



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, December 13, 2018

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

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INDIANA COMMISSION *for*
HIGHER EDUCATION

**DECEMBER COMMISSION MEETING
AGENDA**

Thursday, December 13, 2018

HOTEL ACCOMMODATIONS

Courtyard Indianapolis Downtown
By Marriott
601 West Washington Street
Indianapolis, Indiana 46204

COMMISSION MEETING

Ivy Tech Community College
Corporate College and Culinary Center
2820 N Meridian Street
Indianapolis, IN 46208

WORKING SESSION

9:00 A.M. – 11:30 A.M.
Conference Center, Room 119/121

CALL IN INFORMATION:

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

WiFi INFORMATION:

IvyGuest

WORKING SESSION TOPICS

- Indiana Chamber Employer Survey Results
- Legislative Overview
- Dual Credit Preview
- Strategic Plan Process Preview
- Committee Report Outs

All events take place on EASTERN TIME

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

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M.

Classroom 108-2

Lunch Guests

Sue Ellspermann, President

COMMISSION STAFF LUNCH

11:45 A.M. – 1:00 P.M.

Conference Center, Room 119/121

BUSINESS MEETING

1:00 P.M. – 3:00 P.M.

Conference Center, Room 118/120

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

IvyGuest

I. Call to Order – 1:00 P.M. (Eastern)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
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II. Public Square
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 1. Gregory S. Fehribach, J.D., Counselor at Law, Doninger Tuohy & Bailey LLP
 2. Courtney Brown, Ph.D, Vice President of Strategic Impact, Lumina Foundation

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V. Old Business
New Business

VI. Adjournment

The next meeting of the Commission will be on **February 14, 2019, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, November 8, 2018

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at the University of Southern Indiana, 8600 University Blvd, Evansville, IN 47712 with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Coleen Gabhart, Lisa Hershman, Al Hubbard, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, John Popp and Alfonso Vidal
On the Phone: Jon Costas

Members Absent: Jud Fisher and Beverley Pitts

CHAIR'S REPORT

On behalf of the Commission, I would like to thank the University of Southern Indiana for providing us with a tour of campus and your hospitality last evening, and for hosting our meeting today.

I have a couple of announcements related to our faculty member today:

- As you know, both our student and faculty members serve two-year terms on the Commission, and we are saddened that our time with Kathy is over half way over. The appointment process for the next faculty representative on the Commission will begin this winter, with the application becoming available in February 2019.
- Fortunately, before her time with us concludes, Kathy will have the opportunity to lead the bi-annual Faculty Leadership Conference, to be held on Friday, February 15, 2019 in Indianapolis. This conference serves as an opportunity for faculty and academic administrators across Indiana to engage in policy discussions related to faculty. The 2019 conference will focus on community engagement, with the addition of breakout sessions and state and national leaders in this work. We can expect to hear more about this event in the coming months.
- Finally, in line with the 2019 Faculty Leadership Conference theme, I have the great pleasure of announcing the Commission's new award for Indiana faculty committed to the scholarship of community engaged teaching, the inaugural Gerald Bepko Faculty Community Engagement Award. This award will be presented annually by the Commission to recognize faculty at an Indiana institution who are exemplars of the scholarship of community engagement. True to its name, the award is meant to honor Jerry's legacy and his work in service to the Commission.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating now that the election is behind us and the vote is taken today on our budget recommendations, Josh, Zach and Alecia will begin meeting with legislators about the upcoming session. In particular, they will be sharing information about our budget requests and the return on investment for financial aid. We'll be starting with legislative leadership and key financial and education leaders. Last meeting you were provided a draft of county level handouts for the ROI for state financial aid and the value of higher education in general. We've provided for each of you the county level handouts for your area of state so you have a better sense of the information that we're showing legislators when we meet with them.

You are aware of the Next Generation Educator Scholarship, a program that we oversee and that is designed to recruit high ability students into the field of education. Applications for the new class are due at the end of this month. We're on track to receive a similar number of applications as the prior two years when over 500 students applied.

To encourage more applications for this scholarship and to increase the interest in the teaching profession, the Commission is partnering with organizations to promote "Be a Teacher Day" which will take place on November 18th. More than 600 high school students will participate and learn more about becoming an educator. This is the first year the Commission will co-sponsor this event, and it aligns with our other efforts, especially scholarship programs for prospective teachers.

I wanted to bring you up to date on another program that complements our scholarship efforts. In May, the City of Indianapolis announced the creation of Indy Achieves, a new initiative that will help Marion County residents who attend Ivy Tech or IUPUI. The program has three parts: 1) ensuring that the cost of books is covered for every 21st Century Scholar; 2) providing completion grants that are geared to students of all ages who are at least 75% through their program in high-need areas; and 3) marshal private and philanthropic resources to provide wrap-around services for students. We're working with Indy Achieves to increase awareness. The City-County Council set aside \$2 million for Indy Achieves for the coming year.

I've also provided copies from this week's opinion page in the IBJ – entitled "Advance your education and enhance your life." Also included in the newspaper was a copy of our Career Ready Magazine that is designed to help Hoosier find a program that fits their needs and interests. It also promotes education and training choices for adult learners. Greg Morris' commentary calls out efforts by the Department of Workforce Development, the Commission and Learn More Indiana and complements the work we're doing to address the education and training need of adults. Our most recent numbers show that nearly 11,000 adults have enrolled in training programs, which is slightly more than one-third of those who provided contact information to Ivy Tech or Vincennes.

CONSIDERATION OF THE MINUTES OF THE OCTOBER, 2018 COMMISSION MEETING

R-18-07.1 RESOLVED: That the Commission for Higher Education hereby approves the

Minutes of the October, 2018 regular meeting. (Motion – Bland, second – Murphy, unanimously approved)

II. PUBLIC SQUARE

A. Helping Adults Navigate Postsecondary & Career Transitions

1. Danny Lopez, Chairman, Governor’s Workforce Cabinet, State of Indiana
2. Beth Cobert, Chief Executive Officer, Skillful, The Markle Foundation
3. Chris Lowery, Senior Vice President, Workforce Alignment, Ivy Tech Community College
4. Kathy Huffman, EcO Attainment Network Manager, Community Education Coalition

On October 11th Governor Holcomb announced that Skillful will begin operations in Indiana, bringing investment, training, tools and innovative methods to augment Governor Holcomb’s Next Level workforce development plan. Skillful Indiana is one of many initiatives working with Indiana businesses and the state’s educational community to create better pathways to good jobs for Hoosiers. Our discussion today will focus on how Skillful and other Indiana initiatives are helping Hoosier navigate postsecondary and career transitions.

Sean Tierney moderated this discussion.

III. Business Items

A. 2019-2021 Postsecondary Budget Recommendations

R-18-07.2 RESOLVED: That the Commission for Higher Education hereby approves the following budget recommendation, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Bland, unanimously approved)

B. Resolution on Indiana’s Postsecondary Transitions

R-18-07.3 RESOLVED: That the Commission for Higher Education hereby approves the following resolution, in accordance with the background information provided in this agenda item. (Motion – Murphy, second – Hubbard, unanimously approved)

C. Capital Projects for Expedited Action

1. Indiana University Bloomington – Fine Arts, Radio-TV and Simon Music Library Recital Center Roof and Façade Repair and Replacement

R-18-07.4 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 – Murphy, second – Bland, unanimously approved)

III. INFORMATION ITEMS

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

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:56 P.M.

Chris LaMothe, Chair

Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, December 13, 2018

PUBLIC SQUARE:

Equity and the Attainment Gap

Background

As the Commission continues to monitor progress toward Indiana’s Big Goal of 60 percent postsecondary attainment by 2025, it will have the opportunity to hear from Courtney Brown, Vice President of Strategic Impact at Lumina Foundation, and Gregory S. Fehribach, Counselor at Law at Doninger Tuohy & Bailey on issues related to equity and the attainment gap.

Supporting Documents

Gregory S. Fehribach, J.D. Bio
Courtney Brown, Ph.D. Bio

Gregory S. Fehribach, J.D.
Counselor at Law, Doninger Tuohy & Bailey LLP

An attorney with a disability who uses an electric wheelchair as a mobility aid device, Gregory S. Fehribach founded The Fehribach Group in 1995, where he provides innovative access solutions to clients who are continually creating an accessible environment that is welcoming to all guests.

Greg's law practice affiliates with Doninger, Tuohy & Bailey LLP, in Indianapolis. He is a panel trustee for the U.S. Bankruptcy Court, Southern District of Indiana, a position he has held for 24 years. Greg is a Distinguished Fellow at Ball State University's Bowen Center, where he coordinates the Disability Project. The Project's mission is to increase economic potential for people with disabilities by connecting them to public and private sector opportunities.



Greg's work with social entrepreneurship began when Governor Robert D. Orr (R) appointed him to Indiana's Developmental Disabilities Advisory Council from 1987-1990. He later was appointed chairman of the Indiana Governor's Planning Council for People with Disabilities from 1989-1992 by former Governor Evan Bayh (D).

In 2001, the late Governor Frank O'Bannon (D) appointed Greg to chair the Indiana Governor's Residence Commission. He led the commission to create a more accessible Governor's Residence. Governor Joseph Kernan (D) continued Greg's appointment to the commission following Governor O'Bannon's death. Governor Kernan appointed Greg to the Ball State University Board of Trustees in 2004, where he concluded his service in December of 2007.

Former Indianapolis Mayor Bart Peterson (D) called Greg to serve his administration in several capacities. In 2001, he appointed Greg to the board of directors of the Indianapolis Public Transportation Corporation, which he chaired from 2003-2005. In 2005, Greg began his service as a trustee for the Health and Hospital Corporation of Marion County, Indiana. Mayor Greg Ballard (R) again called on Greg to continue his service and reappointed him as trustee for the corporation in 2011. Under Greg's guidance as legal counsel, Indianapolis has been named a top accessible city since 2004 by the National Organization on Disability, and was awarded the honor of most accessible city in 2009.

Greg is a former member of the national board of directors for Easter Seals where he served as the first vice-chair and on the public affairs committee. He has been honored with the Indiana Lawyer's Leadership in Law Distinguished Barrister Award, 2008; the Osteogenesis Imperfecta Foundation's Unbreakable Spirit Award, 2007; the Easter Seals' Joanna Cooke Plaut Award, 2002; and by the Indianapolis Mayor's Advisory Council on Disability in 1997 and 1998. Both Governors O'Bannon and Kernan appointed Greg a Sagamore of the Wabash. Greg is often consulted by national, state and local media as an expert regarding people with disabilities as it relates to inclusion and access.

Courtney Brown, Ph.D.

Vice President of Strategic Impact, Lumina Foundation

Courtney Brown, Ph.D., is the vice president of strategic impact at Lumina Foundation, the nation's largest private foundation focused specifically on increasing Americans' postsecondary success. In this role, she oversees the Foundation's efforts in the areas of strategic planning, impact, and learning. She also leads Lumina's international engagement efforts. Brown works to ensure Lumina uses data and research to inform and continuously apply lessons to work across the Foundation and stays focused on the impact of its work toward the 60% attainment goal.



She joined the Foundation in 2011 with a strong background in performance measurement, research and evaluation. Prior to joining Lumina, Brown was a senior research associate at the Center for Evaluation and Education Policy at Indiana University. In that role, she led multiple studies and evaluations focused on education and postsecondary programs both within the United States as well as throughout Europe. She also developed, designed and implemented performance measurement systems for multiple programs throughout the United States.

Brown has developed and disseminated manuals, working papers, articles and books on various topics related to undergraduate research, performance measurement systems, randomized-control trials, and evaluation methodology more generally; has conducted webinars on various issues related to evaluation, performance measurement, and postsecondary success; conducted workshops and training on evaluation and performance assessment for multiple programs and organizations across the world; and is a frequent panelist and speaker on these issues throughout the U.S. and the globe.

Brown serves on the University of Virginia's Curry Foundation Board of Directors, on the Executive Committee of the Board of Directors for Girls Inc. of Indianapolis, and on the Indiana Evaluation Association board. She holds a bachelor's degree from James Madison University and earned her master's and Ph.D. from the University of Virginia.

COMMISSION FOR HIGHER EDUCATION

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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 Health Administration to be offered by Purdue University West Lafayette

Background

The Academic Affairs and Quality Committee discussed this program at its November 19, 2018 meeting and concluded that the proposed program could be placed on the December 13, 2018 agenda for action by the Commission as an expedited action item.

Supporting Document

Academic Degree Programs on Which Staff Propose Expedited Action November 19, 2018

Academic Degree Programs on Which Staff Propose Expedited Action

November 19, 2018

CHE 18-18 Master of Health Administration to be offered by Purdue University West Lafayette

Proposal received on October 19, 2018

CIP Code: 51.0701

Fifth Year Projected Enrollment: Headcount – 71, FTE – 36

Fifth Year Projected Degrees Conferred: 57

This proposed Master of Health Administration would be offered through the Department of Consumer Science in the College of Health and Human Services and would be delivered 100 percent online. Graduates of the M.H.A. would learn skills in the organization, financing, and delivery of health services, and would develop competencies in needs assessments, supporting individuals and teams, analytical and systems thinking, and legal and ethical issues surrounding healthcare. The clientele for this Master of Health Administration would be individuals with ten years of experience in health care, typically in a clinical profession (e.g. physicians), and three years of executive managerial experience. Students completing the M.H.A. would be prepared to take the Board examination to become a Fellow of the American College of Healthcare Executives.

The Master of Health Administration requires 36 semester hours of credit and is designed to be completed in two years. In August of this year, the Commission approved two nine-hour Graduate Certificates (Healthcare Leadership and Healthcare Quality Improvement) and one 12-hour Graduate Certificate (Healthcare Operations) that will complement the Master of Health Administration.

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BUSINESS ITEM B:

Capital Projects for Expedited Action

Staff Recommendation

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

- Vincennes University – Godare Residence Hall Rehabilitation

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, December 13, 2018

Capital Projects for Expedited Action
Thursday, December 13, 2018

E-1-19-2-04 Vincennes University – Godare Residence Hall Rehabilitation

Vincennes University requests to proceed with the rehabilitation of the Godare Residence Hall. This project will include a complete upgrade of the HVAC system, new energy-efficient LED lighting and related work to improve the finishes as needed for mechanical upgrades. The upgrades in the HVAC and electrical infrastructure will increase efficiency of the building and provide an operational cost savings of approximately \$20,000 annually. The interior upgrades will also include easily maintained materials to reduce future maintenance costs. This project is a continuation of Vincennes University's commitment to improving energy efficiency while offering students economical and comfortable housing.

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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Doctorate of Dietetics (IU)	6/27/2018	Under Review
02	Purdue West Lafayette	Master of Health Administration	10/19/2018	On CHE Agenda for Action
03	Indiana University Bloomington	Master of Science in Nursing	11/13/2018	Under Review

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INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Purdue University Global	Associate of Applied Science in Health Science	11/19/2019	Changing the name
02	Ivy Tech Community College-Anderson	Certificate in Fundamental Payroll	11/19/2019	Eliminating a program
03	Ivy Tech Community College-Anderson	Certificate in Bookkeeper	11/19/2019	Eliminating a program
04	Ivy Tech Community College-Anderson	Technical Certificate in Accounting	11/19/2019	Eliminating a program
05	Ivy Tech Community College-Anderson	Associate of Science/Associate of Applied Science in Accounting	11/19/2019	Eliminating a program
06	Purdue University West Lafayette	Certificate in Music Technology	11/19/2019	Adding a certificate
07	Purdue University West Lafayette	Certificate in Applied Behavior Analysis	11/19/2019	Adding a certificate
08	Purdue University West Lafayette	Certificate in Aviation Sustainability	11/19/2019	Adding a certificate
09	Purdue University West Lafayette	Associate of Science/Associate of Applied Science in Aviation Technology	11/19/2019	Eliminating a program
10	Purdue University West Lafayette	Associate of Science in Aviation Management	11/19/2019	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	Purdue University West Lafayette	Associate of Science in Aeronautical Technology	11/19/2019	Eliminating a program
12	Purdue University West Lafayette	Associate of Science in Computer Graphics Technology	11/19/2019	Eliminating a program
13	Purdue University West Lafayette	Associate of Science in Computer Technology	11/19/2019	Eliminating a program
14	Purdue University West Lafayette	Associate of Science in Electrical Engineering Technology	11/19/2019	Eliminating a program
15	Purdue University West Lafayette	Associate of Science in Manufacturing Engineering Technology	11/19/2019	Eliminating a program
16	Purdue University West Lafayette	Bachelor of Science in Health and Safety Education	11/19/2019	Eliminating a program
17	Purdue University West Lafayette	Bachelor of Science in Math/Operations Research	11/19/2019	Eliminating a program
18	Purdue University West Lafayette	Bachelor of Science in Medieval and Renaissance Studies	11/19/2019	Eliminating a program
19	Purdue University West Lafayette	Bachelor of Science in Natural Resources Planning and Decision Making	11/19/2019	Eliminating a program
20	Purdue University Global	Associate of Science in Nursing-Iowa and Nebraska	11/19/2019	Changing the credit hours
21	University of Southern Indiana	Cyber Security Certificate	11/19/2019	Adding a certificate
22	University of Southern Indiana	Bachelor of Arts in Global Studies	11/19/2019	Changing the name

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
23	Indiana University Bloomington	Graduate Certificate in Cybersecurity Management	11/19/2019	Adding distance education
24	Indiana University Purdue University Indianapolis	Graduate Certificate in Business Medicine (IU)	11/19/2019	Suspending a program
25	Purdue University Global	Certificate in Medical Assistant	11/19/2019	Changing the credit hours
26	Ball State University	Bachelor of Arts in Telecommunications	11/19/2019	Changing the name
27	Ball State University	Master of Arts in Telecommunications	11/19/2019	Changing the name
28	Ball State University	Pre-Master of Arts in Computer Science	11/19/2019	Eliminating a program
29	Ball State University	Graduate Certificate in Community and Economic Development	11/19/2019	Eliminating a program
30	Ball State University	Graduate Certificate in Information Security Management	11/19/2019	Eliminating a program
31	Ball State University	Bachelor of Arts/Bachelor of Science in Health Science	11/19/2019	Eliminating a program
32	Ball State University	Master of Science in Wellness Management	11/19/2019	Eliminating a program
33	Ball State University	Master of Arts in Speech	11/19/2019	Eliminating a program
34	Ball State University	Master of Arts/Master of Science in Kinesiology	11/19/2019	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
35	Ball State University	Master of Arts/Master of Arts in Education in Social Science	11/19/2019	Eliminating a program
36	Ball State University	Master of Arts in Applied Gerontology	11/19/2019	Eliminating a program
37	Ball State University	Master of Arts/Master of Science/Master of Arts in Education in Family and Consumer Science	11/19/2019	Eliminating a program
38	Ball State University	Education Specialist in Curriculum	11/19/2019	Eliminating a program
39	Ball State University	Associate of Science in Radiation Therapy	11/19/2019	Eliminating a program
40	Ball State University	Associate of Science in Nuclear Medical Technology	11/19/2019	Eliminating a program
41	Ball State University	Graduate Certificate in Interpretive Ethnography	11/19/2019	Eliminating a program
42	IUPUI-Fort Wayne	Bachelor of Science in Health Sciences (IU)	11/19/2019	Adding locations
43	IUPUI-Fort Wayne	Bachelor of Science in Social Work (IU)	11/19/2019	Adding locations

COMMISSION FOR HIGHER EDUCATION

Thursday, December 13, 2018

INFORMATION ITEM C: **Media Coverage**

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

Inside Indiana Business
The New Economic Development Paradigm
Steve Brunson
October 29, 2018

Jobs, jobs, jobs. That's been the motto of politicians and economic developers for as long as most of us can remember. The value of any potential project can be measured in a number of ways, but the ultimate value has historically been tied closely to job creation.

In Indiana, tax abatements are offered based on plans for creating new jobs. The Indiana Economic Development Corporation offers valuable tax credits for companies looking to add to their workforce. These credits and others across the country are frequently tied to the jobs that will result from such investments. The ultimate endgame, whether at the local, state or national level, has been the creation of sustainable, fair-paying jobs.

For years, this approach served state and municipalities well, but it could soon become obsolete as we enter a new economic reality.

In many areas, true unemployment is rapidly approaching zero. Many businesses seeking to add employees simply can't find the available (or qualified) workforce. At the same time, technology and tax reform are accelerating a move toward automation in all industries. Distribution and data centers are also changing the game as these operations frequently involve significant investment – and a significant economic impact – without creating mass numbers of new jobs.

Private investment is already adjusting to this market reality. In lieu of workforce additions, companies are investing in ways to increase production with the same number of workers. Businesses with an agile, highly skilled workforce remain competitive now and well-positioned for the future.

Meanwhile, on the public side, states and municipalities are still judging success based mostly on job generation. Even with virtually no unemployment, current programs favor and incentivize projects that add jobs over programs that improve jobs.

So, how can Indiana and other states modify credits and incentives to reflect this new paradigm? The first step is to change the way economic development value is measured in an economy with virtual full employment. Municipalities and states must adjust their scorecards to ensure future prosperity.

In Indiana, our leaders could get ahead of this curve with a few simple policy changes:

Reward better jobs, not just more jobs. Give equal consideration and importance to investments intended to increase wages, not just those that seek to add jobs. For instance, Indiana's Economic Development for a Growing Economy (EDGE) tax credit should reward job improvement, not just job creation.

Invest heavily in training. The new workforce must be more skilled. The faster Indiana and our communities can improve and increase workforce skills, the more appealing we will be to private businesses. Our state's Skills Enhancement Fund should be strengthened, not eliminated, and the Next Level Jobs program ought to be continued and enhanced.

Reduce tax burdens on machinery and automation. Tax abatements are typically phased and short term. Businesses requiring significant capital investment in machinery prefer long-term homes that will not punish them for their investment. Longer-term abatements, particularly for investments in real personal property, will help Indiana compete with other states, many of which do not tax this equipment at all.

Reward investment that brings value. New construction and equipment can bring economic value far beyond added jobs. Higher wages, higher property values, new property taxes, increased populations and other indirect benefits increase state and municipal revenues while improving overall quality of life. An easy update could make the Hoosier Business Investment (HBI) Tax Credit and Industrial Recovery Tax Credit (IRTC) available for projects that produce economic value, even without job creation.

With Indiana's historically low unemployment, we must change the ways we keep score and the projects we seek to attract. In addition to new jobs, higher wages and strategic investments must become priorities. Competing in the new economic paradigm will require changes at both the legislative and executive levels, and Indiana must adjust to continue its position as a national economic development leader.

Steve Brunson is a principal at Indianapolis-based McGuire Sponcel, a specialty tax and advisory firm.

Indianapolis Business Journal
Advance your education and enhance your life
Greg Morris
November 2, 2018

You'll find a copy of the 2018-2019 Career Ready magazine in this issue of IBJ. The publication is designed to provide help, support and resources for adult learners through information about Indiana colleges and universities, vocational education, financial aid, finding a job, company hiring and career advancement information.

Career Ready is published by IBJ in partnership with the Indiana Commission for Higher Education and the Indiana Department of Workforce Development. This is our eighth year publishing the magazine.

In addition to the Career Ready resource guide, you'll find a wealth of information and resources at the state's IndianaCareerReady.com website. You can find more helpful information about the Indiana Department of Workforce Development at in.gov/dwd.

Indiana's economy depends on Hoosiers who have completed education and training beyond high school. Obtaining a credential or degree means increased opportunities, higher earning potential and increased job security.

As we all know, not every student completes high school, moves on to complete a four-year college degree, then finds a good job and starts a rewarding career, in that order. Life circumstances, including lack of time and money, get in the way and well-intentioned thoughts of going back to get that degree, credential or training dissipate over time.

It's never too late to get back on track. You're never too old to learn, achieve and improve your position in life. Opportunity is everywhere if you're ready to take advantage of it.

Whether you're just starting to explore your options, or you have an idea of what's next, many no-cost resources are at your disposal. In this issue of Career Ready, you'll find information on how to choose a program that fits your needs and interests; how to create a plan to balance school, work and family—and where to go when unexpected circumstances strike; and how to pay for it all.

In addition to the Indiana Department of Workforce Development websites mentioned previously, here are a few more online resources to check out. Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help Hoosiers of all ages complete education and training beyond high school. Go to learnmoreindiana.org.

The Indiana Commission for Higher Education website can be found at in.gov/che and from there be sure to explore the link provided for Share your Road by Roadtrip Nation. Everyone has a story about how they got to where they are today, and every story has valuable lessons to be learned. Here, you'll find stories of hard-working Hoosiers who followed their aspirations to create fulfilling careers. Additionally, you are encouraged to share your own story so others can learn from your career path.

Special thanks to ICHE Commissioner Teresa Lubbers and staff for partnering with IBJ on Career Ready magazine, in addition to educational publications Next Indiana magazine, published for juniors and seniors in Indiana high schools, and Grad magazine, published for juniors and seniors in Indiana colleges and universities. And thank you to DWD Commissioner Fred Payne and staff for the partnership with Career Ready.

The opportunities are endless. The next move is yours.

Morris is publisher of IBJ. To comment on this column, send email to gmorris@ibj.com.

The Weekly View
Indy Achieves, Enroll Indy Team Up for Scholars Program
November 8, 2018

INDIANAPOLIS — For the first time, families of current 7th and 8th grade students completing Enroll Indy's OneMatch application will be prompted to sign up for in 21st Century Scholars, a need-based early promise program that provides students up to four years of undergraduate tuition at any participating public college or university in Indiana. In 2017, only 52 percent of eligible Marion County 8th grade students enrolled in 21st Century Scholars. Hoping to engage more eligible students, this partnership between Indy Achieves and Enroll Indy strives to make the process easier for families.

Statewide, 20,000 21st Century Scholars are enrolled in Indiana colleges and more than 100,000 are currently in the pipeline for postsecondary education.

Enroll Indy recently launched Year Two of its OneMatch web-based application process and presented Year One results today. OneMatch serves more than 100 K-12 Indianapolis Public Schools and charter schools, and in its first year, OneMatch received more than 9,000 applications to Indianapolis schools. Students and their families can access applications online at enrollindy.org/onematch/apply/.

The La Porte County Herald-Argus
Ahead of the curve on STEM
Jeff Mayes
November 13, 2018

MICHIGAN CITY – When talking about project-based learning, one story sticks out in Connie Bachmann's mind: A student at Lake Hills Elementary School had a new baby sibling, and his mother had back problems.

"After discussing the problem, he designed and built a kind of pulley and harness system to help his mother pick up the baby without hurting her back," the Lake Hills principal recalls.

"The kids learn that for every problem, you can work on creative ways to solve that problem. I think the kids definitely enjoy that a lot."

Project-based learning is a big part of the State of Indiana's new 6-year strategic plan for incorporating STEM (science, technology, engineering, math) education into Indiana classrooms.

That's why Bachmann and three of her Michigan City Area Schools colleagues were in Indianapolis on Friday – getting a look at the plan and being recognized for the STEM programs at Lake Hills and Barker Middle School.

Most of the state plan is nothing new for the local educators.

"A lot of the things in the plan we are already doing now," Barker principal Fred Greene said. "I think it will be easy to incorporate the new state plan into our curriculums because we are already in line with what the state wants to do. ... We've pushed the envelope at Barker to incorporate these programs and now we want to push it even farther with more project-based learning."

“The plan provides Indiana’s STEM vision through 2025. Locally at Barker we’ve been STEM-certified for three years, though the program goes back more than seven,” said curriculum coach Amy Hamann, recently named one of the city’s Educators of the Year for her work in STEM programs.

“We have a big head start in that direction,” she said.

Bachmann agrees Lake Hills and Barker are ahead of the curve.

“Indiana is basically incorporating a plan of what we’ve been doing at Lake Hills for the last few years. It’s a six-year plan and a big part of it is to prepare students to be active members of the workforce.

“It begins with critical thinking skills and then STEM education,” she said. “That is where employment is increasing in Indiana and across the nation. We teach them career awareness and understanding, and that these jobs pay more. We’re preparing kids to be active citizens economically.”

Indiana’s STEM Strategic Plan will “provide guidance in developing and actively creating a thriving, interactive, and relevant K-12 STEM focus,” Indiana Department of Education spokesman Adam Barker said.

“This plan will lay the foundation for a future where all Indiana students will graduate with critical thinking skills and be prepared for an innovation-driven economy by accessing quality, world class STEM education every day in the classroom by 2025.”

Two key components are problem/project-based learning and inquiry-based instruction.

While the state has a long definition of what that means, Bachmann says it’s pretty simple.

“Project-based learning? It starts with a discussion of a problem, like the boy whose mom couldn’t pick up her baby, and then they come up with projects to solve those problems. ... All kids at Lake Hills have grade-level projects. They build bridges and structures; they invent games; they come up with other inventions.

Greene said that makes learning more enjoyable.

“I think the students like these classes,” he said. “A lot of that has to do with how you package things, how you present them to the kids.

“Kids like things that are hands-on. Instead of sitting in class for an hour they can get up and move around and do things. Like anyone, they prefer to be up and moving, not chained to a desk. They do things that spark their interest. We are incorporating the real world into the classrooms.”

And while kids enjoy learning, they are being prepared for the real world.

“Projected Indiana and national workforce demands are directly connected to rigorous STEM education,” Baker said. IDOE, the Commission for Higher Education, and the Department of Workforce Development “will work together to ensure Indiana students explore and experience STEM and STEM-

related careers throughout their K-12 education ... to develop the necessary 21st Century STEM skills for application in a post-secondary setting and the future workforce.”

Preparing for the workforce in elementary and middle school might seem early, but not to Hamann.

“College and career readiness are the biggest things. We start to stress these things in elementary school and middle school. That’s where we need to reach these kids.

“The STEM impact on kids comes when they get out of high school. STEM jobs are so much in demand right now and our kids will be ready to take those jobs.”

Baker said the IDOE will assist schools in developing partnerships with businesses and industries. “Ultimately, the success of this Strategic Plan ... will be measured by student achievement in utilizing STEM skills to attain academic and career success.”

Nothing new to MCAS educators, though they think the new state focus will be a plus.

“Now the state has a Master Plan to have STEM in all schools, to certify all the teachers, to create skills in these kids. “It will help us because we will have more opportunities to get grants and awards,” Bachmann said. “When we were one of the first schools to have this, it was a longer process with more paperwork to get grants.”

““I have a great staff of teachers who are really on fire with being at the forefront of STEM,” Greene said. “This is going to give us an opportunity to expand our programs.”

Hamann said MCAS has been invested in STEM education for years. “Now the state is invested in STEM and that is exciting for us. We’re very excited to say the least.”

Indiana’s STEM plan goals

Improve STEM Instruction: Within six years, every K-12 teacher will be trained in problem/project/inquiry-based approaches to learning. As of Fall 2018, school corporations reported 32 percent of staff were prepared. Indiana wants 40% trained by next fall, 55% by year two, the 65%, 75%, 85% each year until 100% by 2025.

Evidence-based STEM Curriculum in classrooms: By 2025, every K-12 school will implement integrated, evidence-based STEM curriculum. The goal is 50% by next fall, then increase each year to 60%, 70%, 80%, 90% and 100%.

Foster early STEM career exposure: Every K-12 school will create and sustain robust STEM related business and industry partnerships in order to inform curriculum, instruction, and student experiences to foster college and career readiness. The goal is 25% by next fall, then 50%, 70%, 80%, 90% and 100% by 2025.

To view the entire STEM strategic plan, visit: doe.in.gov/sites/default/files/wf-stem/20181108154535030.pdf

The Daily Journal
Free college tuition an option, but less than half of students sign up
James Vaughn
November 19, 2018

At least one Franklin Community High School graduate wouldn't be a college freshman today if his mom hadn't signed him up for a scholarship six years ago.

Jackson Robinson arrived at Indiana State University this fall with a dream of becoming a nurse practitioner. His goal is financially possible because he's enrolled in the 21st Century Scholars program, which uses state tax dollars to give low-income students free college tuition for up to four years as long as they meet certain requirements during high school.

But in Johnson County, 40 percent of eligible students get signed up for the scholarship, which is below the state average of 45 percent. Those numbers are low, in most cases, because counselors — especially in the smaller districts — are overworked, and families aren't aware of the program.

One of the biggest hurdles is that children have to sign up in middle school, before families are focused on paying for college.

Nearly 700 sophomores at the six public high schools in Johnson County were eligible for the scholarship two years ago, but only 283 signed up.

If the others hope to attend college in 2021, they will likely have to depend on loans and grants. Students have to pay back loans once they graduate, and grant amounts vary based on a family's income. Most academic scholarships are much more competitive. 21st Century Scholars requires that a student earn at least a 2.5 GPA throughout high school and college to remain in the program.

Franklin schools is the most successful district in the county at getting students registered when they are 12 to 14 years old; 57 percent of eligible sophomores are signed up. By comparison, in Edinburgh schools, 17 percent of eligible sophomores are signed up.

In recent years, the Indiana Commission for Higher Education has started focusing on making sure students, once they are enrolled, are prepared for college and graduate in four years or less.

Nearly 30 percent of 21st Century Scholars graduated on time in 2018 compared to 16 percent five years ago. About 50 percent graduate from college after more than four years.

"A lot of students were getting access to college but weren't as prepared as we wanted them to be," said Barbie Martin, the commission's director of school and community outreach.

Program is a blessing

Jackson's mother, Stacy Robinson, is a single mom. Although she's certain she would have found a way to make her son's college dream a reality, 21st Century Scholars made it easy, she said.

A family of two — like the Robinson's — must make less than \$30,451 to be eligible for the scholarship. A family of four must make less than \$46,435.

Stacy Robinson remembers learning about 21st Century during an open house at the start of her son's seventh grade year.

"To be honest, they don't really share a lot of information about it. If I hadn't gone to that orientation night, I don't know how I would have known about it. So many of us (parents) don't even know what it's about. I signed him up, and then I kind of just spaced it. Once he was in high school, that's when I started hearing more about it," Stacy Robinson said.

"This one stands out because all you do is sign up for it and it's basically given to you. It's very feasible for anybody who meets those requirements in high school. It's very easy to get it."

She struggled as a single mom, so this scholarship was a blessing, she said, due to the financial opportunity and because it helps keep students like her son focused and on track.

High school counselors are tasked with making sure students who are enrolled remain eligible for the scholarship. Middle school counselors are tasked with getting eligible students signed up.

"She is the reason why I'm here. She was on me about it all the time. She did a phenomenal job," Jackson Robinson said of his high school guidance counselor, Jennifer George.

Jackson Robinson attends a 21st Century Scholars group meeting each week while at college.

"For me, when I go to those meetings, yeah there's free food, but also if you're struggling with a class and don't quite understand this, that or the other, you can get help. There are resources available to you," Jackson said.

Awareness, not requirements, is the obstacle

In 2013, legislators changed the requirements for students graduating after 2016 to get the scholarship. They raised the minimum GPA by five points and worked with the Indiana Commission for Higher Education to develop a program for students to complete in high school.

For example, freshmen scholars have to create a graduation plan, sophomores have to take a career assessment, juniors have to visit an Indiana college and seniors have to fill out a FAFSA. Scholars also have to watch several videos about paying for college and succeeding in it.

"It's a miracle in disguise. In this generation, with the cost of college being what it is, having that ability to go to college and not come out with a ton of debt ... that's stress level knocked down. And the requirements you have to meet in order to remain eligible are pretty easy," Jackson Robinson said.

"If you really apply yourself and actually talk to your teachers, it is 100 percent achievable. It's so crazy — I couldn't believe it when I was going through the steps — how easy it is."

George tracks all of the students enrolled in the program with help from an Indiana Commission for Higher Education liaison, who visits with the scholars a couple times a year. Toward the end of the school year, if a student hasn't completed a required task, George meets with them individually and often has them do it while they're in her office.

"None of them are hard to complete, they're just time consuming," George said.

"A lot of private scholarships are very competitive academically. Not every student can do all of those things, but they still deserve a scholarship. They still need help. I wish everyone took advantage (of 21st Century Scholars). I wish everyone was automatically enrolled."

Getting students enrolled is a challenge, said Monica Anderson, a counselor at Franklin Community Middle School.

"One barrier, obviously, is getting that information from school to home — actually having students bring that application from school to their parents, and then bring it from their parents back to school," Anderson said.

They've tried mass mailings and brochures, parent nights, including information about the scholarship in newsletters and robocalls and offering incentives to students who return a completed application.

"It's one of those kind of mind-boggling situations — how do we get more kids involved? How do we get the parents to understand that this is free college?" Anderson said.

The situation can be intimidating for families who don't have experience in attending or sending a child to college. Another hurdle is trying to get seventh and eighth graders to care about college at such a young age, she said.

"Inherently, developmentally, thinking long term is a bit of a challenge for middle schoolers. It's not always easy getting them to see that connection right now," Anderson said.

"College is still a bit elusive in terms of concept and understanding. In seventh or eighth grade, they don't even know if they're going to go to college. So sometimes I think it escapes them. We do the best we can as far as trying to figure out."

In smaller, rural districts such as Edinburgh, getting families signed up is even more challenging because there is one counselor for both the middle and high school, but a higher percentage of students qualify. Traci Foltz, the counselor, said she notifies families three times each year.

The application is online and fewer families in the Edinburgh area have internet access or a computer at home, she said.

Doug Arnold, superintendent of Edinburgh Schools, has worked for 11 school districts during his career, big and small, urban and rural. Getting students enrolled in the program has been a challenge at each district, he said.

“The biggest problem is people just don’t take advantage of it. That’s a common issue, and I can’t put my finger on it. I haven’t come up with a perfect answer for it,” Arnold said. “(The program) is reasonable and in reach. So I’m elusive as to why kids — and their parents — wouldn’t take advantage of a free college education.”

The Indiana Commission for Higher Education tries to guide school districts to get the most students enrolled and suggests that they include information about the program in every piece of mail that gets sent out, especially to the targeted students, and especially at the beginning of the school year when parents are already filling out a ton of information, Martin said.

Ask local agencies and parent-teacher associations to help, she said.

“For most communities, if (the school) has community partners who are willing to step in and help, great. Those are the people the families know,” Martin said.

Have a staff member help fill out the application if a family doesn’t have access to the internet or a computer, she said.

Another obstacle they’ve come across is simple, but not easy to overcome: legitimizing the program to parents.

“To be honest, with a lot of parents, free college sounds too good to be true. So for us, it’s a combination of making sure our message stands out and letting parents know that we are a legitimate agency and the benefit is very real,” Martin said.

By the numbers

Here is a look at how many eligible students are enrolled in the 21st Century Scholars program at the six public school districts in Johnson County:

Franklin; 145 eligible; 82 enrolled; 57 percent

Nineveh-Hensley-Jackson; 40 eligible; 21 enrolled; 53 percent

Center Grove; 119 eligible; 52 enrolled; 44 percent

Clark-Pleasant; 222 eligible; 90 enrolled; 41 percent

Greenwood; 102 eligible; 29 enrolled; 28 percent

Edinburgh; 52 eligible; 9 enrolled; 17 percent

Statewide; 45 percent

By the numbers

Here is a look at how many 21st Century Scholars finish college on time compared to other college students

Graduate college on time:

21st Century Scholars; 30 percent

Low-income students without the scholarship; 24 percent

All Indiana college students; 39 percent

Graduate college after an extended period of time:

21st Century Scholars; 49 percent

Low-income students without scholarship; 41 percent

All Indiana college students; 59 percent

At a glance

21st Century Scholars

The statewide taxpayer-funded program through the Indiana Commission for Higher Education that provides low-income students up to four years of undergraduate tuition at a public Indiana college.

Requirements:

Students must maintain at least a 2.5 grade-point average while in high school and college

Students must complete certain tasks each year of high school to help them prepare for college

Families must qualify based on income. A family of two must make less than \$30,451 to be eligible for the scholarship. A family of four must make less than \$46,435. A family of six must make less than \$62,419.

Inside Indiana Business
Building Your Talent Pipeline
Mike Slocum, Executive Director, Indiana INTERNnet
November 20, 2018

The idea of what a strong talent pipeline looks like is changing. It was not long ago when all one had to do was post a job and a wealth of talented candidates applied. College and university recruiting consisted of setting up a table at a career fair and the resumes piled up. And while this strategy may still work on a limited basis for some companies, there simply are not enough Hoosiers to fill the high-demand, high-wage jobs employers are currently seeking.

Internship programs and other work-based learning experiences can be the answer to filling talent pipelines. College graduates in many fields today earn their degrees without the practical experience alongside it to be ready for the workplace. When this happens, employers spend thousands of dollars per new employee on training and onboarding efforts, with only an educated guess on whether the employee will stay long enough to recoup that investment.

Internships can be a cost-effective way to onboard new talent, teach them the skills needed for success in their field of study and hire them upon graduation. If meeting students when they graduate isn't enough to find the talent you need, why not secure a head start?

Expanding the reach

Internship programs also provide employers the opportunity to find students they may not otherwise meet when recruiting talent. Many students lack the networks to directly connect with employers, because they come from low-income backgrounds or are the first in their families to go to college. An internship can be the way for employers to tap into high-quality Hoosier talent that may be otherwise hard to recognize.

In partnership with the Indiana Commission for Higher Education, Indiana INTERNnet hosts students and internships that qualify for the Employment Aid Readiness Network (EARN) Indiana program. EARN Indiana allows employers to be reimbursed for up to 50% of a qualified intern's wages. If the idea of paying an intern \$15 an hour sounds like too much to bear, how about paying \$7.50 an hour instead?

While summer internship programs are the norm across Indiana, internships are also rapidly growing in timeframe and scope to meet student and employer needs. Companies can host interns any time of the year, for as little as eight weeks for EARN Indiana eligibility.

More students than ever are completing virtual internships as the face of where business occurs moves into the digital world. A growing number of internships are project based instead of time based. If the idea of having more hands on deck to tackle a large project sounds appealing to you, consider intern talent!

Adding up the opportunities

Indiana INTERNnet has been bringing employers, students, and educators together for over 15 years to provide high-quality internships and other work-based learning experiences. Over 1,600 students have

found internship opportunities through Indiana INTERNnet since 2017, and the team at Indiana INTERNnet assists employers every day in the creation and implementation of internship programs.

My goal as executive director is to expand our reach across the state to ensure we are meeting the needs of Indiana's high-demand, high-wage industries. We are ready to grow your talent pipeline as part of our program's expansion.

Students who complete internships are more likely than their peers to work in their field of study after graduation. They gain workforce skills alongside their formal education, making them top talent. And if interns are hired at the same place where they intern, they become part of a seamless talent pipeline for employers.

If you have current job postings, you are far closer than you think to having an intern walk through your doors. Today's interns are tomorrow's employees. Why shouldn't they be your employees?

To learn how we can help, visit www.indianaintern.net or call me at (317) 264-6852.

Inside Indiana Business
Deadline Approaching for Hoosier Educators Scholarship
Reed Parker
November 26, 2018

Future teachers have until the end of the month to apply for the Next Generation Hoosier Educators Scholarship. The third-year scholarship program provides a total of \$30,000 for top students who commit to teaching in Indiana for five years after graduation.

"We know that having prepared teachers in the classroom is the key factor affecting students' academic success," said Indiana Commissioner for Higher Education Teresa Lubbers. "This scholarship is designed to attract Indiana's best and brightest to the teaching profession while inspiring a new generation of Hoosier educators."

Students must graduate in the highest 20 percent of their high school class or earn a top 20th percentile score on the SAT or ACT to be eligible. 200 Next Generation Hoosier Educators scholarships are awarded after teacher nominations, interview processes and academic achievement are evaluated. Over 500 students applied last year. Interested students have until November 30 to apply [here](#). Finalists will be selected by January 4, 2019 and students who receive the scholarships will be notified by April 5, 2019.

Midwestern Higher Education Compact
Ken Sauer Assumes Position of MHEC Chair
November 27, 2018

FARGO, ND; MINNEAPOLIS, MN and INDIANAPOLIS, IN – Dr. Ken Sauer, senior associate commissioner and chief academic officer for the Indiana Commission for Higher Education, assumed the position of commission chair of the Midwestern Higher Education Compact (MHEC) for the 2018-19 year, during the commission’s semi-annual meeting held in Fargo, ND, on November 15-16. Sauer was elected vice chair (2017-18) and served a term as treasurer (2016-17).

One of four regional higher education compacts in the United States, MHEC is a nonprofit regional organization assisting its 12 member Midwestern states in advancing higher education through interstate cooperation and resource sharing. The primary constituents served by the Midwestern Higher Education Compact are nearly 1,000 public and private non-profit institutions in the member states whose combined enrollments total over 4.2 million students.

Sauer has served as a MHEC commissioner since October 2007, as the governor’s designee. He was reappointed in March 2017, as Governor Eric Holcomb’s designee.

“I have had the pleasure to work with MHEC for well over a decade and it is an honor to serve as commission chair of an organization that has done so much for its member states,” said Dr. Sauer. “Indiana has benefitted greatly from this incredible organization and I am thrilled to have this opportunity to give back.”

Indiana has been a member of the Compact since March of 1996. Indiana higher education institutions, school districts, state and local governments, as well as students and families have saved nearly \$51 million by using MHEC’s programs and contracts since becoming a member.

“I look forward to working closely with Ken in the coming year as we support our MHEC states and institutions in facing opportunities and challenges,” said Susan Heegaard, MHEC president. “MHEC will benefit from Ken’s deep experience in postsecondary education and passion for opportunity and excellence. We are fortunate and grateful for Ken’s leadership.”

Additional Indiana MHEC Commissioners are: Dr. Greg Goode, executive director of government relations for Indiana State University, Dr. Charles R. Johnson, Jr., president of Vincennes University, Representative Wendy McNamara, and Senator Andy Zay. Ms. Teresa Lubbers, commissioner for the Indiana Commission for Higher Education, serves as commissioner alternate.

ABOUT MHEC

Legislatively created, the Midwestern Higher Education Compact’s purpose is to provide greater higher education opportunities and services in the Midwestern region. Collectively MHEC creates solutions that build higher education’s capacity to better serve individuals, institutions, and states by leveraging the region’s resources, expertise, ideas, and experiences through multi-state: convening, programs, research, and contracts. Member states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Learn more.

Washington Times Herald
Indiana Chamber creates workforce institute to help fill jobs
Scott Miley
November 29, 2018

More than half of 691 Indiana employers surveyed said they left jobs unfilled due to under-qualified applicants, the biggest challenge they face in seeking employees, according to an annual survey by the Indiana Chamber of Commerce.

The trends led the Indiana Chamber to create the Institute for Workforce Excellence, a program in the works for months but announced Thursday.

"The purpose of the Institute for Workforce Excellence is to widen an array of services to employers to assist them in attracting, develop and retaining employees who are ready to meet the challenges of a 21st century global economy," said Kevin Brinegar, Indiana Chamber president and CEO.

The Institute, which is accessible to all Hoosier businesses, is to serve as a one-stop shop for employers seeking training for workers, access to internships and apprenticeships, battling opioid abuse and public policy advocacy, among other programs, Brinegar said.

The Institute is not an indictment of the state's education or workforce departments, Chamber officials said.

"It's more of a reflection of how, generally speaking, siloed those systems are," said Jason Bearce, Indiana Chamber vice president of education and workforce development. "Educators are generally focused on test results and graduation rates. They're not necessarily looking long-term as to what happens to their graduates after they leave their system."

The Chamber praised Gov. Eric Holcomb's efforts in widening workforce programs to help employers and job seekers under the Next Level Jobs banner. Over the next 10 years, more than 1 million skilled workers will be needed to fill open jobs.

However, 73 percent of the survey respondents said they did not use the state's WorkOne employment system to fill job vacancies. Those respondents use internal mechanisms to fill jobs.

"We think that businesses typically don't look to government for answers," Bearce said. "Government certainly has a role to play and government's trying to do a lot, but when it comes to engaging with them and helping them connect to support services and resources to help them address their talent challenges, they're generally not going to go to government first."

In the survey, a third of the business owners said their jobs required a high school diploma or the equivalent, with 18 percent requiring an occupational license or certification and 23 percent requiring a bachelor's degree.

Concerning recruitment, 51 percent of the employers said they left positions open until a qualified applicant was found. That has consistently risen from 39 percent in 2014, said Tom Schuman, Indiana senior vice president of communications and workforce development.

A growing amount, 20 percent, said they reassigned the responsibilities of open jobs to current employees, which is up from 18 percent in 2017. Similarly, 16 percent said they hired an under-qualified candidate for an open position, which is up from 11 percent in 2017.

Among other results from the Chamber's annual survey:

- 62 percent said the supply of applicants does not meet demand.
- 73 percent of companies use internal methods to handle workforce training.
- 33 percent said they partner with educational institutions to develop talent, although 58 percent would consider it.
- Flexible scheduling for employees is most commonly used to promote further education by 76 percent of employers; tuition reimbursement is used by 54 percent.

Last month, a report to the Governor's Workforce Council found that while more Hoosiers are moving into training and careers, there is some duplication of efforts by state agencies. Also, the report found a general lack of awareness among Hoosiers concerning the existence of state and federal programs to help train workers and connect them with employers.

The survey also comes less than two months after Indiana's Legislative Services Agency issued its first report in a survey of the state's complex system of 54 workforce-related programs including the Department of Workforce Development, Department of Education and the Commission for Higher Education.

So far, the survey showed five programs receiving federal funding and three receiving state funding were unable to provide outcome measures.

In a statement, Fred Payne, commissioner of the Department of Workforce Development, said he welcomed the Indiana Chamber's plan to assist businesses and education stakeholders to "combat the complicated workforce challenges faced by employers."

COMMISSION FOR HIGHER EDUCATION

Thursday, December 13, 2018

INFORMATION ITEM D:

Schedule of Upcoming Meetings of the Commission

Background

The Commission presents its schedule of meetings twice a year. As it considers the upcoming schedule each six months, the previous schedule is presented and an additional six months is added. This semiannual process permits publication well in advance of the meeting dates as a convenience to all interested parties.

This item reaffirms this portion of the schedule presented last June:

January 2018	<i>No meeting</i>
February 14, 2019	Vincennes Aviation Center, Indianapolis
March 14, 2019	IUPUI, Indianapolis
April 8, 2019	State of Higher Education Address
April 9, 2019	H. Kent Weldon Conference
May 6, 2019	Commission Office, Indianapolis
June 13, 2019	Purdue University, Fort Wayne

The following six-month schedule has been added:

July 2019	<i>No meeting</i>
August 8, 2019	Ball State University, Muncie
September 12, 2019	Vincennes University, Jasper
October 10, 2019	Ivy Tech Community College, Kokomo
November 2019	<i>No meeting</i>
December 12, 2019	Ivy Tech Community College, Indianapolis