

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Friday, February 11, 2010

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 9:05 a.m. at University Place Conference Center, Room 132, IUPUI Campus, 850 W. Michigan St., Indianapolis, Indiana, with Chair Mike Smith presiding.

II. ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Cynthia Baker, Gerald Bepko (via conference call), Dennis Bland, Carol D'Amico, Susana Duarte de Suarez (via conference call), Jud Fisher, Keith Hansen, Chris Murphy, Eileen O'Neill Odum, George Rehnquist, Ken Sendelweck, Mike Smith.

Members absent: Jon Costas, Marilyn Moran-Townsend.

The following institutional Presidents attended the meeting: Dr. Linda Bennett, University of Southern Indiana, Dr. Daniel Bradley, Indiana State University, and Dr. Richard Helton, Vincennes University. Dr. Richard Ludwick, President of Independent Colleges of Indiana, was also present.

III. CHAIR'S REPORT

Mr. Smith announced that the Agenda will be slightly altered to accommodate Dr. Bradley's schedule. Indiana State University's degree program Doctor of Philosophy in Educational Administration would be presented first among the decision items.

Mr. Smith announced that, due to his very busy schedule as a Mayor of Valparaiso, Mr. Jon Costas would be resigning from the Commission. Mr. Smith asked Mr. Murphy to read the Resolution honoring Mr. Costas.

- R-11-01.1** **WHEREAS** Jon Costas served with distinction on the Indiana Commission for Higher Education since his appointment in 2005 to represent the First Congressional District, and reappointment in 2009; and
- WHEREAS** he successfully balanced the need to approach challenges facing higher education from a statewide perspective with the necessity of being sensitive to the particular needs of northwestern Indiana; and
- WHEREAS** while on the Commission, he gave generously of his time and talents while at the same time discharging the demanding responsibilities of elective office as Mayor of the City of Valparaiso; and

WHEREAS Mayor Costas served as Vice Chair of the Commission from July 2008 until he became Chair of the Commission in August 2009, ably serving in that post until September 2010; and

WHEREAS during his Chairmanship, he provided exceptional leadership in implementing the vision for Indiana postsecondary education as reflected in “*Reaching Higher*,” and

WHEREAS Jon’s winning manner proved invaluable to the Commission in helping to build consensus around important issues; and

WHEREAS his comments, questions, and insights invariably enriched the dialog around issues facing the Commission;

NOW THEREFORE be it resolved that the Commission for Higher Education expresses its appreciation for Jon Costas’ service to the State on behalf of Indiana higher education and wishes him every success in the future (Motion – Murphy, second – Rehnquist, unanimously approved)

Mr. Smith asked Mr. Hansen to comment on the Student Leadership Conference that took place on January 21st in Indianapolis. Mr. Hansen said that thirty student leaders and student trustees from Indiana state and Independent colleges attended the Conference. Several members of the Commission, as well as Mr. Scott Jenkins from the Governor’s office were also in attendance. Mr. Hansen briefly spoke of the Agenda of the Conference and the positive feedback he received from the attendees.

Mr. Smith thanked all the institutions for their work with the legislature. Mr. Smith said that this is a very busy time, and matters of extreme importance are being considered by the state. Mr. Smith particularly thanked the financial management from Purdue University, Indiana University and Ball State University, simply as an example of the type of work that goes on behind the scenes. The Commission had been able to engage with those and all institutions to look for collaborative and interesting ways to mitigate the financial challenges that are obvious in deliberations around the state regarding the proposed budget.

IV. COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, Commission for Higher Education, joined Mr. Smith in acknowledging the universities’ hard work, and the Commission’s intention to continuing working with them throughout the legislative session on budget and financial aid matters.

Ms. Lubbers noted the luncheon for legislators, which the Commission hosted on January 20th in cooperation with the College Board, National Conference of State Legislature and the Indiana Chamber of Commerce. Ms. Lubbers said that legislators were provided with a Higher Education Notebook, which included information about the higher education issues and budget recommendations.

Ms. Lubbers announced a few upcoming events. The first one is the Tuning Project Conference, which will be held on February 25th. The subject of this conference will be student learning outcomes and the work of LEAP, Tuning, and Lumina’s recently released Degree Qualifications

Profile. All these issues are related to student learning outcomes and how the quality of learning is being measured.

The other events include the Weldon Conference on April 15th and the Faculty Leadership Conference on April 29th. The theme of the Faculty Conference will be academic productivity and learning outcomes.

Ms. Lubbers asked Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, Commission for Higher Education, comment on the Tuning Conference.

Dr. Sauer said that there were funds left over from the Tuning Pilot Project completed last year. The Commission will use these funds to gather faculty members together on February 25th to continue this dialogue. The Commission hopes to have a thorough conversation with state universities, and also encourage the participation of the private colleges in Indiana. The Commission also hopes to continue these conversations at the Faculty Leadership Conference and Weldon Conference.

Mr. Murphy asked whether there will be a future meeting where the Commission members will be given a full report of the Tuning Conference. Dr. Sauer responded in the affirmative.

In conclusion, Ms. Lubbers said that both student and faculty representatives on the Commission serve only a two-year term, and Professor Cynthia Baker's term as a faculty representative on the Commission will be completed this coming June. The 2011 Faculty Nominating Committee will consider names and make recommendations to the Governor for his consideration.

V. CONSIDERATION OF THE MINUTES OF THE DECEMBER 2010 COMMISSION MEETING

R-11-01.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December 2010 regular meeting (Motion – Murphy, second – Fisher, unanimously approved)

VI. DISCUSSION ITEMS

A. Indiana's Cash for College Campaign (January – March 2011)

Mr. Jason Bearce, Associate Commissioner, Strategic Communications and Initiatives, Commission for Higher Education, presented this report.

Mr. Bearce first reminded the Commission members of Learn More Indiana, which is a state-led communication and outreach initiative working to help all Hoosiers succeed in school, complete college and connect to careers. Learn More helps Hoosiers in print, in person, on the phone and on the web to plan, prepare and pay for college and career success.

Mr. Bearce talked about three annual statewide campaigns that deal with planning, paying and preparing for college. Mr. Bearce stated that 70 percent of first-generation college students think they cannot afford college, and there are several reasons for such thinking: Indiana's college tuition and fees have grown by nearly 300 percent since 1990; Indiana's college debt load ranks 15th highest in the country; nearly two-thirds of Hoosiers graduate with college debt, and those who do not

graduate are ten times more likely to default on their college loans. Mr. Bearce then mentioned that there are resources for students: federal government allocates \$83 billion for the tuition purposes; state provides an extra \$250 million; Indiana's public colleges give out \$170 million, and Indiana's private colleges give out \$519 million. The goal of the Cash for College Campaign is to raise awareness about the billions of dollars in financial aid available for those who want to go to college, and to help Hoosier students and families prepare to pay for education and training after high school.

Mr. Bearce spoke about the campaign's emphasis on making sure that students meet the March 10 deadline for filing the FAFSA form. Other steps include saving for college, applying for various scholarships, and having payment plans to pay back the student loans.

Mr. Bearce described various steps of saving for college for students in the elementary, middle and high schools, as well as ways of paying for college for both college and adult students. Mr. Bearce briefly highlighted the resources available for the students and families across the state, including several student scholarship contests.

Mr. Bearce also mentioned the Indiana College Costs Estimator, a state-wide resource, which allows for consistent and accurate estimates of the actual cost of the college from campus to campus, including side by side comparisons. Beyond this, the College Cost Estimator also provides wrap-around services in the form of "Ask the Experts" sessions, which are live interactive chats, when people can ask various questions; "What if" scenarios, and more.

Mr. Bearce stated that Learn More Indiana has a website at CashforCollegeIndiana.org, as well as websites for all three campaigns. Mr. Bearce showed the Commission a few promotional materials made for the Cash for College Campaign.

Ms. D'Amico said that she is aware of some other College Cost Estimators that go one step further and talk about intended fields of study in college and the chances of paying a big debt: some degrees will allow graduates to get better jobs, thus making it easier for them to pay their debt. Mr. Bearce said that this is something that Learn More Indiana is trying to incorporate on all their resources. At present, the information that students can get includes the enrollment numbers, the graduation rates, the job placement in various programs, etc.

Ms. Odum asked whether this campaign has predetermined, specific qualified goals. Mr. Bearce responded affirmatively, saying that Learn More Indiana has a variety of outcome goals; at the broadest possible level Learn More Indiana is trying to set specific goals for each student population. Mr. Bearce confirmed that everything Learn More Indiana is doing is data-driven.

Ms. Duarte de Suarez asked whether the goals for this year campaigns were based on the goals of the last year, and whether they are getting more ambitious. Mr. Bearce responded in affirmative, saying that the goals build upon last year's campaigns' goals and targeting students at each stage of the education pipeline (K-12, college and adult). Learn More Indiana is collecting data related to all of these goals, and

they are seeing good results. Learn More Indiana is being really ambitious and hopes to see ongoing improvement.

B. Indiana College Access Challenge Grant Update

Mr. Bearce presented this report. He began his presentation with saying that everything the Commission does is centered on the completion challenge. Only a third of college freshmen earn a degree on-time, and just over half graduate within six years. The Commission is particularly engaged in the first generation low-income students, which is exemplified by the 21st Century Scholars Program. This program has done a phenomenal job as far as raising aspirations for college: more of these students go to college, and their high school graduation rates are above the general student population.

Mr. Bearce noted that college completion rates among the 21st Century scholars were no better than among their low-income peers, and significantly below the general student population.

Mr. Bearce spoke about the College Access Challenge Grant (CACG), which is funded through the U.S. Department of Education. CACG is designed to support efforts that increase the number of low-income students, who are prepared to enter and succeed in postsecondary education. Indiana currently receives \$2.4 million through CACG (anticipated annually over five years).

Mr. Bearce described the main three components on which Indiana's program focuses: planning, preparing and paying. Learn More Indiana has come up with the tiered support services approach based on student need, and the three tiers are: 1) Communication Campaign Support; 2) Online Support; and 3) On-the-Ground Support.

Mr. Bearce mentioned the CACG partners, which include Indiana Commission for Higher Education/Learn More Indiana; Indiana Youth Institute/Indiana Mentoring Partnership; several Indiana high schools; and several mentoring organizations.

Mr. Bearce briefly spoke about communications and campaign support, in which all students in selected high schools and students statewide are involved. He next spoke about online support, which impacts all students in selected high schools. While giving the online overview, Mr. Bearce mentioned several online support options: Naviance, which is a data-based approach; Navigation 101, which is a curriculum-based approach, and Indiana Career Explorer, which is an assessment-based approach.

Mr. Bearce then spoke about on-the-ground support, which includes student mentoring services. This support focuses mostly on the 21st Century Scholars enrolled in participating Indiana high schools. Mentoring services for scholars begin in high school and continue into college.

Continuing on the subject of on-the-ground support, Mr. Bearce spoke of the state's goal of developing a College Access and Success Mentoring Model, in order to better support Indiana students in accessing and succeeding in education and training beyond high school.

In conclusion, Mr. Bearce talked about other support services, which include webinars, training and collaborative community-based support from local college success coalitions. Currently, such coalitions are available in 18 counties, and 20 more counties will be added each year, until all 92 Indiana counties have a coalition. Mr. Bearce also gave a brief overview of partner roles.

Ms. Odum asked whether the mentors are compensated. Mr. Bearce responded that the state is paying \$1600 per student mentee, most of which covers costs related to managing the mentor-mentee relationship. Ultimately this money is going to the provider, who coordinates and manages the mentoring services.

Ms. Odum asked whether Learn More Indiana benchmarked this mentoring off of the more successful programs elsewhere, or whether this was the best idea for Indiana. Mr. Bearce responded that it is a combination. People have done mentoring, provided on-line solutions, messaging campaigns, but this is the first time that a comprehensive effort was made to combine all three. Mr. Bearce added that Learn More Indiana is excited by this approach and hopefully will be encouraged by the results.

Mr. Murphy asked whether a Posse program, a mentoring program on a campus, was a model for a mentoring program for CSCG.

Mr. Smith responded to Mr. Murphy's question, saying that Posse is a wonderful program, and the results of its work are admirable. Mr. Smith suggested that Commission should make a connection with this program through a Posse foundation in Chicago.

Mr. Bearce added that there are many mentoring programs, but none currently has statewide capacity, so Learn More Indiana has put in an application process to identify existing, proven models that would be willing to adapt their approach to provide some level of consistency across Indiana.

Mr. Murphy said that a few years ago at the Weldon conference he heard presentations from the institutions on what they are doing to improve retention. Mr. Murphy asked whether the Commission should make a connection between the institutions and the mentoring model. Mr. Bearce responded that the design of the mentoring model is that mentor relations begin on the high school level to plug a student into whatever program there is on a college level. If Indiana is not supporting students on a postsecondary level, it is not for a lack of programs; there are a lot of programs, but the problem is they are under many different names, managed by a large number of different offices, and have different procedures. So what seemed to make most sense logistically is to let colleges do what they are doing in their own ways, rather than try to come up with something that would be consistent at every campus, which may never happen.

Mr. Fisher asked whether Learn More is doing anything informational on financial aid for younger children. Mr. Bearce responded that current efforts begin at the kindergarten level, but more could be done to target their resources even earlier. Mr. Fisher said that it is important to start children on a path of higher education early - making sure children can read by the third grade, and talking to parents about the ways to start saving for college as early as possible.

VII. DECISION ITEMS

A. Academic Degree Programs

3. Doctor of Philosophy in Educational Administration To Be Offered by Indiana State University at Evansville and via Distance Education Technology in Partnership with the Vanderburgh School Corporation

Dr. Daniel Bradley, President, Indiana State University (ISU), introduced this item. He said that this program is very important to the University. It is going to help students to achieve their educational goal, and it also brings ISU's College of Education and the Vanderburgh School Corporation closer together to cooperate and develop good partnership.

Dr. Bradley invited Dr. Bradley Balch, Dean, School of Education, to speak about this program.

Dr. Balch introduced Dr. Vince Bertram, Superintendent of the Evansville Vanderburgh School Corporation, and asked him to speak about this program.

Dr. Bertram said that the Vanderburgh School Corporation is Indiana's largest school district. It serves 23,000 children; 60 percent qualify for free or reduced price lunch; 25 percent of the population in the district is minority. Dr. Bertram said that the Corporation is trying to find creative ways, to create solutions to meet the needs of the children in their community. Over the last four years the Corporation started to create more strategic partnerships. They continue to have great partnerships with the University of Southern Indiana, University of Evansville, Ivy Tech, Vincennes University, Brown University, Ohio State University, and now with Indiana State University in creating this new program. Initial interest in the program suggests that approximately two-thirds of the students will be current principals at all levels (elementary through high school), and the other third will be at the director level.

Mr. Smith expressed the Commission's enthusiasm over this great opportunity.

Mr. Murphy said that he would like to see more of the outcomes data. Mr. Smith added that this element is clearly of interest to the Commission members. He also said that it is very encouraging to see that the need was identified, and that one of Indiana's state institutions was able to respond with the tailored specific program.

Dr. Sauer gave the staff recommendations.

R-11-01.3 **RESOLVED:** That the Commission for Higher Education approves the *Doctor of Philosophy (Ph.D.) in Educational Administration* to be offered by Indiana State University at Evansville and via distance education technology in partnership with the Vanderburgh School Corporation, in accordance with the background discussion in this agenda item and the *Abstract*, January 28,2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary, January 28, 2011* (Motion – Murphy, Second – Hanson, unanimously approved)

1. Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription: Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography To Be Offered by Ivy Tech Community College of Indiana Statewide

Dr. Sauer said that the Commission's statutory authority applies to Certificate and Degree Programs that are one year or more in duration and have 30 or more credit hours. All of these twenty Certificates fall in the range of 16 to 20 credit hours. Ivy Tech seeks voluntary authorization from the Commission principally in order to make their students qualify for state financial assistance.

Dr. Sauer mentioned that in 2002 Ivy Tech brought 22 Certificates, all of them under the year in duration, and the Commission approved them. Dr. Sauer pointed out two important features of the Certificates. First of all, they are all tied to third party National Certification, so they are tied to marketable skills. Secondly, they all apply toward the Associate Degree. The courses that comprise these Certificates are all drawn from the Associate Degree curricula.

Another important reason, added Dr. Sauer, is that as the Commission has talked about big goal for Indiana of having 60 percent of population achieve some kind of certificate or degree, these certificates will play an important role in meeting this goal.

Ms. D'Amico asked whether these Certificates have been approved by the Department of Workforce Development, to see if they are prepared to offer their training vouchers for those getting these Certificates, so that it may not be necessary to use SSACI funds.

Dr. Mary Ostrye, Vice President, Academic Affairs, Ivy Tech Community College, responded that they have not done this yet, but they intend to. She added that there are 12 or 15 high school students in Lafayette, who are already interested in automotive certificates, and they are in a dual credit program. They would not be eligible for the Workforce funds. Dr. Ostrye stated that there would be a website developed for these Certificates, and they will have to have DOE approval. She also said that Ivy Tech wants to make sure the students are eligible for financial aid.

Ms. D'Amico said that she was surprised to see the low numbers of expected graduates. Dr. Ostrye responded that she made a very conservative estimate based on Ivy Tech's track record. She added that she is almost positive that the numbers will be much higher, but she wanted to put realistic numbers in the estimate.

Mr. Murphy expressed his concern over using state funds for Certificates that may or may not lead to two- or four-year degrees. He asked how many people took the Certificate programs and did not finish it. Dr. Ostrye said it is hard to determine due to a banner system they have in Ivy Tech, which indicates the degree choice. The students may be pursuing the Certificate and an Associate degree at the same time, so it is extremely difficult to distinguish whether they are pursuing just the Certificate or both. Some students do not specify that they want the Certificate, but when they earn enough credits for a Certificate, they want to receive it.

Mr. Murphy asked whether it is true that when a student announces that he is pursuing an Associate Degree, he will get funds from SSACI. Dr. Ostrye responded that it is true, but Ivy Tech does not want the students to declare that they want an Associate Degree, because later they may decide to get only a Certificate and not pursue an Associate Degree. At this time, Ivy Tech will have to count them in its records as not completing their goal. Dr. Ostrye stated that there are DWD funds available for the students pursuing Certificates.

Mr. Hansen asked whether these Certificates could be finished in one semester. Dr. Ostrye responded that most of them cannot, due to the prerequisites. Mr. Hansen said that the students attending the Student Leadership Conference expressed their concern that they cannot graduate on time because they are unable to take a class they need either because of the schedule of this class, or because the class is full. Dr. Ostrye said that they try to be very attentive to the students needs, but sometimes the students do not follow the scheduled plan.

Ms. Odum asked whether all of these courses were already in place. Dr. Ostrye responded that they were with some exceptions. She confirmed that all the courses that are in the Certificate curriculum will apply to an Associate Degree. Ms. Odum wanted to clarify that these Certificates will not be offered at every campus statewide. Dr. Ostrye confirmed that this is correct, but that Ivy Tech would like to have the authority for any campus to be able to offer any of these Certificates, if they so choose, especially those Certificates that are related to health care.

Mr. Smith wanted Dr. Sauer to confirm that there is nothing about these Certificates that contradicts the work the Commission did in the financial aid study. Dr. Sauer assured the Commission that he cannot see this happen.

Dr. Sauer gave the staff recommendations.

Mr. Murphy asked that in a year or two the Commission would like to received data on the original 22 Certificates that were approved in 2002, and on these 20 that are being approved on this day, to see the graduation rates. Mr. Murphy said

that if people do not finish their Certification, the money will be taken from those who could be getting two- or four-year degrees.

Ms. D'Amico said that she is very enthusiastic about these Certificates, and she hopes that Ivy Tech will be promoting an adult education, since there is a great need to retrain the Hoosier workforce.

Dr. Donald Doucette, Senior Vice President and Provost, Ivy Tech Community College, added a few comments. He said that the focus of these Certificates is to serve adult workers, who comprise 30 percent of the Ivy Tech population; part-time students, who come to Ivy Tech and do not complete a degree, but do complete something that has value in the marketplace. Dr. Doucette assured the Commission that they do have data systems that try to capture the students' intent, and Ivy Tech will continue keeping a record on those students who come to Ivy Tech to get their education.

R-11-01.4 RESOLVED: That the Commission for Higher Education hereby approves the *Certificates in Automotive: Alternative Fuels, Electric & Hybrid Vehicle, Diesel Electronic Controls, and Truck Chassis Systems; Early Childhood Education: Child Development Associate (CDA) and Indiana Youth Development; Electronics and Computer Technology: Automation Controls; Hospitality: Culinarian, Hospitality Management, and Certified Pastry Culinarian; Human Services: Elder Care Professional, Direct Support Professional, and Substance Abuse; Medical Assisting: Medical Transcription; Paramedic: Basic Emergency Medical Studies; Public Safety: Driver/Operator, Fire Prevention and Investigation, Fire Service Administration, and Hazardous Materials; Respiratory Care: Polysomnography*, to be offered by Ivy Tech Community College of Indiana statewide, in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011 (Motion – Murphy, second – D'Amico, unanimously approved)

2. Master of Science in Nursing To Be Offered by Indiana University at Kokomo and East (Richmond)

Dr. Nasser Paydar, Chancellor, IU East, presented this item. Dr. Paydar reminded the Commission members that three years ago IU East announced that they were changing their mission. They eliminated all their Associate Degrees, as well as all their remedial courses; they have created a partnership with Ivy Tech.

Dr. Paydar mentioned that IU East also sees a need for those who have taken some college courses, have Associate Degrees in Indiana and need to complete their program. IU East has developed undergraduate on-line programs to address these students, who want to finish their degrees. Dr. Paydar stated that as a result, IU East enrollment grew 50 percent.

Dr. Paydar briefly spoke about the program being brought to the Commission for approval. He said that both IU East and IU Kokomo have partnered in developing this program. Dr. Paydar said IU East has been asked about this program before, so now this program has been created. Two tracks are available in the proposed program: Nursing Education and Nursing Administration. A notable feature of the proposed programs is their collaborative nature; the two campuses will collaborate on the offering of several required and elective courses, which will be taught online.

Dr. Sauer gave the staff recommendations.

R-11-01.5 **RESOLVED:** That the Commission for Higher Education hereby approves the *Master of Science (M.S.) in Nursing*, to be offered by Indiana University at Kokomo and East (Richmond), in accordance with the background discussion in this agenda item and the *Abstract*, January 28, 2011; and

That the Commission recommends no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, January 28, 2011 (Motion – Sendelweck, second – Rehnquist, unanimously approved)

4. Doctor of Philosophy in Urban Education To Be Offered by Indiana University through its IUPUI campus

Dr. Sauer gave some introductory comments. He said that this program prepares researchers who will be based primarily in university research units and in other settings outside the school corporations in which research could be conducted. There is a difference between this program and other teacher education programs that have come before the Commission. This program did recall the need to take a look at other teacher education programs that are in place around the state. This is a huge project, but the Commission needs to find a way to do that. Dr. Sauer invited Dr. Uday Sukhatme, Executive Vice Chancellor for Academic Affairs, Indiana University Purdue University Indianapolis (IUPUI), to present the program proposal.

Dr. Sukhatme said that many degree programs are aligned with the priorities of Indianapolis. The new proposed program addresses the local, as well as strong national priority, for conducting competent research, and studying and improving urban education. This degree will require students to engage in research, thus preparing them to become leaders who understand the complexities of urban education and who will shape educational practice in the coming decades. This program also provides a strong opportunity for substantial external research funding, which will serve to support graduate students.

Dr. Sukhatme also stated that urban education is still a relatively new field of study, although several major urban serving universities have started this degree program in the past few years, including Columbia University, University of Wisconsin at Milwaukee, John Hopkins University, and several others, all in major cities. The new program fully aligns with IUPUI's mission of serving the local community. It makes use of already existing close collaborations which IUPUI has with all types of urban schools in Central Indiana: public, private, and charter schools. Dr. Sukhatme invited Dr. Pat Rogan, Associate Dean, to speak about the program.

Dr. Rogan said that urban education is a study of complex social systems that interact in an urban environment to shape the lives and learning of students and educators. Given the fact that approximately one out of four students in the United States lives in an urban area, that there is an on-going need of strong research in this area, the need for advanced scholars with experience and expertise in urban education has never been greater.

Dr. Rogan stated that this program will prepare researches, which will be capable of working in a complex urban environment; who are well-versed in the literature relating to urban education, and have high skills in conducting research, including collaborative and interdisciplinary research, designed to solve problems and promote effective reform.

Dr. Rogan added that IUPUI has two centers focused on urban education: the Urban Center for the Advancement of STEM Education and CUME (Center for Urban and Multicultural Education). Dr. Rogan briefly described the curriculum of the program.

Ms. Odum asked how long IUPUI has been offering a Master's Degree in Education. Dr. Rogan responded that this is the second year. Ms. Odum asked whether there are any graduates yet. Dr. Rogan said there will be graduates this year. Ms. Odum asked about the number of graduates. Dr. Robert Helfenbein, Co-Chair of the Graduate Program, responded that they may have eight or ten who will be graduating this year.

Mr. Murphy referred to those universities who offer the same program, and asked whether IUPUI has information regarding their enrollment, the output of these programs, what they have done in their communities, what the positive impact is. Dr. Rogan responded that IUPUI have done their homework on the type of the positions the graduates have taken. Some of the programs graduate 15 to 30 students, and some of the positions that graduates have taken are within the U.S. Department of Education; some became presidents of foundations, leaders of corporations, etc. Mr. Murphy repeated his inquiry regarding the output of these programs, the impact on the urban environment, on the urban education system, or on any outcomes from having these programs, other than that people have obtained employment. Dr. Rogan responded that the leadership that has developed is contributing significantly to the literature IUPUI has around urban education, and they are serving in leadership roles to impact the education reform.

Mr. Smith wanted to share his anxiety and frustration around this element of education reform. He said that at the end of the day the university is training and informing scholars who will be placed in public policy positions. Mr. Smith wondered if anybody can deliver a promise to improve urban education, measuring either by completion rates or other success of the consumers, of the knowledge gained and applied following the research.

Mr. Smith said that he envisions eight presidents proclaiming they are the education presidents; he fashions this picture of enormously talented folks gaining tremendous knowledge of complexities of urban education, but at the end of the day this Commission is not all that excited about creating more informed staff; the Commission wants to know whether the problem can be fixed.

Dr. Rogan said she thinks it is important for the Commission to understand that their School of Education has faculty who are highly engaged in what they call translational research, which takes the literature on research and applies it directly in the fields of educationally related arenas, so that the university may be working to help shape the

educational programs within the state or particular district, to help English language learners, in particular. The university may use the research in partnership with the state and locality to better inform early childhood education; they may use research to decide which of these programs have been most successful nationally. All this means using the data to impact decision making and policy and programs.

Mr. Smith said that he understands all those intentions and has the highest respect for the design and intent. He said he is seeking more information about the ultimate outcome, where these well-trained researchers applied their findings and made a difference; and to what extent this measures the success of this proposed program. Dr. Rogan gave an example locally, talking about the research that looks at pre-kindergarten readiness tools. Researchers have conducted the study, compiled the data, and provided this data to the superintendents. Dr. Rogan stated that locally there are superintendents who are currently looking at the data and following the university's recommendations in order to select one of these pre-kindergarten readiness tools to be used across Marion County.

Mr. Murphy said that on one hand he is intrigued by this, and on the other hand he is troubled by this. The program that is supposed to be translational in intent and is research-oriented has 90 credit hours to get the Doctorate and only 12 credit hours devoted to real quantitative methodology, using informatics and data analysis. Mr. Murphy said that the program is dealing with a complex system, and trying to understand complex systems requires ability to manipulate multiple pieces of data. Mr. Murphy wondered why there were only 12 hours devoted to the data collection and analysis.

Ms. Odum said her question is very much related to that of Mr. Murphy's. She was surprised that Intermediate Statistics applied to the Ph.D. level. She wondered whether the requirement for the Master's level would be lower than that.

Dr. Rogan responded that the inquiry core is intended to provide the students with the knowledge base of the quantitative and qualitative inquiry. That is the foundational element of the research methodology; however, Dr. Rogan assured the Commission that the route of the program is not only through the course work; through all aspects of the program the students are engaged in research activity with faculty as part of the course work and as part of the dissertation. They have research and inquiry foci every step of the way.

Ms. Odum asked whether this was qualitative or quantitative research. Dr. Rogan responded that there were both. Ms. Odum said that it does not appear to be balanced; it appears to be much more geared towards the qualitative approach, based on the information that the Commission received. Ms. Odum said that that was problematic to her, anyway, on a Ph.D. level.

Dr. Rogan responded that the inquiry core is very much in line with research Ph.D. programs across the country.

Ms. Odum asked who gets the Advanced Statistics. Dr. Helfenbein stated that this is very much in line with Ph.D. work in education. One of the other factors is that there is a faculty committee, which works with individual students around specific research questions that the students develop. Dr. Helfenbein said that this is the best part of working with doctoral students, because the faculty does not know what questions the students are going to bring. Dr. Helfenbein added that in consultation with this

committee very often the further work in inquiry is required, based on the specific types of questions and types of inquiry the students are taking up. Very often it means further courses in statistical methodology, or particular sub-sets of statistical methodology, as well. This varies according to the student.

Dr. Helfenbein said he wanted to make a distinction. There is a Research Methodology of Inquiry Ph.D. program in Bloomington that was approved two or three years ago. Ms. Odum asked how this program compares to that one in terms of requirements. Dr. Helfenbein said that that program is preparing students of Methodology, so that writing and the research that they do is on the tools, the measures. The program being proposed to the Commission is slightly different in the sense that the university wants to understand the tools to get to the deeper questions in urban contexts.

Dr. Helfenbein also explained that it is conceivable that one of the students in this program may get a minor in Inquiry in Bloomington, which would be an additional 12 hours in specific inquiry methodology. This is a new part in Bloomington, and the university sees more and more students who are doing that. It is important to deeply understand the tools of methodology. But part of the confusion relates to a difference between the Ed.D. and Ph.D. There are a lot of Ed.Ds offered, and that is a degree designed to provide leaders within the districts, superintendents, leaders in DOE, etc. That is a very high level, highly skilled practitioner degree. This new program, which is being proposed, is preparing researches, and that is a very big difference.

Ms. D'Amico said that it makes it even more troubling for a Ph.D. to have the limited numbers of credit hours devoted to the actual research. She asked how this program would look different from an Ed.D. other than the word "urban" inserted in many cases. Dr. Rogan responded that this program has an inquiry or research orientation, whereas Ed.D. is more focused on a practitioner's level. Ms. D'Amico repeated that based on the information that the Commission has, this program looks familiar with the exception of the word "urban" inserted in it.

Dr. Barbara Bichelmeyer, Associate Vice President for Academic Planning, Indiana University, explained that in a Ph.D. program there are at least 15 credit hours dedicated to the dissertation, which is actual research that is focused on having students develop the exact research competency they need while engaged in some study related to an urban education focus. The minor in the Ph.D. often tends to be used towards providing the exact statistical or qualitative methods that the student needs. So when the inquiry core of the dissertation is combined with the minor, there are possibly at least half of these courses dedicated to statistics or to quantitative approaches, or to some kind of research method.

Ms. D'Amico asked whether in regular Ed.D. programs the dissertation would not be 15 credits. Dr. Bichelmeyer responded that an Ed.D. often is a 75 credit hour program, and the dissertation can be project-related as opposed to being research-related. Ms. D'Amico indicated that Dr. Bichelmeyer said it is possible that half of the courses will be dedicated to statistics, but there is nothing in the program that suggests that this is the case. Dr. Bichelmeyer said that in this Ph.D. program it is definitely 30 hours out of 90, which is a third of all hours; generally, for a minor there might be up to 18 more hours, but it is not guaranteed that all 18 hours will be research-related.

Ms. D'Amico asked whether the proposed curriculum will be exactly what it is at John Hopkins University. Dr. Rogan responded that this program is unique, though they did look at the curricula in other universities.

Mr. Bland asked what inspired IUPUI to offer this program in Indianapolis. He said that the University has explained more about the research and addressed some of the concerns, but he wanted to know what excited the university so that it translates into change here in the urban environment. Dr. Rogan responded that given that IUPUI already has multiple partnerships in the Indianapolis area, as well as statewide and nationally, the University has high demand and high interest among people who want to pursue this degree. These people see it as a way of extending their knowledge, their career growth, their impact on an education-related field, and that is what is so exciting to IUPUI.

Dr. Rogan also said that IUPUI has the faculty who are already highly engaged in their own research trajectories around issues on urban education. The university has collaborated nationally with others who are doing similar work. They had conversations with the other universities who are offering similar programs, and they know that they will join that elite coalition, so that collectively, as urban serving universities, they can better impact the P-20 pipeline and leadership.

Dr. Rogan added that all of those efforts in partnership are also combined with the fact that the university has smart, passionate, hard-working, innovative doctoral students who will come in and work to continue to elevate this program, the rigor of the research, the impact of the findings and the impact on school education and reform. All this is very exciting for the university; they are ready for that.

Dr. Sukhatme added to this that IUPUI has a much stronger reputation than all the other institutions as far as community and civic engagement is concerned.

Dr. Robert Sandy, Assistant Vice President for Statewide Academic Relations, IUPUI, said that the oldest of these programs is 10 years. Given the 5-6 year life to creating the Ph.D., it is not possible to get a record yet on how the results of trained Ph.Ds. have changed urban education. Dr. Sandy said that when his department came in with its Ph.D. program, it has nine credit hours of econometrics courses, and that was enough then, because economics was considered to be a quantitative course.

Dr. Sandy also added that students in the Ph.D. program have to take a number of statistics classes, which are built into the thesis, and in some cases they have to take extra statistical classes, or learn on their own. The students cannot finish their thesis without the requisite skills related to the problem the students are addressing.

Ms. Odum asked whether an average Ph.D. economic student needs to take an Intermediate Statistics course. Dr. Helfenbein responded that this would be an Intermediate Doctoral Statistics course. He explained that there are different levels of Intermediate Statistics courses, and Intermediate Statistics on the Master's level is not the same as this on the Doctoral level.

Ms. Odum asked what the prerequisite for the Intermediate Statistics course would be for a person coming in without the quantitative background. Dr. Helfenbein responded that it would depend on the student, because there is certain educational research within a

Master's degree, as well as in educational research, and there is an inquiry core; so admissions will have to determine what prerequisite courses the student will have to take to reach the Ph.D. level.

Dr. Bichelmeyer talked about levels of statistical courses for various degrees. Dr. Rogan added that IUPUI has been working on this program for five years, have done intensive research, looked at the top tier universities in the country, and they can put this program of study up against any program, because this is very rigorous program.

Dr. Sauer gave the staff recommendation. He said that the staff has had extensive conversations about this program. There are some areas that could be pursued further in terms of other education Ph.D. programs that have been in place for at least a few years. Dr. Sauer added that he thinks that the Commission staff tried to pay attention to some of the bigger issues and to sort out what this program is about. This program is not really designed to prepare people to go to a school corporation; it is intended to prepare researchers who will be employed outside the school system. The staff wanted to give the University a chance to make its case. Dr. Sauer stated that the staff also felt that urban school corporations do have very difficult complex problems, and to the extent that this particular program provided an opportunity to understand those problems better and to have their findings applied, the program could make positive difference. Dr. Sauer said that the Commission staff felt that this opportunity warranted the positive recommendation.

Mr. Murphy referred to page 77 in the Agenda book and asked for an explanation of the financial issue. Dr. Sauer said that it was the staff understanding that there were no new state funds requested for this program. He apologized for the mistake on page 77. Mr. Smith asked for a new chart to be provided to the Commission members.

Mr. Murphy said that since undertaking the "*Reaching Higher*," the Commission has had a good bit of a dialogue about the problems, either perceived or real, with the Schools of Education in the state. Mr. Murphy stated that the Commission members wanted to stand back, and possibly, with the help of outside funding, look much harder at what is coming out of Schools of Education, what impact they have on teaching in the State of Indiana and the results of teaching in Indiana. As the Commission looks at these issues, added Mr. Murphy, this is something that needs to be put in the back of the mind in regards of the context.

Mr. Smith said it prompts him, however, to observe the discussion that makes no more clear connection to that previously stated objective than the one with which the Commission members came to at the meeting. Mr. Smith stated that he has heard this bifurcation of both the scholarly pursuit and the outcome, and the point of this discussion is not Ed.D., but a much different objective. Mr. Smith pointed out that the Commission is plowing a new ground here, and this leaves a program at higher risk.

Mr. Bland said that it excited him to talk about the challenges of our environment. There is so much criticism of what we do and not do, and what we do not have, how people really are not making a difference. Mr. Bland stated that he would much rather see institutions saying: "This is our background, this is our history, this is our work at the ground level, this is our work at the Master's level, we've researched this, and we see these other institutions, and we are trying to engage with them to have the full working

collaboration with the Woodrow Wilson fellows.” Mr. Bland added that all those things make him say that he admires the University for pursuing this.

Dr. Bepko made a motion to approve the program. Dr. Baker seconded the motion. Ms. D’Amico said that her vote will be “No”. She explained that it is not because she does not respect the great deal of thought that went into this program and the motive behind it. She said that her concerns are that the promise that Mr. Bland articulated does not come through the pages of the proposed program. She said she would be interested to know a little bit more about other programs from other respected universities.

Dr. Bepko said that he had spent 40 years in Indianapolis trying to create new programs that were responsive and creating an institution that was engaged. Dr. Bepko added that he should think that if this kind of a research Ph.D. program was not proposed, the Commission should have asked the IU School of Education why they were not doing what seems highly relevant and something they ought to be doing.

Mr. Smith thanked Dr. Bepko for his supporting remarks. He referred to Mr. Bland’s question on what inspired and what excited IUPUI about this proposed program. Mr. Smith explained that the Commission is saying that there is a mandate, and the Commission would really like to see the program lifted higher, made more distinctive, make an even deeper dive into a very obvious threat not only to our community, but to our nation, and that is the spirit of what is going on here. Mr. Smith pointed out that there is not expressed antagonism towards the program; everybody is saluting and acknowledging it. However, concluded Mr. Smith, what the Commission has been asked to respond to, falls short of what they hoped to see.

Ms. Duarte de Suarez said that she would like to join Ms. D’Amico in voting against the program.

Ms. Odum said she would abstain, because she feels she does not have adequate information to make an informed judgment. She added that she does not put that on the IUPUI team, but this may be the Commission’s own traditional process here which the members may be forced to use. For her personally, Ms. Odum said, it could be her lack of time on the Commission, but especially for the Ph.D. level there is just not enough information for her to really understand how it relates to IUPUI’s successful Master’s program.

Dr. Bepko wanted to make clear whether the request was to make the recommendations better. Mr. Smith confirmed that. Dr. Bepko asked whether there are any specific recommendations on how the program could be made better. Mr. Smith responded that there are unprosecuted inquiries as to how the esteemed peers are doing and how this compares, for example, to the programs that are currently in place with the esteemed peer group.

Mr. Hansen said that he would abstain, as well. He said he sees no reason why the Commission cannot get more information about the program; that it would not significantly hurt the program by pushing it back.

Dr. Sauer said that the Commission always has an option of tabling this item and having staff pursue some of the questions that have been raised.

Dr. Bepko expressed the wish to see a specific list of comments that have been made during the discussion; he said he would like to have a chance to reflect on them.

Dr. Sauer responded that the Commission has raised a good point, and the course of action would be to table the item for this meeting, and to have the staff work in conjunction with the university representatives and with individual Commission members, to develop a list of items for which additional information should be provided.

Mr. Smith suggested that previous motion to approve be withdrawn, after which there would be a new motion to table the item.

R-11-01.6 RESOLVED: That the Commission for Higher Education hereby agrees to table the *Doctor of Philosophy in Urban Education*, offered by Indiana University through its IUPUI Campus (Motion – Murphy, second – D’Amico, unanimously approved)

Mr. Smith addressed the IUPUI representatives, saying that perhaps, this is the value of the process that the vote will develop an even deeper understanding of what should excite everybody concerned. The Commission looks forward to see the results promptly, perhaps, at the Commission’s next meeting.

Dr. Bepko said that he thinks this is an important step, because of some good comments that were made, which should be inviting. He added that the Commission should have a chance to work on these comments, and the University should have a chance to make improvements, based on these comments.

Mr. Smith agreed with these comments, and he said other Commission members agreed with them, as well.

5. Academic Degree Programs on Which Staff Propose Expedited Action

Staff presented a list of degree program proposals for expedited action.

R-11-01.7 RESOLVED: That the Commission for Higher Education hereby approves by consent the following degree programs, in accordance with background information provided in this agenda item:

- Bachelor of Science in Criminal Justice to be offered by Indiana University East Statewide via Distance Education Technology
- Bachelor of Science in Homeland Security and Public Safety to be offered by Vincennes University Statewide via Distance Education Technology (Motion – Murphy, second – Sendelweck, unanimously approved)

B. Capital Projects

1. Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus

Mr. Jason Dudich, Associate Commissioner and Chief Financial Officer, Commission for Higher Education, presented this item. He said that this project has been previously authorized by the General Assembly. This is Phase II, and Phase I was approved by the Commission on September of 2009, at approximately \$39.5 million. Mr. Dudich gave a brief description of the project.

Mr. Dudich mentioned that at this point Ivy Tech is requesting only a portion of Phase II, so at some later date they will come back for the additional \$23 million in authority to construct an independent facility behind the new St. Vincent facility and the infrastructure work at the North Meridian Campus Technology Building. Ivy Tech provided an option to not request all \$6.8 million today; they would be happy to finish the connector between the two campuses at a cost of \$2.4 million.

Mr. Dudich gave the staff recommendation. The estimated cost of the project in terms of fee replacement annually is \$590,000, based on the \$6.8 million. There is currently no funding in the Commission recommended appropriation for this project. In the recommendations that the Commission members voted on in December, and those presented to the House Ways and Means Committee and the Budget Committee, this project is not listed. However, in the conversations with Commission members in November and December, it has been agreed that if the Commission approves this project, the Commission staff will work with legislative staff to identify current dollars, not new dollars, to fund this project.

Ms. Odum offered an amendment to the vote. She suggested that the approval would be contingent upon Ivy Tech finding funding necessary to cover the fee replacement cost within the Commission's appropriation recommendation for Ivy Tech.

R-11-01.8 RESOLVED: That the Commission for Higher Education recommends amended approval to the State Budget Agency and the State Budget Committee the following project: *Indianapolis Fall Creek Expansion Project at the Indianapolis Ivy Tech Campus*, as presented in the project description and staff analysis (Motion – Fisher, second – Murphy, unanimously approved)

2. Advanced Manufacturing Training & Technology Center at Vincennes University – Jasper Campus

Mr. Dudich presented this item. He stated that this project had an overwhelming support from the community and surrounding counties, economic organizations, school corporations, businesses in Dubois County and Jasper area. Vincennes University is going to have total funding support of nearly \$5,000,000 coming from the community, which is almost half the cost of the overall project.

Mr. Dudich stated that this project was previously authorized by the General Assembly in 2007. Estimated fee replacement for the project is \$698,000. Mr. Dudich added that the funds for this project are not included in the Commission's Higher Education budget

recommendation for Vincennes and not included in the fee replacement appropriation. However, in the conversations with Commission members in November and December, it has been agreed that if the Commission approves this project, the Commission staff will work with legislative staff to identify current dollars, not new dollars, to fund this project.

Mr. Dudich gave the staff recommendation.

Ms. Odum asked for the same amendment, that these funds be found within Vincennes resources and not be taken from other institutions at this point.

R-11-01.9 **RESOLVED:** That the Commission for Higher Education recommends amended approval to the State Budget Agency and the State Budget Committee the following project: *Advanced Manufacturing Training & Technology Center at Vincennes University – Jasper Campus*, as presented in the project description and staff analysis (Motion – D’Amico, second – Rehnquist, unanimously approved)

3. Capital Project on Which Staff Proposes Expedited Action

Staff presented an item for expedited action.

R-11-01.10 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project, in accordance with the background information provided in this agenda item:

- McNutt (Dejoya) and Teter (Wissler) Quad Restrooms – Renovation: \$3,552,200 (Motion – Sendelweck, second – Hansen, unanimously approved)

VIII. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Capital Improvement Projects on Which Staff Have Acted
- C. Capital Improvement Projects Awaiting Action
- D. Minutes of the December Commission Working Sessions

IX. NEW BUSINESS

There was none.

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 11:45 a.m.

Mike Smith, Chair

Jud Fisher, Secretary