IV. Recommendations

D. Indiana University-Purdue University Indianapolis

1. Continue to develop as an urban research university building on its strength as the state’s life and health sciences university and the unique strengths and priorities of Central Indiana.

2. Continue the strong partnership with Ivy Tech-Indianapolis (renamed the Community College of Central Indiana), by:
   a. Continuing to focus on baccalaureate and graduate and professional programs with an emphasis on interdisciplinary programs that draw on the strengths in the life and health sciences and related to the priorities of Central Indiana and the state as a whole.
   b. Retaining the commitment to providing baccalaureate-level access to Central Indiana as the only public baccalaureate-level institution in the Indianapolis metropolitan area available to place-bound students (especially adults). The campus needs to demonstrate regularly that it is providing program access to its Central Indiana service area.

3. Authorize limited increase in doctoral programs—whenever feasible in partnership with Purdue-West Lafayette and IU Bloomington—provided that it can be demonstrated that these programs are essential for IUPUI to contribute to state and regional priorities. (p. 28)

The complete report can be accessed through the Indiana Commission on Higher Education website: [http://www.che.state.in.us](http://www.che.state.in.us) (Click on Report of the Subcommittee on Higher Education)
III. Observations & Findings
   C. Need for Increased Mission Focus of Indiana’s Universities and Regional Campuses

Indiana has a comparatively well differentiated public higher education system at the baccalaureate and graduate levels. Compared to other states, Indiana has also evolved a complex network of statewide programs and partnerships intended to extend services to the state as a whole in a manner that ensures quality and a degree of efficiency. These points are reflected in: (p. 9)

* * * * *

5. Indiana University-Purdue University Indianapolis (IUPUI) as a nationally recognized model of an urban research university carrying out a complex, multifaceted mission.

IUPUI draws on the strengths of being:
   a. The state’s life and health science university (the venue for statewide IU Schools of Medicine, Nursing, Dentistry and Health and Rehabilitation Sciences).
   b. Linked to the resources of IU Bloomington and Purdue-West Lafayette.
   c. Focused on undergraduate, graduate and professional programs as well as research directly connected to the life and health sciences and areas that relate to the priorities of the region (e.g., philanthropic studies, informatics or forensic science).

Primarily through the School of Medicine, IUPUI produces the second highest dollar volume of nationally competitive research of any institution in Indiana. In addition to its research university mission, IUPUI is the principal public baccalaureate-level access point for the state’s largest metropolitan area and a critical partner with Ivy Tech-Indianapolis in ensuring access and opportunity for Hoosiers in Central Indiana.

6. Ball State University, Indiana State University, and the University of Southern Indiana, each of which has a distinctive mission in terms of programs and clientele and services at both the regional and statewide levels. These institutions also serve as the venue for selected statewide programs of the major research universities (e.g., the IU School of Medicine Centers for Medical Education).

Despite these strengths of Indiana’s public higher education system, there is a need to:

   • Focus the state’s research-extensive universities (Purdue-West Lafayette and IU Bloomington) on increasing highly competitive research, technology transfer and graduate education, especially in—but certainly not limited to—areas critical to state’s future economy. This increased focus on research and technology transfer relates not only to the capacity
in West Lafayette and Bloomington but also the links between that capacity and each of the state’s regions through IUPUI, the regional campuses and other means.

- Reduce the state’s reliance on Purdue-West Lafayette and IU Bloomington to accommodate Indiana undergraduate student enrollments by increasing the selectivity of admissions and encouraging a larger percentage of Indiana undergraduates to attend Ball State, Indiana State, the University of Southern Indiana, IUPUI, and the regional campuses. (pp. 10-11)

* * * * *

- Maintain a balance between the mission of IUPUI as a research university (linking the capacities of IU Bloomington, Purdue-West Lafayette, the life and health sciences and other statewide schools/programs), and the critical mission of serving as the principal access point to baccalaureate programs for the state’s largest metropolitan area., on the other. The IUPUI mission defies easy classification. Due to the needs of Central Indiana, IUPUI will need to resist the pressures to increase selectivity in undergraduate programs to a level comparable to West Lafayette and Bloomington. At the graduate level, the emphasis should continue to be on drawing on the strengths of Bloomington and West Lafayette, while developing additional graduate and research capacity in areas that (1) relate to the life and health sciences, (2) relate to the strengths of Central Indiana, and (3) have an emphasis that differs significantly from the main research university (e.g., interdisciplinary programs and emphasis on issues of major metropolitan areas or drawing on synergy with major research, technology transfer, and economic development initiatives in Central Indiana and statewide).

- Continue to implement the Regional Campus Agreement. The Agreement on Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI, of May 2001, was intended to define the relationships between the regional campuses and IUPUI and the Community College of Indiana (the partnership between Ivy Tech and Vincennes). As indicated below, the conclusion of this study is that the Community College Partnership is not working and that an alternative approach to community college services is necessary. Nevertheless, the basic provisions of the Regional Campus Agreement remain valid. A basic question remains, however, as to whether the continued development of all the regional campuses as primarily baccalaureate and graduate institutions is justified in terms of regional or statewide demand. In particular, questions should be raised about the feasibility of such a mission shift at regional campuses with a substantial percentage (e.g., more than 50%) of their credentials granted at the Associate Degree or Certificate level. In these cases, an alternative would be to emphasize a continuing role of these regional campuses in providing community college services in collaboration with the regional
Ivy Tech/community college. These regional campuses would continue to be the delivery points for statewide IU, Purdue or other programs from other institutions—especially at the baccalaureate and graduate levels. (pp. 11-12)

* * * * *

III. D. Need for a New Approach to Providing Community College Services
The reality facing Indiana in the late 1990s was that community college services were not only highly fragmented and uncoordinated within each region but also being delivered to a high degree by regional campuses and universities at both cost (in terms of expenditures per student) and price (in terms of tuition) that were inconsistent with the community college mission.

The Community College Partnership followed by the “Agreement for the Continued Development of the Regional Campuses of Indiana University and Purdue University, and IUPUI” (Regional Campus Agreement) sought to strengthen and coordinate the services by:

• Strengthening general education and transfer opportunities at Ivy Tech regions by extending VU associate (AA and AS) degrees to selected sites.
• Referring students in need of remedial education prior to admission from the regional campuses and IUPUI to the community college.
• Emphasizing the role of the Community College of Indiana/Ivy Tech in providing remedial and developmental education.
• Moving the regional campuses toward baccalaureate and limited graduate level institutions.
• Moving IUPUI toward the mission of a metropolitan university having research excellence in the biomedical field as well as in other areas important to Indianapolis and Central Indiana.
• Strengthening provisions for articulation and transfer. (p. 14)

* * * * *

Even though the Community College Partnership is not working as planned, several Ivy Tech regions have developed effective working relationships with IU and Purdue regional campuses, IUPUI, and other neighboring universities. This has resulted in strengthened capacity for general education, transfer preparation, remedial and development education, and high-level technical training. Examples of such regions include: Region 1 (Gary, Valparaiso, East Chicago and Michigan City), Region 2 (especially in South Bend), Region 4 (Lafayette), Region 6 (Muncie, Anderson and Marion), and Region 8 (Indianapolis). The positive relationships are characterized by:

• Trust and respect at the level of senior administrators. Appointment of chancellors at both Ivy Tech and the Regional Campuses who understand the role of community colleges and are committed to cooperative relationships is making a significant difference.
• Quality assurance mechanisms resulting from direct, ongoing communication at the faculty level to ensure that academic programs
developed at Ivy Tech meet the quality expectations (curriculum, faculty qualifications, transferability, etc.) of IU, Purdue, and other universities.

- Increased reliance by the regional campuses on Ivy Tech for remedial/developmental programs and evidence that students referred to Ivy Tech return to a regional campus well-prepared for college-level work.
- Evidence of effective transfer agreements.

There are indications that Ivy Tech intends to assert that it should be designated as the Community College System for Indiana. As indicated above, several Ivy Tech sites, which are working well with neighboring regional campuses or universities, are moving toward the point that—in coordination with a neighboring institution such as the relationship between IUPUI and Ivy Tech-Central Indiana—the basic requirements to be recognized as a community college are within reach. This is definitely not the case at all locations, however. (p. 15)

***

III. E. Vertical Institutional and System “Silos” Impede Regional Coordination

Few state policy incentives appear to be in place that provides sustained incentives for regional collaboration to:

- Link with regional economic development and education reform
- Share of facilities and resources
- Share support services
- Foster student mobility and utilization of facilities and services across different institutions

There are clearly exceptions to this pattern:

- The combined campuses of IUPUI and IPFW and the presence of multiple sites of statewide schools (e.g., Schools of Medicine, Nursing, Purdue Statewide Technology, etc.) represent widely respected models for bringing the benefits of the two major state universities to specific regions of the state in a coordinated manner.
- Indiana University East and Ivy Tech Region 9 have co-located facilities and Indiana University-Purdue University Fort Wayne is located across the street from Ivy Tech State College-Fort Wayne, although as noted above the extent of actual sharing at these two locations is far lower than might be expected. (p. 19)

***

III. G. Policy Barriers

2. Capital project review and research competitiveness

  a. Current higher education bonding statutes (IC 20-12-6; IC 20-12-7; and IC-20-12-08) require that the General Assembly specifically authorize any capital project that is to be funded from the sale of bonds and provide the amount of bonds that can be issued to finance the project before bonds can be sold with the following exceptions (IC 20-12-8):
• Dormitories and other housing facilities;
• Food service facilities;
• Student infirmaries and other health service facilities including revenue producing hospital facilities serving the general public;
• Parking facilities in connection with academic facilities; or
• Medical research facilities associated with a school of medicine, if the facilities will generate revenue from state, federal, local, or private gifts, grants, contractual payments, or reimbursements in an amount that is reasonably expected to at least equal the annual debt service requirements of the bonds for the facility for each fiscal year that the bonds are outstanding.

b. This requirement has the potential to put IU Bloomington, Purdue-West Lafayette and IUPUI at a competitive disadvantage because the General Assembly’s calendar does not often correspond to opportunities that arise over the course of the year and General Assembly approval is always uncertain. (pp. 22-23)

* * * * *

IV. Recommendations

Recommendations Regarding Institutions and Sectors

IV. A. Research-Extensive Universities

1. Purdue-West Lafayette and IU Bloomington should:
   • Increase the emphasis on graduate education, research and technology transfer.
   • Increase the number of graduate students.
   • Enroll fewer and better prepared undergraduates.
   • Maintain current programmatic strengths and enhance capacity around state priorities.

2. Presuming that IU Bloomington and Purdue-West Lafayette become somewhat more selective, there is reason to expect that other baccalaureate-level institutions (Ball State, Indiana State, University of Southern Indiana, IUPUI, and Regional Campuses) will be recipients of more qualified student bodies and that this will give these institutions the opportunity to become more selective and improve their performance in comparison to their peers on traditional measures such as graduation rates. (p. 24)

* * * * *

IV. B. Ivy Tech/ Community College

3. Establish an independent external review process and criteria for designation of a community college. No Ivy Tech unit should be authorized to use the designation of “Community College” until it is approved to do so through this external review process. (p. 26)

* * * * *
d. Authorize designated regional community colleges to contract or “purchase” services from a contiguous or neighboring regional campus of Purdue or IU or other university (e.g., IUPUI, Indiana State or Ball State) for:

1) Courses and academic expertise (for example in specialized fields or in low enrollment areas)
2) Shared use of facilities (for example, laboratories, classrooms, libraries, student centers)
3) Administrative and financial support services
4) Student services (pp. 26-27)

* * * * *

IV. D. Indiana University-Purdue University Indianapolis

1. Continue to develop as an urban research university building on its strength as the state’s life and health sciences university and the unique strengths and priorities of Central Indiana.
2. Continue the strong partnership with Ivy Tech-Indianapolis (renamed the Community College of Central Indiana), by:
   a. Continuing to focus on baccalaureate and graduate and professional programs with an emphasis on interdisciplinary programs that draw on the strengths in the life and health sciences and related to the priorities of Central Indiana and the state as a whole.
   b. Retaining the commitment to providing baccalaureate-level access to Central Indiana as the only public baccalaureate-level institution in the Indianapolis metropolitan area available to place-bound students (especially adults). The campus needs to demonstrate regularly that it is providing program access to its Central Indiana service area.
3. Authorize limited increase in doctoral programs—whenever feasible in partnership with Purdue-West Lafayette and IU Bloomington—provided that it can be demonstrated that these programs are essential for IUPUI to contribute to state and regional priorities. (p. 28)

* * * * *

IV. F. Regional Campuses

2. The question should be raised as to whether all the regional campuses should move along the trajectory of baccalaureate and graduate programs as outlined in the Regional Campus Agreement. In two or three cases, the regional demand may not currently exist for significant expansion of free-standing new baccalaureate and (especially) graduate programs. (p. 29)

* * * * *

b. If a substantial percentage (e.g., more than 50%) of the credentials granted at a regional campus are at the Associate Degree or Certificate level, then serious consideration should be given to making the campus an integral part of a region’s community college in partnership with Ivy Tech. This could be accomplished through contractual
arrangements or a two-institution campus such as IUPUI, rather than through creation of a single academic institution. (p. 29)

** IV. Recommendations **

*Recommendations Regarding Policies*

In order to accomplish the priorities we have identified, we feel it necessary to change Indiana state policy in three key areas. First, it will be necessary to define the role of the Indiana Commission for Higher Education differently, charging it with the responsibility to lead the process by which the agenda we have sketched out is further developed, promoted, and implemented. In turn, the Commission should be freed of the requirement to deal with some of its more detailed regulatory duties. Second, some of the financing and resource allocation mechanisms currently in place need to be changed and better aligned with the priorities of the emerging agenda. Finally, we recommend that “compacts” be established between the state and each institution as a way to clarify expectations and commitments of both parties. (p. 30)

** IV. B. Realign State Policy for Financing Higher Education **

2. The priorities we have identified in this report—most explicitly the development of a community college capacity in the state and an enhanced research capacity. With regard to community colleges, an immediate need is bolstering their full-time faculty in the general education area. Development and oversight of a coherent general education curriculum—one that has integrity and high quality in the eyes of the four-year institutions in the state—will require the involvement of full-time faculty members. With regard to research, we recommend creating an incentive pool to be allocated in proportion to the increase in federal and industry research funding acquired on a year-to-year basis. The caveat is that this pool should be available only to those institutions specifically identified as having research as a primary element of their mission—that is, IU Bloomington, Purdue-West Lafayette, and IUPUI (Health Sciences). (p. 31)

** 4. Within the framework of the Multi-Year Compacts, give IU Bloomington, Purdue-West Lafayette, and IUPUI additional flexibility to pursue research opportunities as they arise, the bonding statutes, particularly IC 20-12-8, should be modified to permit those three campuses to sell bonds for research facilities other than medical research facilities associated with the IU School of Medicine without prior General Assembly approval if revenue streams are available to meet the debt service requirements of the facilities. (p. 34)