP is created with the help of a faculty advisor, who will work with the student throughout their enrollment at Purdue Global. As the student progresses through the program, adjustments can be made to the ILP, but not without formal approval by the faculty advisor

The M.P.S. is an interdisciplinary program, so the ILP will typically include courses from two or three disciplines. If the student's career goals suggest they could be better met through courses in a single discipline available from one of Purdue Global's existing programs, the student will be advised to enroll in that program instead of the M.P.S. Given that the program is likely to enroll students who have considerable work experience and/or may have graduate-level courses from other institutions, the program is designed to maximize potential transfer credit and credit awarded through an assessment of prior learning.

The Master of Professional Studies requires 50-52 quarter credit hours or 33-34 semester hours to complete. Program core requirements include three, five-quarter hour courses: (1) Professional Global Communications; (2) Professional Research Methods and Data Literacy; and (3) a course selected from (a) Professional and Organizational Ethics, (b) Visionary Leadership, Conflict, and Collaboration, or (c) Competitive Positioning, Planning, and Decision Making. In addition, all students take a five-quarter hour Graduate Capstone in Professional Studies course.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

BUSINESS ITEM B-1:

Indiana University Bloomington - Wright Quad Renovation

Staff Recommendation

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

- Indiana University Bloomington - Wright Quad 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

Indiana University Bloomington - Wright Quad Renovation

Indiana University Bloomington - Wright Quad Renovation

STAFF ANALYSIS

The Trustees of Indiana University request authorization to proceed with the renovation of Joseph A. Wright Quadrangle on the Bloomington campus. This project will upgrade building systems throughout the complex, including installation of a central air conditioning system with digital controls, connectivity to the campus chilled water and steam loops, new domestic water and heating water systems, fire alarm and sprinkler systems, electrical systems, LED lighting, security/access systems, data and telecom systems, and a new emergency generator. Selected kitchen equipment will be upgraded and external masonry will be cleaned and repointed. Accessibility improvements will include a new accessible entrance to the complex and a new elevator located at the existing north breezeway. The residential wings will receive new flooring in student rooms and corridors, new ceilings, two new staff apartments, restroom upgrades, and accessible and all-gender restrooms will be added. Windows will also be replaced in the residential wings. This project is planned in two construction phases, with the first phase completing in the 2022-23 academic year and the second phase completing in 2023-24, enabling approximately half of the facility to be in use during each phase.

Funding: The total cost is \$51,900,000. The funding source is consolidated revenue bonds which will be repaid through Residential Programs and Services funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY
WRIGHT QUADRANGLE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-22-2-02
Campus:	Bloomington	Institutional Priority:	
Previously approved by General Assembly:		Previously recommended by CHE:	No
Part of the Institution's Long-term Capital Plan:	Yes		

20200310

Project Size:	295,971 GSF(1)	192,011 ASF(2)	65% ASF/GSF
Net change in overall campus space:	- GSF	- ASF	

Total cost of the project (3):	\$ 51,900,000	Cost per ASF/GSF:	\$ 175 GSF
			\$ 270 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 51,900,000	Non-Fee Replaced Debt - Auxiliary Housing/Dining

Estimated annual debt payment (6): \$ 3,590,708 *Indiana University will finance based on 25 years at 4.75% interest rate

Are all funds for the project secured:

Project Funding:
The project will be funded by consolidated revenue bonds which will be repaid with Residential Programs and Services funds.

Project Cost Justification
Comparable projects include IUB Wells Quad Renovation (estimated at \$292/gsf in 2015 dollars); IUB Renovation of Foster and McNutt Quadrangles (estimated at \$103/gsf in 2019 dollars); IUB Collins Living-Learning Center Renovation (estimated at \$182/gsf in 2019 dollars); IUB Read Hall Renovation - Phase I (estimated at \$183/gsf in 2012 dollars); IUB Read Hall Renovation - Phase II (estimated at \$56/gsf in 2014 dollars); IUB Forest Quad Residence Hall Renovation (estimated at \$68/gsf in 2016 dollars); IUB Forest Dining Hall Renovation and Expansion (estimated at \$327/gsf in 2011 dollars); IUB Teter Quad Mechanical Systems Replacement and Renovation (estimated at \$59/gsf in 2017 dollars); IUB Briscoe Quad Renovation (estimated at \$165/gsf in 2009 dollars); IUPUI Ball Residence Hall Renovation (estimated at \$140/gsf in 2018 dollars). Similar to the comparable projects, this project will replace and update existing building systems including mechanical and fire protection, and also includes equipment costs not contained in all comparables.

Estimated annual change in cost of building operations based on the project: \$ 59,194

Estimated annual repair and rehabilitation investment (5)*: \$ -

(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 (Indiana University will finance based on 25 years at 4.75%)
 - 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
WRIGHT QUADRANGLE RENOVATION

Institution: Indiana University
Campus: Bloomington

Budget Agency Project No.: A-1-22-2-02
Institutional Priority:

Description of Project

This project will renovate Joseph A. Wright Quadrangle located at North Jordan Avenue on the Bloomington campus. This project is a continuation of the Bloomington Campus Long-Term Housing Plan to renovate all major student residence facilities.

Wright Quad opened in 1949 and consists of two student residential wings as well as a main dining and kitchen area, totaling 295,971 gross square feet and providing 1,052 beds. This project will upgrade building systems throughout the complex, including installation of a central air conditioning system with digital controls, connectivity to the campus chilled water and steam loops, new domestic water and heating water systems, fire alarm and sprinkler systems, electrical systems, LED lighting, security/access systems including card access for student rooms, data and telecom systems, and a new emergency generator. Selected kitchen equipment will be upgraded and external masonry will be cleaned and repointed. Accessibility improvements will include a new accessible entrance to the complex and a new elevator located at the existing north breezeway to improve the connection between the east and west residential wings to the dining area.

The residential wings will receive new flooring in student rooms and corridors, new ceilings, two new staff apartments, restroom upgrades, and accessible and all-gender restrooms will be added. Windows also will be replaced in the residential wings.

The project is planned in two construction phases, with the first phase completing in the 2022-23 academic year and the second phase completing in 2023-24, enabling approximately half of the facility to be in use during each phase. Work in the dining facility will be scheduled to minimize disruption of food service as much as is feasible.

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

Historical Significance: No historically significant buildings or structures will be affected by this project.

Alternatives Considered: The University decided this renovation option best met the needs of students and the campus as opposed to new construction.

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

Need and Purpose of the Program

The Department of Residential Programs and Services seeks to keep facilities in proper operating condition, foster retention/recruitment of students, and provide students with an appropriate living area/environment serving the academic mission of Indiana University at Bloomington. This project will improve student living conditions and safety by updating fire protection, building security, accessibility, and mechanical systems including the provision of central air conditioning for all student rooms.

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
WRIGHT QUADRANGLE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-22-2-02
Campus:	Bloomington	Institutional Priority:	

Space Utilization

This project will not change the current use of space.

Comparable Projects

Comparable projects include IUB Wells Quad Renovation (estimated at \$292/gsf in 2015 dollars); IUB Renovation of Foster and McNutt Quadrangles (estimated at \$103/gsf in 2019 dollars); IUB Collins Living-Learning Center Renovation (estimated at \$182/gsf in 2019 dollars); IUB Read Hall Renovation - Phase I (estimated at \$183/gsf in 2012 dollars); IUB Read Hall Renovation - Phase II (estimated at \$56/gsf in 2014 dollars); IUB Forest Quad Residence Hall Renovation (estimated at \$68/gsf in 2016 dollars); IUB Forest Dining Hall Renovation and Expansion (estimated at \$327/gsf in 2011 dollars); IUB Teter Quad Mechanical Systems Replacement and Renovation (estimated at \$59/gsf in 2017 dollars); IUB Briscoe Quad Renovation (estimated at \$165/gsf in 2009 dollars); IUPUI Ball Residence Hall Renovation (estimated at \$140/gsf in 2018 dollars). Similar to the comparable projects, this project will replace and update existing building systems including mechanical and fire protection, and also includes equipment costs not contained in all comparables.

Background Materials

This project was approved by the Indiana University Board of Trustees at the October 2021 meeting. The project will be funded by consolidated revenue bonds which will be repaid with Residential Programs and Services funds. The estimated annual debt payment is \$3,590,708 based on 25 years at 4.75% interest.

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR WRIGHT QUADRANGLE RENOVATION

	Current Campus Totals			Subtotal Current and Future Space	Capital Request		Net Future Space
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)		Space to be Terminated (4)	New Space in Capital Request	
WRIGHT QUADRANGLE RENOVATION A-1-22-2-02							
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	449,909	3,769	-	453,678	-	561	454,239
Class Lab (210,215,220,225,230,235)	448,264	15,240	-	463,504	-	-	463,504
Non-class Lab (250 & 255)	448,264	7,395	-	455,659	-	-	455,659
Office Facilities (300)	445,515	28,661	-	474,176	-	6,571	480,747
Study Facilities (400)	446,755	2,661	-	449,416	-	2,046	451,462
Special Use Facilities (500)	447,267	277	-	447,544	-	997	448,541
General Use Facilities (600)	394,191	24,405	-	418,596	-	54,073	472,669
Support Facilities (700)	447,933	437	-	448,370	-	461	448,831
Health Care Facilities (800)	448,264	-	-	448,264	-	-	448,264
Resident Facilities (900)	321,106	-	-	321,106	-	127,158	448,264
Unclassified (000)	448,120	-	-	448,120	-	144	448,264
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	4,745,588	82,845	-	4,828,433	-	192,011	5,020,444

Notes:

(1) Figures reflect IUB total assignable sf

(2) Figures include International Center, 24,646 asf; Bicentennial R&R Plan (Mathers, Black, McCalla) 58,199 asf

(3) n/a

(4) n/a

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

CAPITAL PROJECT COST DETAILS
WRIGHT QUADRANGLE RENOVATION

Institution:	Indiana University	Budget Agency Project No.:	A-1-22-2-02
Campus:	Bloomington	Institutional Priority:	

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date	March	2022
Start Construction	April	2022
Occupancy (End Date)	July	2024

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)	Project Cost
Planning Costs			
a. Engineering	\$ 1,445,000		\$ 1,445,000
b. Architectural	\$ 942,000		\$ 942,000
c. Consulting			\$ -
Construction			
a. Structure	\$ 13,950,000		\$ 13,950,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 15,850,000		\$ 15,850,000
c. Electrical	\$ 8,200,000		\$ 8,200,000
Movable Equipment	\$ 3,043,000		\$ 3,043,000
Fixed Equipment	\$ 5,000,000		\$ 5,000,000
Site Development/Land Acquisition			\$ -
Other (Contingency, Admin. & Legal Fees)	\$ 3,470,000		\$ 3,470,000
TOTAL ESTIMATED PROJECT COST	\$ 51,900,000	\$ -	\$ 51,900,000

**CAPITAL PROJECT OPERATING COST DETAILS
FOR: WRIGHT QUADRANGLE RENOVATION**

Institution:	Indiana University	Budget Agency Project No.:	A-1-22-2-02
Campus:	Bloomington	Institutional Priority:	

GSF OF AREA AFFECTED BY PROJECT 295,971

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ -	\$ -	\$ -	\$ -
2. Maintenance	\$ -	\$ -	\$ -	\$ -
3. Fuel	\$ -	\$ -	\$ -	\$ -
4. Utilities	\$ 0.20	\$ 59,194	\$ -	\$ 59,194
5. Other	\$ -	\$ -	\$ -	\$ -
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 0.20	\$ 59,194	\$ -	\$ 59,194

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

There will be an increase of \$0.20/square foot for chilled water.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

BUSINESS ITEM B-2:

Indiana University Purdue University Indianapolis - Ground Lease Agreement and Medical Education Building

Staff Recommendation

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

- Indiana University Purdue University Indianapolis - Ground Lease Agreement and Medical Education Building

Background

By statute, the Commission for Higher Education must review all projects to construct buildings or facilities costing more than two million dollars (\$2,000,000), regardless of the source of funding. Each repair and rehabilitation project must be reviewed by the Commission for Higher Education and approved by the Governor, on recommendation of the Budget Agency, if the cost of the project exceeds two million dollars (\$2,000,000) and if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students. Such review is required if no part of the project is paid by state appropriated funds or by mandatory student fees and the project cost exceeds two million dollars (\$2,000,000). A project that has been approved or authorized by the General Assembly is subject to review by the Commission for Higher Education. The Commission for Higher Education shall review a project approved or authorized by the General Assembly for which a state appropriation will be used. All other non-state funded projects must be reviewed within ninety (90) days after the project is submitted to the Commission.

Supporting Document

Indiana University Purdue University Indianapolis - Ground Lease Agreement and Medical Education Building

**Indiana University Purdue University Indianapolis - Ground Lease Agreement and
Medical Education Building**

STAFF ANALYSIS

The Trustees of Indiana University request authorization to enter into a long-term ground lease at no cost with Indiana University Health, Inc. for approximately four acres of IU Health-owned real estate located in Indianapolis near 16th Street and Capitol Avenue for a term of ninety-nine years.

On the site, Indiana University proposes to construct, maintain, and operate an approximately 323,000 gross square foot Medical Education Building for the Indiana University School of Medicine, creating a new primary site for IU medical education programs and potential future construction of additional IU facilities and improvements. The IU medical education facility will be co-located with the Indianapolis Academic Health Center in development by IU Health to include an IU Health Flexible Platform of Care facility consolidating Methodist and University Hospitals at the southwest corner of 16th Street and Capitol Avenue in Indianapolis.

Funding: The total cost is \$175,000,000. The funding source is Operating Funds and Gift Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

Institution:	Indiana University	Budget Agency Project No.:	A-2-22-1-03
Campus:	IUPUI	Institutional Priority:	
Previously approved by General Assembly:	No	Previously recommended by CHE:	
Part of the Institution's Long-term Capital Plan:	Yes		

20200022

Project Size:	322,244 GSF(1)	173,821 ASF(2)	54% ASF/GSF
Net change in overall campus space:	322,244 GSF	173,821 ASF	

Total cost of the project (3):	\$ 175,000,000	Cost per ASF/GSF:	\$ 543 GSF
			\$ 1,007 ASF
Funding Source(s) for project (4):	Amount	Type	
	\$ 145,000,000	Gift Funds	Grant from IU Health
	\$ 30,000,000	Operating Funds	IU School of Medicine
Estimated annual debt payment (6):	\$ -		
Are all funds for the project secured:	Yes		

Project Funding:
 The project will be funded by a \$145 million grant from Indiana University Health and \$30 million in IU School of Medicine funds.

Project Cost Justification
 This project will provide a combination of similar space types as the comparable projects in one facility co-located with new hospital facilities under development by IU Health. This project's unique urban location combined with the concurrent construction of a new hospital by IU Health at the site will result in considerable infrastructure costs. These costs include shared site development, updated and expanded utilities services, and specialized technology needs to enable the education facility to function independently while also interacting with hospital facilities planned at the same location. This project will include medical education facilities similar to the comparable projects while also installing preliminary mechanical systems for the research shell space that will enable future upgrades to research capacity. Funding for equipment and technology also is included. Comparable facilities include the IU School of Medicine Neurosciences Research building estimated at \$336/gsf (2010 dollars), the Multidisciplinary Research and Classroom Building (Innovation Hall) at IUPUI estimated at \$440/gsf (2017 dollars), the IUPUI Science and Engineering Laboratory Building (SELB) estimated at \$307/gsf (2010 dollars), IU's portion of the IU School of Medicine Multi-Institutional Academic Health Science and Research Center (Stone Family Center) in Evansville estimated at \$409/gsf (2014 dollars), the IUB Academic Health Sciences building estimated at \$391/gsf (2017 dollars), the IUB New School of Informatics and Computing Building (Luddy Hall) estimated at \$318/gsf (2015 dollars), and the IUB Multidisciplinary Science Building II estimated at \$354/gsf (2003 dollars).

Estimated annual change in cost of building operations based on the project:	\$ 3,622,366
Estimated annual repair and rehabilitation investment (5):	\$ 2,625,000

(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
IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

Institution:	Indiana University	Budget Agency Project No.:	A-2-22-1-03
Campus:	IUPUI	Institutional Priority:	

Description of Project

This project will construct a medical education facility of approximately 323,000 gross square feet for the Indiana University School of Medicine in conjunction with planned major expansion by Indiana University Health for the Indianapolis Academic Health Center. The Indianapolis Academic Health Center will include construction of a new IU Health Flexible Platform of Care facility consolidating Methodist and University Hospitals at the southwest corner of 16th Street and Capitol Avenue to serve Indianapolis and the region. The IU School of Medicine facility will create a new primary site for medical education programs, with primary research labs remaining on the medical campus adjacent to IUPUI. The IU School of Medicine Medical Education Building also will include approximately 77,000-gross square feet of shell space that will be built-out in the future for research needs.

Co-locating IU School of Medicine medical education with IU Health facilities provides a robust learning and teaching environment. The new IU School of Medicine facility will include classrooms, teaching labs, offices, and related support space. Opportunities for collaboration and integrated learning are anticipated through flexible room configurations as well as interprofessional education spaces outfitted with state-of-the-art technology. This facility also will improve the IU School of Medicine's ability to continue providing the state with an increased supply of highly-trained health professionals to serve growing demand.

The facility will incorporate a new anatomy lab to facilitate and advance medical education while the existing anatomy lab will remain in operation on the IUPUI campus and continue to serve the schools of Dentistry and Nursing. The surgical skills lab currently residing on the IUPUI campus will be relocated in its entirety to the new building and be enlarged to accommodate robotics and two da Vinci labs. Additionally, a new center for clinical learning will be created to supplement current simulation labs located in Fairbanks Hall. This new simulation space will not only create simulation exam rooms but also include two multi-purpose simulation rooms with the ability to simulate operating rooms, a virtual simulation room to advance simulated medical education, and a technology simulation room to introduce new technology to the medical students.

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

Historical Significance: This project will not impact any historical buildings or structures.

Alternatives Considered: Construction of this facility near the existing IU Neurosciences Research building and IU Health Methodist Hospital campus was determined to be the best option to consolidate and co-locate IUPUI campus health sciences programs with practical, hands-on learning experiences, as well as accommodate enrollment growth for these programs.

Relationship to Long-Term Capital Plan for Indiana University: This project is consistent with the mission of the IU School of Medicine, particularly in terms of advancing medical research and treatment and is included in the university's ten year plan.

Need and Purpose of the Program

The IU School of Medicine is the largest medical school in the country and IU Health is the state's largest and most comprehensive health care system. Most IU Health physicians are School of Medicine faculty. The unique partnership between IU School of Medicine and IU Health offers Hoosiers state-of-the-art care from top physicians, rapid translation of discoveries into clinical care, clinical trials offering patients potentially life-saving therapies, continuous improvement and innovation, and training for the healthcare workforce of the future. This facility will create a new primary site for the IU School of Medicine in conjunction with planned expansion by IU Health at the Indianapolis Academic Health Center site. Consolidating health sciences and research programs near research and treatment facilities will support growth in research capacity and generation of external research funding. IU School of Medicine physicians and scientists received \$447 million in research awards in FY2021. National Institutes of Health funding has doubled to a record \$212 million since FY2013. The facility also will support School of Medicine's goal of creating synergies between research and real-life applications and practice as researchers will be close to patients and their doctors for ease of communication and collaboration. Students also will benefit by participating in practical, hands-on learning experiences combined with opportunities for research. Furthermore, this facility will impact the School of Medicine's ability to continue providing the state with an increased supply of highly-trained health professionals to serve growing demand, and supports the university's continuing life sciences initiative.

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION
IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

Institution:	Indiana University	Budget Agency Project No.:	A-2-22-1-03
Campus:	IUPUI	Institutional Priority:	

Space Utilization

This project will create classroom, class lab, office spaces, support spaces, and shell space (unclassified).

Comparable Projects

This project will provide a combination of similar space types as the comparable projects in one facility co-located with new hospital facilities under development by IU Health. This project's unique urban location combined with the concurrent construction of a new hospital by IU Health at the site will result in considerable infrastructure costs. These costs include shared site development, updated and expanded utilities services, and specialized technology needs to enable the education facility to function independently while also interacting with hospital facilities planned at the same location. This project will include medical education facilities similar to the comparable projects while also installing preliminary mechanical systems for the research shell space that will enable future upgrades to research capacity. Funding for equipment and technology also is included. Comparable facilities include the IU School of Medicine Neurosciences Research building estimated at \$336/gsf (2010 dollars), the Multidisciplinary Research and Classroom Building (Innovation Hall) at IUPUI estimated at \$440/gsf (2017 dollars), the IUPUI Science and Engineering Laboratory Building (SELB) estimated at \$307/gsf (2010 dollars), IU's portion of the IU School of Medicine Multi-Institutional Academic Health Science and Research Center (Stone Family Center) in Evansville estimated at \$409/gsf (2014 dollars), the IUB Academic Health Sciences building estimated at \$391/gsf (2017 dollars), the IUB New School of Informatics and Computing Building (Luddy Hall) estimated at \$318/gsf (2015 dollars), and the IUB Multidisciplinary Science Building II estimated at \$354/gsf (2003 dollars).

Background Materials

This project was approved by the Indiana University Board of Trustees at the October 2021 meetings. The project will be funded by a \$145 million grant from Indiana University Health and \$30 million in IU School of Medicine funds

CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR
IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

	Current Campus Totals			Capital Request			
	Current Space in Use (1)	Space Under Construction (2)	Space Planned and Funded (3)	Subtotal Current and Future Space	Space to be Terminated (4)	New Space in Capital Request	Net Future Space
IUSM MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER A-2-22-1-03							
A. OVERALL SPACE IN ASF							
Classroom (110 & 115)	326,807	14,676	-	341,483	-	38,445	379,928
Class Lab (210,215,220,225,230,235)	298,650	8,030	-	306,680	-	30,602	337,282
Non-class Lab (250 & 255)	687,728	2,714	-	690,442	-	-	690,442
Office Facilities (300)	1,974,022	106,856	-	2,080,878	-	32,212	2,113,090
Study Facilities (400)	343,170	11,423	-	354,593	-	4,237	358,830
Special Use Facilities (500)	324,707	1,255	-	325,962	-	16,238	342,200
General Use Facilities (600)	367,477	8,541	-	376,018	-	3,555	379,573
Support Facilities (700)	2,431,157	5,007	-	2,436,164	-	2,350	2,438,514
Health Care Facilities (800)	810,119	21,400	-	831,519	-	-	831,519
Resident Facilities (900)	525,257	-	-	525,257	-	-	525,257
Unclassified (000)	164,468	32,811	-	197,279	-	46,182	243,461
B. OTHER FACILITIES (Please list major categories)							
TOTAL SPACE	8,253,562	212,713	-	8,466,275	-	173,821	8,640,096

Notes:

- (1) Figures reflect IUPUI total assignable sf
- (2) Figures include Bicentennial R&R Plan (Health Sciences, Dunlap, Bryce, Ott including 1st & 2nd floor Dunlap and selected spaces on 1st floor Health Sciences): 212,713 asf
- (3) n/a
- (4) n/a
- Space/Room codes based on Postsecondary Ed Facilities Inventory and Classification Manual (2006)

CAPITAL PROJECT COST DETAILS

IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

Institution:	Indiana University	Budget Agency Project No.:	A-2-22-1-03
Campus:	IUPUI	Institutional Priority:	

ANTICIPATED CONSTRUCTION SCHEDULE

	<u>Month</u>	<u>Year</u>
Bid Date	June	2022
Start Construction	September	2022
Occupancy (End Date)	November	2024

ESTIMATED CONSTRUCTION COST FOR PROJECT

	<u>Cost Basis (1)</u>	<u>Estimated Escalation Factors (2)</u>	<u>Project Cost</u>
<u>Planning Costs</u>			
a. Engineering	\$ 3,775,000		\$ 3,775,000
b. Architectural	\$ 3,775,000		\$ 3,775,000
c. Consulting			\$ -
<u>Construction</u>			
a. Structure	\$ 62,050,000		\$ 62,050,000
b. Mechanical (HVAC, plumbing, etc.)	\$ 47,250,000		\$ 47,250,000
c. Electrical	\$ 33,250,000		\$ 33,250,000
<u>Movable Equipment</u>	\$ 5,800,000		\$ 5,800,000
<u>Fixed Equipment</u>	\$ 3,000,000		\$ 3,000,000
<u>Site Development/Land Acquisition</u>	\$ 10,000,000		\$ 10,000,000
<u>Other (Contingency, Admin. & Legal Fees)</u>	\$ 6,100,000		\$ 6,100,000
TOTAL ESTIMATED PROJECT COST	\$ 175,000,000	\$ -	\$ 175,000,000

CAPITAL PROJECT OPERATING COST DETAILS

FOR: IU SCHOOL OF MEDICINE MEDICAL EDUCATION BUILDING - INDIANAPOLIS ACADEMIC HEALTH CENTER

Institution:	Indiana University	Budget Agency Project No.:	A-2-22-1-03
Campus:	IUPUI	Institutional Priority:	

GSF OF AREA AFFECTED BY PROJECT 322,244

ANNUAL OPERATING COST/SAVINGS (1)

	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses
1. Operations	\$ 1.69	\$ 546,033	\$ 526,341	\$ 19,692.00
2. Maintenance	\$ 2.40	\$ 773,385	\$ -	\$ 773,385.00
3. Fuel	\$ 4.94	\$ 1,592,980	\$ -	\$ 1,592,980.00
4. Utilities	\$ 2.20	\$ 709,968	\$ -	\$ 709,968.00
5. Other	\$ -	\$ -	\$ -	\$ -
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ 11.24	\$ 3,622,366	\$ 526,341	\$ 3,096,025

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

[Redacted area]

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

BUSINESS ITEM B-3:

Ivy Tech Community College – Culinary and Conference Center (“C4”)

Staff Recommendation

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

- Ivy Tech Community College – Culinary and Conference Center (“C4”)

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 – Culinary and Conference Center (“C4”)

Ivy Tech Community College – Culinary and Conference Center (“C4”)

STAFF ANALYSIS

The Ivy Tech Community College State Board of Trustees request authorization to transfer the Ivy Tech Community College Culinary and Conference Center building (C4) from the Ivy Tech Foundation to the College.

In late 2010, the Lilly Endowment provided the Ivy Tech Foundation with funds to purchase an partially renovate the old Indianapolis Stouffer Hotel. The building is now home to the Ivy Tech Community College Culinary and Conference Centers (“C4”). When the College takes ownership of the building, it will then be considered an asset on the College’s financial statements to be included in its overall net financial position. This is important because the College’s net position is essentially all assets and liabilities, which is a measure of the financial flexibility, as well as a measure of fiscal health of an institution of public higher education.

Funding: The total cost is \$10,500,000 to be funded with Operating Funds.

Additional Staff Notes: Staff recommends approval of the project.

PROJECT COST SUMMARY

Institution: Ivy Tech Community College	Budget Agency Project No.: F-0-22-3-05
Campus: Indianapolis	Institutional Priority: 5
Previously approved by General Assembly: No	Previously recommended by CHE: No
Part of the Institution's Long-term Capital Plan: Yes	

Project Size: 204,269 GSF (1)	175,628 ASF (2)	0.859787829 ASF/GSF
Net change in overall campus space: 0 GSF	0 ASF	

Total cost of the project (3): \$ 10,500,000	Cost per ASF/GSF: \$ 51 GSF
	\$ 60 ASF

Funding Source(s) for project (4):	Amount	Type
	\$ 10,500,000	Operating Funds

Estimated annual debt payment (6):	
Are all funds for the project secured:	Yes

Project Funding:
 Ivy Tech Community College will use one time funding to reimburse the Foundation for thier investement in teh Indianapolis C4 Building. The building will be transfered from the Ivy Tech Foundation to the College.

Project Cost Justification
 In late 2010, the Lilly Endowment provided the Ivy Tech Foundation (“Foundation”) with funds to purchase and partially renovate the old Indianapolis Stouffer Hotel, located at 2820 N. Meridian Street, Indianapolis. These funds combined with other from New Market Tax Credits, and Foundation investments were used to renovate most of the building. The building is now home to the Ivy Tech Community College Culinary and Conference Centers (“C4”). The tax credits closed out in 2019. The College plans to use \$10.5M in in unrestricted net assets to reimburse the Foundation for the initial investment, allowing the Foundation to reinvest those funds and earn interest to assist in the Foundation operations. When the College takes ownership of the building, it will then be considered an asset on the College’s financial statements to be included in its overall net financial position. This is important because the College’s net position is essentially all assets and liabilities, which is a measure of the financial flexibility, as well as a measure of fiscal health of an institution of public higher education.

Estimated annual change in cost of building operations based on the project:	none
Estimated annual repair and rehabilitation investment (5):	

PROJECT DETAILED DESCRIPTION - ADDITIONAL INFORMATION

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-0-22-3-05
Campus:	Indianapolis	Institutional Priority:	5

Description of Project

In late 2010, the Lilly Endowment provided \$22.9M to the Ivy Tech Foundation (“Foundation”) to fund the purchase and partial renovation of the old Indianapolis Stouffer Hotel, located at 2820 N. Meridian Street, Indianapolis. The building is now home to the Ivy Tech Community College Culinary and Conference Centers (“C4”).

The City of Indianapolis provided the Ivy Tech Foundation with New Markets Tax Credits (\$6.4 million) to assist with the renovation costs. As part of the New Markets Tax Credits arrangement, there was a condominium structure set up for the building. When it was set up, the Foundation formed a condominium structure to divide the building to know where the tax credits funds were being invested (i.e., which floors were being addressed). The Foundation used \$10.5 million of its unrestricted net assets to fund the cost of a portion of the buildings’ renovations, which far exceeded the original estimates. The New Markets Tax Credits closed out in 2019, so it is appropriate for the Foundation to close out the condominium structure that is no longer needed and transfer the building to the College.

The College plans to use \$10.5M in unrestricted net assets to reimburse the Foundation for the initial investment, allowing the Foundation to reinvest those funds and earn interest to assist in the Foundation operations.

The College will seek state approvals for the transfer of the \$10.5M in exchange for the asset via the process outlined in Indiana Code 21-33-35(a)(2) as a purchase of land and building the principal value of which exceeds \$2 million. Commission for Higher Education (Budget Productivity Subcommittee and Full Commission), the State Budget Committee and the Governor.

The unexpected Federal funding that reimbursed the College \$17M from a 7% state operating withholding in FY21 allows the College to use UNA to fund the building purchase.

Need and Purpose of the Program

When the College takes ownership of the building, it will then be considered an asset on the College’s financial statements to be included in its overall net financial position. This is important because the College’s net position is essentially all assets and liabilities, which is a measure of the financial flexibility, as well as a measure of fiscal health of an institution of public higher education.

- Space Utilization**
- Culinary program- classrooms, labs, storage, faculty
 - ASAP program
 - Entrepreneurship
 - Conference Center
 - Audit department
 - Financial Aid
 - Indy Campus Workforce Alignment
 - Foundation
 - Tenant - Teen Works

Comparable Projects

Background Materials

**CAPITAL PROJECT REQUEST FORM
INDIANA PUBLIC POSTSECONDARY EDUCATION
INSTITUTION CAMPUS SPACE DETAILS FOR C4**

(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)	
A. OVERALL SPACE IN ASF						
Classroom (110 & 115)	12,450			12,450		12,450
Class Lab (210,215,220,225,230,235)	15,817			15,817		15,817
Non-class Lab (250 & 255)						-
Office Facilities (300)	21,788			21,788		21,788
Study Facilities (400)						-
Special Use Facilities (500)						-
General Use Facilities (600)	27,587			27,587		27,587
Support Facilities (700)	1,469			1,469		1,469
Health Care Facilities (800)						-
Resident Facilities (900)						-
Unclassified (000)	42,293			42,293		42,293
B. OTHER FACILITIES						
Circulation	42,817			42,817		42,817
Walls/Chases	11,407			11,407		11,407
TOTAL SPACE	175,628	-	-	175,628	-	175,628

CAPITAL PROJECT COST DETAILS

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-0-22-3-05
Campus:	Indianapolis	Institutional Priority:	5

ANTICIPATED CONSTRUCTION SCHEDULE

	Month	Year
Bid Date		
Start Construction		
Occupancy (End Date)		

ESTIMATED CONSTRUCTION COST FOR PROJECT

	Cost Basis (1)	Estimated Escalation Factors (2)		Project Cost
<u>Planning Costs</u>				
a. Engineering			\$	-
b. Architectural			\$	-
c. Consulting			\$	-
<u>Construction</u>				
a. Structure			\$	-
b. Mechanical (HVAC, plumbing, etc.)			\$	-
c. Electrical			\$	-
<u>Movable Equipment</u>			\$	-
<u>Fixed Equipment</u>			\$	-
<u>Site Development/Land Acquisition</u>			\$	-
<u>Other (Please list)</u>				
Reimbursables			\$	-
Permitting/Plan Review Fees			\$	-
Owner Expenses (Moving)			\$	-
TOTAL ESTIMATED PROJECT COST	\$ -	\$ -	\$ -	\$ -

CAPITAL PROJECT OPERATING COST DETAILS

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

Institution:	Ivy Tech Community College	Budget Agency Project No.:	F-0-22-3-05
Campus:	Indianapolis	Institutional Priority:	5

		GSF OF AREA AFFECTED BY PROJECT				204,269
ANNUAL OPERATING COST/SAVINGS (1)						
	Cost per GSF	Total Operating Cost	Personal Services	Supplies and Expenses		
1. Operations	\$ -	\$ -	\$ -	\$ -		
2. Maintenance	\$ -	\$ -	\$ -	\$ -		
3. Fuel	\$ -	\$ -	\$ -	\$ -		
4. Utilities	\$ -	\$ -	\$ -	\$ -		
5. Other	\$ -	\$ -	\$ -	\$ -		
TOTAL ESTIMATED OPERATIONAL COST/SAVINGS	\$ -	\$ -	\$ -	\$ -		

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

We do not anticipate unusual factors that would impact the operational or maintenance costs/savings for the renovated areas following comple

ROOM USE CATEGORIES

(100) Classroom Facilities

110 Classroom
115 Classroom Service

(200) Laboratory Facilities

210 Class Laboratory
215 Class Laboratory Service
220 Open Laboratory
225 Open Laboratory Service
250 Research/Non-class Laboratory
255 Research/Non-class Laboratory Service

Note: 220 combines previous codes 220 and 230, 225 combines previous codes 225 and 235

(300) Office Facilities

310 Office
315 Office Service
350 Conference Room
355 Conference Room Service

(400) Study Facilities

410 Study Room
420 Stack
430 Open-Stack Study Room
440 Processing Room
455 Study Service

(500) Special Use Facilities

510 Armory
515 Armory Service
520 Athletic or Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic or Physical Ed Service
530 Media Production
535 Media Production Service
540 Clinic
545 Clinic Service
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Facilities
575 Animal Facilities Service
580 Greenhouse
585 Greenhouse Service
590 Other (All Purpose)

(600) General Use Facilities

610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facility
635 Food Facility Service
640 Day Care
645 Day Care Service
650 Lounge
655 Lounge Service
660 Merchandising
665 Merchandising Service
670 Recreation
675 Recreation Service

680 Meeting Room
685 Meeting Room Service

*Note: 640 Day Care and 645 Day Care Service added. 690 Locker Room deleted; reassign to 115,215,225,315
690 Locker Room deleted; reassign to 115,215,225,315 or other room service code.*

(700) Support Facilities

710 Central Computer or Telecommunications
715 Central Computer or Telecommunications Service
720 Shop
725 Shop Service
730 Central Storage
735 Central Storage Service
740 Vehicle Storage
745 Vehicle Storage Service
750 Central Service
755 Central Service Support
760 Hazardous Materials Storage
770 Hazardous Waste Storage
775 Hazardous Waste Service
780 Unit Storage

(800) Health Care Facilities

810 Patient Bedroom
815 Patient Bedroom Service
820 Patient Bath
830 Nurse Station
835 Nurse Station Service
840 Surgery
845 Surgery Service
850 Treatment/Examination Clinic
855 Treatment/Examination Clinic Service
860 Diagnostic Service Laboratory
865 Diagnostic Service Lab Support
870 Central Supplies
880 Public Waiting
890 Staff On-Call Facility
895 Staff On-Call Facility Service

Note: Previous 895, Health Care Service deleted. Apply appropriate service code to primary room code.

(900) Residential Facilities

910 Sleep/Study w/o Toilet or Bath
919 Toilet or Bath
920 Sleep/Study w/Toilet or Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

(000) Unclassified Facilities

050 Inactive Area
060 Alteration or Conversion Area
070 Unfinished Area

COMMISSION FOR HIGHER EDUCATION

Thursday, November 18, 2021

BUSINESS ITEM C:

50 Years of the Indiana Commission for Higher Education

Background

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Indiana Commission for Higher Education celebrates 50 years of service to the State of Indiana.

Charged with creating a master plan for postsecondary education in Indiana, the Commission coordinates Indiana’s system of higher education around the missions of institutions and the needs of students.

While the Commission’s responsibilities have increased in recent years, the focus remains on Hoosier students and advocating for the best and innovative ways to serve them as they prepare for and successfully complete postsecondary education.

In celebration of 50 years of service to the State of Indiana, the Commission will hear a historical overview of the agency’s key milestones and the evolution of Indiana’s postsecondary system.



Supporting Documents

Overview of the Indiana Commission for Higher Education



INDIANA COMMISSION FOR HIGHER EDUCATION OVERVIEW

History and Responsibilities

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Indiana Commission for Higher Education (Commission) celebrates 50 years of service to the State of Indiana.

The general purposes of the Commission, assigned by law, are to:

- Define the educational missions of public colleges and universities;
- Plan and coordinate Indiana's state-supported system of post-high school education, taking into account the plans and interests of independent colleges and universities;
- Advocate and implement policies that impact multiple campuses, including transfer policies, student success initiatives and other recommendations based on annual reports;
- Review both operating budget and capital budget appropriation requests from public institutions;
- Set non-binding targets for tuition and mandatory fees;
- Approve or disapprove for public institutions the establishment of any new branches, campuses, extension centers, colleges or schools;
- Approve or disapprove for public institutions the offering of any additional associate, baccalaureate or graduate degree or certificate program of two semesters or more in duration;
- Review all programs of public institutions and make recommendations to the governing board of the institution, the Governor, and the General Assembly concerning the funding and disposition of these programs; and
- Distribute student financial aid from state aid programs (\$390 million annually); and
- Organize and staff the Board for Proprietary Education and the Graduate Medical Education Board.

Partnerships

Since its inception, the Commission has worked closely with Indiana's public and independent colleges. Without the ongoing substantive and substantial assistance and cooperation provided by Indiana's colleges and universities, the Commission would be unable to fulfill its statutory responsibilities.

As a coordinating agency, not a governing board, the Commission does not have authority relating to the management or operations Indiana's public and independent colleges and universities. These responsibilities remain exclusively vested in institutional governing boards. However, the Commission does approve new capital projects and academic degree programs for Indiana's public institutions and their regional campuses. Each of these institutions has its own governing board.

- Ball State University
- Indiana State University
- Indiana University
- Ivy Tech Community College
- Purdue University
- University of Southern Indiana
- Vincennes University

There are strong working relationships between the Commission and many other state agencies and organizations, including the Department of Education, the Department of Workforce Development, the Indiana Economic Development Corporation, the Independent Colleges of Indiana and members of the General

Assembly. In addition, the Commission works closely with the Governor’s Workforce Cabinet, the Indiana Chamber of Commerce, CICIP/Ascend Indiana and other organizations that promote postsecondary outcomes aligned with workforce needs, including Lily Endowment, Fairbanks Foundation, Strada Education Network and Lumina Foundation.

Indiana’s Strategic Plan for Higher Education and Metrics for Success

In December 2019 the Commission adopted its fourth strategic plan, [Reaching Higher in a State of Change](#), which provides a vision and a blueprint for action as Indiana approaches its 2025 goal for at least 60 percent of Hoosiers to have a quality credential beyond high school. The plan’s three sections—**Completion, Equity and Talent**—reflect the Commission’s steady commitment to reaching the big goal in a way that supports all Hoosiers as well as the state’s workforce and evolving economy. The Commission will issue an annual *Reaching Higher in a State of Change* report card, measuring progress using the following key metrics:

- **Educational Attainment**, measured by progress toward at least 60 percent of Hoosiers with a quality credential beyond high school by 2025. Throughout a decade of strategic plans, attainment has remained the foundational goal for the Commission. The Commission will assess the college-going rate, on-time and extended-time college completion rates and the completion rate specifically for adult learners.
- **Career Relevance and Preparation**, measured by progress toward 100 percent of postsecondary programs requiring an experience that has career relevance, such as an internship, apprenticeship, work-based learning opportunity or research project. Only 78 percent of Associate and Baccalaureate programs at public institutions require an experience with career relevance as part of the degree plan, and the Commission will be working with postsecondary partners and employers to discuss how more career relevant opportunities can be embedded in postsecondary programs.
- **Economic Impact**, measure progress toward Indiana becoming a leading Midwest state for median household income. Indiana must consider how this work impacts real Hoosiers. The Commission will measure economic impact by looking at median household income, adjusted for cost of living, with a goal to become a leading Midwest state in this metric by 2030.

The Commission organizes these priorities and metrics through the [Blueprint for Change](#), the action items and strategies that the Commission will be fiercely advocating for over the coming years. Each year the Commission will release a [Reaching Higher in a State of Change Report Card](#) to provide transparency on implementation.

Commission Members

The Commission consists of 12 lay citizens who are each appointed by the Governor for terms of four years. Each Congressional district must be represented, and no member while serving his or her term may be an employee of or serve on the governing board of any educational institution in the State of Indiana. Furthermore, members may not be employees or officials of the State of Indiana or any political subdivision thereof. In addition, the 1990 legislature added a student and a faculty representative who are appointed by the Governor for terms of two years. New member terms and officer positions (Chair, Vice Chair and Secretary) begin in August* each year. The Commission Members are listed below:

- **Mike Alley, Chair, At Large**
- Dr. Edward Berger, Faculty
- Dennis Bland, 7th District
- **Anne Bowen, Secretary, Student**
- Bill Hanna, 1st District
- Allan Hubbard, At Large
- Chris LaMothe, 5th District
- **Jud Fisher, Vice Chair, 6th District**
- Christopher Murphy, 2nd District
- Pepper Mulherin, At Large
- Dan Peterson, 9th District
- Beverley Pitts, At Large
- John Popp, 3rd District
- *Vacant, 4th District*

In addition, Commission members serve on one of three committees: Academic Affairs and Quality, Budget and Productivity and Student Success and Completion.

Commission Staff

The Commission shall appoint a [Commissioner for Higher Education](#) as its Chief Executive Officer. Executive staff positions (Associate Commissioners) are also subject to the approval of the Commission.

The Commission staff organize three annual convenings:

- [State of Higher Education Address](#), a public engagement effort designed to promote college completion and increase the education level of all Hoosiers
- [H. Kent Weldon Conference for Higher Education](#), an annual convening of Indiana students, educators, business, community and government leaders to share and discuss ideas that impact higher education and workforce development within the State
- [Student Advocates Conference](#), an annual opportunity for Indiana college advisors, mentors, student leaders and other advocates share innovative practices and success stories, and learn about state policies and initiatives impacting college completion and student success

In addition, staff engage with Hoosier students and parents through direct outreach through Learn More Indiana, administer many programs and initiatives and offer recommendations for policy changes through the Commission's annual reports.

Work-Based Learning Initiatives

The Employment Aid Readiness Network (EARN) Indiana is the state's work-study program, which is managed by the Indiana Commission for Higher Education and facilitated by Work + Learn Indiana (formerly Indiana INTERNnet), at the Indiana Chamber of Commerce. EARN Indiana provides up to 50% reimbursement to Indiana employers with high-quality internships who hire qualifying students.

- EARN internships are currently available at the college level, but will be rolling out into the high school space within the next year
- Over \$787,000 was reimbursed to employers through EARN Indiana in the 2020-2021 FY

Internships are a critical work-based learning opportunity for Hoosier students, including short- or long-term options, in-person or virtual. These fulfill the Commission's metric and goal of increasing career relevance and preparation as outlined in *Reaching Higher in a State of Change*. The Commission partners with Work + Learn Indiana, Ascend, EmployIndy and the Office of Work-Based Learning and Apprenticeships (OWBLA).

Students who earn the [Indiana College Core](#) while in high school will graduate with up to 30 credit hours of general education credits that transfer to any Indiana public and some private institutions. The Commission is currently building communications toolkits and other outreach and will work with the Indiana Department of Education and Indiana's dual credit coordinators.

To improve the consistency, quality and intentionality of CTE instruction across the state, Indiana is implementing the [Next Level Programs of Study](#) pathways for CTE dual credit. The Commission is partnering with the Governor's Workforce Cabinet and the office of CTE, Ivy Tech Community College, Vincennes University, high school and career center faculty and administrators and OWBLA to ensure seamless transfer and transition from any CTE program to postsecondary.

Indiana's Recent Higher Education Appropriations

Indiana has a biennial (two-year) budget cycle. The General Assembly passed the 2019-2021 biennial budget in April 2019. For the 2019-2021 biennium, higher education operating appropriations are over \$2.76 billion.

- For the 2020 fiscal year (FY) budget, the operating appropriations total \$1.37 billion, a \$13.60 million increase (1%) from FY 19 to FY 20.
- For the 2021 fiscal year, the appropriation is \$1.39 billion, a \$34 million increase (2.5%) from FY 19 to FY 21.

In both FY 20 and FY 21, 7% of the operating appropriations are determined by the performance funding formula. The outcomes-based funding formula is based on the following metrics: overall degree completion, at-risk degree completion, STEM degree completion, student persistence, and on-time graduation.

When other higher education activities – including state financial aid programs, Commission administration, debt service on university-bonded construction projects and university line items – are included, total higher education operating appropriations are \$2.01 billion for FY 20, and \$2.07 billion for FY 21.

The General Assembly funded capital projects totaling \$389 million and repair and rehabilitation dollars totaling \$73.4 million over the biennium. The General Assembly funded dual credit for high school students at \$45 per credit hour for technical and priority liberal arts dual credit.

COMMISSION FOR HIGHER EDUCATION
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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	Master of Professional Studies	Purdue University Global	09/17/2021	On CHE Agenda for Action
03	Professional Doctorate (PhID) in Philanthropic Leadership (IU)	Indiana University Purdue University Indianapolis	10/12/2021	Under Review
04	Doctor of Health Science	Purdue University Global	10/25/2021	Under Review
05	Doctor of Education in Leadership and Innovation	Purdue University Global	10/25/2021	Under Review
06	Master of Science in Athletic Training	Purdue University West Lafayette	10/25/2021	Under Review

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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 in Grain Systems	Ivy Tech Community College- Richmond	10/25/2021	Adding a location
02	Associate of Applied Science in Cloud Technologies	Ivy Tech Community College	10/25/2021	Adding distance education
03	Technical Certificate in Cloud Technologies	Ivy Tech Community College	10/25/2021	Adding distance education
04	Certificate in Cloud Systems Administration	Ivy Tech Community College	10/25/2021	Adding distance education
05	Associate of Science in Nursing	Ivy Tech Community College	10/25/2021	Changing the credit hours
06	Master of Science in Health Services, Outcomes, and Policy	Purdue University West Lafayette	10/25/2021	Changing the name
07	Doctor of Philosophy in Health Services, Outcomes, and Policy	Purdue University West Lafayette	10/25/2021	Changing the name
08	Master of Science in Clinical Pharmaceutical Sciences	Purdue University West Lafayette	10/25/2021	Splitting a degree
09	Doctor of Philosophy in Clinical Pharmaceutical Sciences	Purdue University West Lafayette	10/25/2021	Splitting a degree

	<u>Title of Program</u>	<u>Institution/Campus/Site</u>	<u>Date Approved</u>	<u>Change</u>
10	Master of Arts in Arts Administration	Indiana University Bloomington	10/25/2021	Adding distance education
11	Graduate Certificate in Data Journalism	Indiana University Bloomington	10/25/2021	Adding a certificate

COMMISSION FOR HIGHER EDUCATION

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INFORMATION ITEM C:

Media Coverage

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

Higher Ed Dive
Median lifetime earnings rise with each additional level of education, report finds
By Natalie Schwartz
October 8, 2021

Dive Brief:

- Workers' median earnings rise with each additional level of education, according to a new report from Georgetown University's Center on Education and the Workforce, bolstering previous research showing degrees tend to pay off in the job market.
- Those with less than a high school diploma earned an average of \$1.2 million during their lifetimes, compared to \$2.8 million for workers with bachelor's degrees and \$4.7 million for workers with professional degrees.
- However, substantial variation within each category means some workers with less education can earn more than workers with more education. Typically these differences are due to field of study and occupation.

Georgetown CEW's report underscores previous data showing a college degree typically leads to greater earnings. Those with bachelor's degrees or higher tend to see significant growth in their earnings, especially in their 30s, while those with lower levels of educational attainment see "relatively modest growth" in their earnings, according to the report.

The report also reinforces that students' occupations or majors significantly impact how much they make. For instance, workers who earned a bachelor's degree in architecture and engineering typically had the highest-paying careers, while those who majored in education had the lowest-paying careers.

Similar variations exist among workers with lower levels of education. Workers with only a high school diploma earn the most in computer and mathematical occupations, while those with an associate degree had the highest earnings in health practice occupations.

However, some workers earn more than other people with higher levels of education. At least one-quarter of workers with no more than a high school education earn more than half the workers with an associate degree, according to the report. And a similar share of people with an associate degree makes more than half the workers with a bachelor's degree.

Much of those variations boil down to occupational choices. An associate-degree holder working in a health practice occupation has median lifetime earnings of \$2.9 million — a figure just higher than the median lifetime earnings for all bachelor's degree holders.

"In general, having more education leads to more earnings," said Emma Wenzinger, strategic communications specialist at Georgetown CEW. "But it's going to vary a lot depending on what someone studies in college, where they work, what situation they're in, what industry they're in."

Wage differences also exist across gender and racial and ethnic groups.

Women, for instance, have lower median lifetime earnings than men at every level of education.

Meanwhile, Asian workers have the highest median lifetime earnings among the racial and ethnic groups tracked at the master's degree level. And White workers have the highest among those with only

a high school diploma and an associate degree. White and Asian workers are tied as having the highest median lifetime earnings among bachelor's-degree holders.

The report recommends career counseling systems be improved to help students navigate the complexities of the job market.

"There's a lot of information here," Wenzinger said. "We think that students can really benefit from professional career counselors who could show them this data, explain how it works."

IBJ

Claire Fiddian-Green: We must increase the number of Hoosiers with degrees

By Claire Fiddian-Green

October 8, 2021

The latest employer workforce survey from the Indiana Chamber of Commerce finds that Indiana employers are struggling to find the talent they need. Almost 75% of employers say the supply of applicants does not meet their needs, compared with 50% in 2020.

As employers seek applicants for open positions ranging from early-childhood educators to health care professionals, we must ensure we are maximizing efforts to help connect people with available jobs and provide upskilling to align the available labor pool with the needs of employers. But while we (appropriately) focus on short-term solutions, we cannot lose sight of the longer-term need to grow the number of Hoosiers who enroll in and successfully graduate from college.

Indiana's Commission for Higher Education regularly produces informative reports about Indiana students and their education outcomes. For example, we know that Hoosier adults with a bachelor's degree earn \$1 million more in their career lifetime than adults with only a high school diploma. We also know that enrollment in both two- and four-year-degree programs offered by Indiana's public colleges and universities has been steadily declining—down from about 273,000 students in fall 2015 to about 246,000 in fall 2020. While we don't yet have fall 2021 enrollment figures, we know that college enrollment fell 3.5% nationwide in spring 2021, the largest one-year decline in a decade. It's likely this decline will extend into the fall, given the ongoing impact of COVID-19.

Application rates for the Free Application for Federal Student Aid, a requirement for students seeking financial aid, are one indicator of college enrollment trends. Indiana's FAFSA completion rate in 2021 was just shy of 53%, a 5% decline from the prior year.

Also worrisome is the growing postsecondary enrollment gap by gender. A recent Wall Street Journal analysis finds that—for the 2020-2021 academic year—women accounted for 59.5% of U.S. college students, and men accounted for 40.5%. CHE's 2021 Indiana College Equity Report also highlights a gender gap: The college-going rate for women in Indiana is 65%; for men, it is 51%.

Why should these downward trends raise alarm bells? Because—driven in part by automation and the rise of artificial intelligence—the jobs that fuel central Indiana's economy will increasingly require a workforce with some form of postsecondary education. Just 38% of Hoosier adults 25 years and older have an associate's degree or higher. (Nationwide, that figure is 42%).

The recent decline in college enrollment rates translates into a smaller pool of talent from which employers can draw when it comes to filling the highly skilled jobs of tomorrow. The gender gap means fewer men will qualify for these jobs.

What can we do to reverse declining college enrollment rates in Indiana? Two practical things parents and other adults can do: First, talk to high school students about the importance of a postsecondary education. Let them know their career prospects and earnings potential are far greater with a college degree.

Second, make sure students complete the FAFSA (studentaid.gov), which is a critical step in qualifying for both state and federal financial aid. The 2021 FAFSA became available on Oct. 1, and students should apply as soon as possible.

Helping connect people to today's jobs is critical for our economic vitality. But we must also ensure we increase the number of Hoosiers with college degrees who can qualify for the jobs of tomorrow.

Earlham College
Earlham College to be tuition-free for income-eligible Indiana students
October 20, 2021

Think an education at a Top 100 private liberal arts college is out of reach? Think again. As part of its ongoing efforts to widen the path to a four-year college education, Earlham College will offer free tuition to Indiana students whose families are Pell and State of Indiana grant-eligible and earn at or below the state's median household income.

The [INspire Earlham](#) program is for students whose families have a household income of up to \$60,000. The average Hoosier household earns about \$56,000, according to 2020 Census figures.

"Indiana has experienced an alarming drop in the number of students pursuing post-secondary education in recent years and cost is often a significant barrier in attendance," Earlham President Anne Houtman said. "With this new program we are doubling down on our commitment to making higher education affordable for Indiana students."

"Earlham is known for offering one of the nation's best classroom experiences," Houtman says. "We attract students from all over the country and around the world, but our roots are in Indiana. This program honors our history and embodies our longstanding commitment to changing the world for good—starting in our own back yard."

Eligible students must be accepted to Earlham as part of the fall 2022 entering class; file the Free Application for Federal Student Aid (FAFSA) by March 1, 2022; and apply all state, federal and institutional aid in order to unlock the full benefit of this offer.

[FAQ: How it works](#)

"Earlham has always deployed significant financial aid resources to students," said Kathy Gottschalk, director of financial aid. "What we are doing now is investing further in the success of students and eliminating the need to pay tuition that financial aid hasn't historically covered."

This new tuition guarantee follows an institutional commitment to widening the path to an Earlham education. Two other major initiatives in support of this commitment are the [historic launch of a](#)

[partnership with Ivy Tech Community College](#), Indiana’s statewide two-year system, and the addition of new scholarships for local students seeking an Earlham education.

Graduates of Ivy Tech who have earned an associate degree in biology, chemistry, computer science, business administration, psychology, or human services can now transfer to Earlham as juniors knowing every credit they have taken will count toward their degree requirements. Earlham is one of the few national liberal arts colleges to partner with a two-year college. These students are also eligible for the INspire Earlham program.

The [Heartland Region Scholarship](#) is an \$8,000 scholarship over four years that is automatically awarded to anyone living within a 150-mile radius of campus with an offer for admission. The [Earlham College Hometown Scholarship](#) is worth \$10,000 over four years and is offered to the families of any employee who works for a Wayne County Chamber of Commerce member business or organization.

“These initiatives are all powerful tools for making higher education more affordable and building stronger communities close to home.” Houtman said.

Earlham already has a strong national reputation for affordability and offers up to \$37,000 in merit-based scholarships for all students, making tuition comparable to the cost of a public university when combined with other forms of aid. *U.S. News & World Report* recognized Earlham as one of the nation’s best values earlier this year while *The Princeton Review* named the College a national leader for classroom experience.

“Since 1847 we have proudly called Richmond, Indiana, home,” said Phil Betz, Earlham’s vice president for enrollment management. “Earlham is a destination for students who are driven to create positive change in the world. We are committed to making this experience more widely accessible for Indiana students and their families.”

Central to the Earlham experience is the EPIC Journey, which connects best-in-class teaching with professional discernment, advising, off-campus study, funded research and internship opportunities and leadership development. The EPIC Advantage offers guaranteed funding of up to \$5,000 for every student to participate in an internship, research experience, or community-based project before graduation.

Earlham College’s application for admission in the fall of 2022 is now open. Applications are due March 1, 2022.

For more information about applying to Earlham College, visit earlham.edu/admissions.

Center for Business and Economic Research
Deep Worries About Education and Employment Are Still With Us
By Michael J. Hicks, Ph.D.
October 24, 2021

Today’s tight labor markets, which seem especially pronounced among low-wage jobs, have led to considerable speculation about the future of work. Of course, the labor market shocks of the pandemic set new records of unemployment, and the disease likely caused a million Americans to die early. It is natural that we should anticipate many long-term economic changes. However, the likelihood that the pandemic has radically altered the prospects for low-wage workers seems pretty modest.

It is true that pay and benefits for traditionally low-skilled jobs are rising, and likely to continue to increase over the coming months. This will be welcomed by many, but there's a catch. The new higher wages must be accompanied by higher productivity from these workers. These are markets; employers can only sustain higher labor costs if the workers are actually producing more value in the workplace. As this occurs, there'll be fewer jobs available in these occupations.

That dynamic is normal in a market economy. History is full of occupations that disappeared due to rising wages that were not matched by productivity growth. That's really the story of economic growth, captured well by Agatha Christie's quip, "I couldn't imagine being too poor to afford servants, or so rich as to be able to afford a car." It seems crazy today, but we should be at least considering what those extra workers might do to sustain themselves and their families. Recent evidence gives us a hint about a return to existing trends.

Over the past 12 months, 44 percent of new jobs went to those with a college degree. This is remarkable because the bulk of pandemic job losses occurred in occupations with few college graduates. The big job losses were among front-line workers in retail, accommodations, and restaurants. Notably, the only category of workers to enjoy employment that is higher now than before the pandemic are those with a four-year degree or higher.

This post-pandemic recession trend simply continues a decades-long shift in the demand for workers. Over the past 30 years, more than 8 out of every 10 jobs created in the United States went to college graduates. The remaining 2 out of every 10 jobs went to adults who'd been to college, but didn't have a four-year degree. For the remaining workers—everyone with a high school diploma or less—there are actually fewer jobs today than 30 years ago.

That trend is too strong and based in far more fundamental economic conditions to be derailed by a pandemic. History offers some insight into this. From the dawn of time until the industrial revolution, the prime source of wealth was arable or mineable land. From the early 19th century until the late 20th century, wealth flowed to those who owned productive capital, such as factories. Today, wealth comes from knowledge, or what economists call human capital.

Human capital is a slippery thing to measure. Much of it comes from home, taught to us by parents. Some of it is intrinsic; it comes in our genes, reflected in our intellect and mental health. This is why it is critical to choose your parents wisely—and, whether or not you chose the right mom and dad, the easiest way to improve your stock of human capital is through formal schooling.

That is why increased access to higher education is so important to individuals and to the nation as a whole. It is worth pausing here to note that Indiana is struggling with this. Relative to the nation, our educational attainment numbers fell during the long recovery from the Great Recession and worsened during COVID. We will start 2022 with three consecutive years of declining educational attainment of adults. It will be the worst stretch in the state's history.

I share these data this often, repeating as frequently as I can that a college degree is among the few gateways to an economically successful adulthood. But, I am often confronted with the question about skilled trades and the ready employment options they possess. This is a good question. Skilled trades can be a great option for many young men and women. They pay well and offer job security, satisfaction, good benefits and a pathway to business ownership.

I can hardly write enough good words about the future of many of these crafts. If I could invest money in a high school student pursuing a career as a plumber, electrician, masonry or carpentry, I'd do so. I also respect the grit and work ethic of those who do that work. I am hardly alone in expressing these sentiments, but there is an intractable problem in viewing trades as a remedy for our low rates of college attendance.

Indiana has 38,020 masons, electricians, plumbers and carpenters, but in a typical year 39,000 Hoosier kids turn 19 with no plans to attend college. The trades are a good option for motivated, smart, hardworking kids, but these jobs will absorb only a tiny fraction of those Hoosier kids who don't go to college. This is precisely the same story nationwide; in fact this sort of belief is a formal logical fallacy taught in introductory economics course.

The fallacy of composition tells us that it is an error to think that because one young person can make a career in the trades, all can. This fallacy motivates far too much of our discussion about college and careers. We'd be far better off leaning heavily on the actual data about job creation and educational attainment, and give up the anecdotes about the trades.

Today, as employers struggle to fill vacant positions and face paying higher wages, we see the very conditions that prompt the dislocation of workers. We shouldn't fear it; indeed, we should call it by its proper name: economic growth. While we see some formerly low-wage workers benefitting from higher pay, we also must be ready to consider the many men and women affected by this recession.

I realize that today's tight labor markets make the concern about longer-term unemployment a distant worry. It should not be. We have yet to suffer through a recession that didn't deeply affect millions of workers. This one, the worst since the Great Depression, will ultimately prove no different.

The Journal Gazette
College enrollment down again
By Ashley Sloboda
October 31, 2021

Fall enrollment at public colleges declined again statewide, with only Indiana and Purdue universities' flagship campuses and some Ivy Tech Community College sites reporting gains.

The overall 2.6% drop in degree-seeking students brings the five-year loss to 10.4%, from 267,598 students in fall 2016 to 239,799 this year, according to the Indiana Commission for Higher Education.

With an enrollment drop of 1.3%, four-year public institutions took less of a hit than two-year schools, which shrank by 7.1%, the commission reported.

The Ivy Tech Community College system experienced a 6.7% decline overall. The Fort Wayne campus saw an 8% drop, the commission said.

Susan Brown, a vice chancellor at Ivy Tech Fort Wayne, said the college's commitment to changing lives and graduating a pipeline of skilled workers into northeast Indiana hasn't changed.

"Our students often face challenges beyond the classroom, which have only been compounded by the effects of the COVID-19 pandemic," Brown said in a statement. "We are encouraged by our lessons learned from the pandemic and proud that we have continued to provide excellent instruction through it all."

Enrollment is important, considering Indiana's quickly approaching goal of at least 60% of working-age Hoosiers having a high-quality post-secondary credential by 2025, said Sean Tierney, an associate commissioner.

Teresa Lubbers, the commissioner, reported in September that the state's attainment rate was 48.3%.

Challenges

Higher education faces two big issues regarding enrollment, Tierney said. The population of college-going students isn't growing as fast as it historically has, he said, and the percentage of 18-year-olds going straight from high school to college is declining.

The most recent data showed 59% of 2019 high school graduates enrolled in education after high school, down from 61% the previous year. In 2015, the college-going rate was 65%, the commission reported in the spring.

The coronavirus pandemic also is keeping higher education officials guessing.

"I think it's safe to say in this era of COVID, we've just had to try to anticipate all possibilities," Tierney said in an interview last week. "We know that there's a lot of things at play from the virus itself to all of the secondary aspects that come out of it, like child care issues and school closures."

Lucrative employment opportunities have likely affected Purdue University Fort Wayne's ability to enroll and retain students, said Krissy Creager, vice chancellor for enrollment management and the student experience.

The regional campus has 6,211 degree-seeking students this fall, down 8.4% from 6,781 last fall, according to the commission's fall census headcount.

But figures provided by Purdue Fort Wayne showed the campus had a narrower decline – 7.8% – in undergraduate and graduate students, from 6,879 last fall to 6,342 this fall. When high school dual-credit students are included in the calculations, enrollment increased by 2.5%.

The commission's numbers exclude students in dual-credit program and non-degree-seeking students, the university said.

"We value those students who are either in the dual-credit program or those classified as non-degree seeking," spokesman Geoff Thomas said by email. "The hard work they're putting in is no less significant, which is part of the reason why these figures are also used for our official enrollment reports."

With so many employers needing workers, Creager said, it's difficult to convince students supporting families to continue their studies when they can make an immediate financial impact on their households by accepting a job paying high hourly wages.

"How do you tell a student not to pursue those things?" Creager said.

Indiana Tech also cited compelling employment opportunities as a reason some students have put college on hold.

Other factors – many related to the pandemic – also contributed to the private university's decline in its traditional undergraduate program enrollment, spokesman Brian Engelhart said by email. It decreased from 1,499 last fall to 1,381 this year.

Some students switched learning methods, moving from the traditional undergraduate on-campus program to Indiana Tech's adult online program. This can help students manage a job and their studies, Engelhart said.

“Other students and their families were affected by the pandemic in (a) variety of ways that caused them to hit pause on their college careers,” Engelhart said, noting their family finances or family members' health might have been affected.

Areas of growth

Private institutions Grace College and Trine University boasted enrollment records this fall.

Grace welcomed a record-high 471 new students to its Winona Lake campus for an overall enrollment of 1,919 students this semester, a news release said. Every student in the incoming class received financial aid, and more than 25% are attending classes tuition-free through federal, state and institutional grants.

“A key to our success comes from excellent financial aid packages,” Mark Pohl, Grace's associate vice president of enrollment management, said in a statement.

Angola-based Trine has 5,467 students, exceeding its previous enrollment record by 200, according to a news release.

Enrollment in the programs at the university's College of Health Professions in Fort Wayne grew by 7%, the release said. It includes Trine's first doctoral program and a master's program, among other offerings.

Graduate enrollment statewide increased, at least among public institutions. It grew by 5.3% over the previous fall, although undergraduate enrollment dropped by 4.2%, according to the commission.

Graduate programs have helped fuel enrollment increases at Huntington University, which has experienced an overall growth trend over the past five years with a slight dip in 2021, said Susanne Watson, director of undergraduate admissions.

The university's graduate offerings include an occupational therapy doctoral program with locations in Fort Wayne and Peoria, Arizona, she said.

“During the pandemic, many people began thinking, 'What do I want for myself and my career?' and the answer to that question is leading them to seek out graduate programs,” Watson said by email. “Many graduate programs have shifted from degree-seeking students to acquiring certificates. Additionally, the graduate degree market is influenced by employers through the benefits that they offer for their employees.”

The University of Saint Francis, a private institution, is experiencing the opposite trend seen among public colleges. It has an undergraduate uptick and flat enrollment in graduate programs, Beth Terrell, vice president of enrollment management, said by email.

“We have strategically identified our 'good fit' students, increased our geo-market footprint, leveraged our financial aid and have leaned in to our Catholic and Franciscan mission and values,” she said.

Shift at PFW

Although degree-seeking enrollment at Purdue Fort Wayne is down, Creager said the university saw a 32% increase in international students and a 6% increase in out-of-state students. Almost 13% of the student body hails from outside Indiana.

Recruits include more students with stronger academic backgrounds, Creager said. Almost 60% of incoming students this fall had a final high school GPA of 3.2 or higher – compared with 46% in 2017.

The ability to market the Purdue name has helped recruitment, Creager said.

And the Fort Wayne campus targeted West Lafayette applicants who didn't meet the flagship's admissions criteria, such as ACT or SAT scores.

The local campus temporarily removed that barrier, Creager said, noting the pandemic affected students' ability to take those standardized tests.

Purdue Fort Wayne's attractive qualities include a lower tuition and apartment-style housing – a “major attractor,” Creager said. This is the fourth consecutive fall that student housing is over capacity.

The 1,328 students living on campus includes those at St. Joe Place, a neighboring apartment complex where the university leases units to accommodate demand.