

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, June 13, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Indiana University Purdue University Fort Wayne (IPFW), with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jon Costas, Susana Duarte De Suarez, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Chris Murphy, Dan Peterson, Hannah Rozow, Kent Scheller.

Members Absent: George Rehnquist, Mike Smith.

CHAIR'S REPORT

Ms. Moran-Townsend invited Dr. Vicky Carwein, Chancellor of Indiana University Purdue University Fort Wayne campus, to give welcoming remarks. Dr. Carwein spoke about their new strategic plan for the next several years that will go in effect in 2014. This new plan will be focused on student success. Dr. Carwein thanked the Commission for including their campus in Reciprocity Agreement. Dr. Carwein welcomed Commission members to the campus.

Ms. Moran-Townsend announced that this was the last meeting for Dr. Kent Scheller as a faculty representative. She thanked Dr. Scheller for his hard work and wisdom that he put in the deliberations and work regarding the policy setting, as well as for being courageous when sharing the minority position on an issue. Ms. Moran-Townsend asked to Dr. Bepko to read the resolution honoring Dr. Kent Scheller.

R-13-04.1 **WHEREAS**, Kent Scheller served with distinction for the past two years as the faculty member designated by the Governor to be a member of the Indiana Commission for Higher Education;

WHEREAS, during this period of service, Kent Scheller discharged his responsibilities with extraordinary distinction;

WHEREAS, Professor Scheller achieved that distinction by addressing issues from an academic or faculty perspective and carefully giving voice to concerns of faculty on a broad range of issues;

WHEREAS, the insights Professor Scheller brought to ICHE discussions were cogent and valuable in the process of formulating ICHE policy;

WHEREAS, Kent participated actively in two highly successful H. Kent Weldon Conferences for Higher Education, including the break-out sessions which he led;

WHEREAS, he raised important issues and concerns of faculty as the ICHE formulated its 2013-15 biennial Budget recommendation for higher education to the General Assembly;

WHEREAS, he made significant contributions to the creation and development of *Reaching Higher, Achieving More*;

WHEREAS, he had a particularly important impact on shaping the well regarded new program guidelines, policies, and practices;

WHEREAS, Kent was an original member of the Academic Affairs and Quality Committee and contributed greatly to the work of the Committee through, among other things, his close reading of new program proposals and related thoughtful comments and questions;

NOW, THEREFORE BE IT RESOLVED, that the Indiana Commission for Higher Education expresses its deep appreciation to Kent Scheller for his dedicated service as the Governor's Faculty Representative to the ICHE and wishes him well as he devotes more of his time to his first love – teaching university level Physics (Motion – Bepko, approved by consensus).

In his response, Dr. Scheller said that when he was first appointed by the Governor, he did not understand the depths of higher education and how much he had to learn. Dr. Scheller thanked Teresa for her ability to walk a fine line between the educational and political arenas and maintaining an effective balance. Dr. Scheller also thanked Dr. Sauer for his attention to the detail in the academic programs and his concern for rigor and quality in providing the best opportunities for the students in Indiana. Dr. Scheller expressed thanks to other members of the Commission and staff for their time in collegial discourse for the betterment of Hoosier students. Dr. Scheller also thanked the university representatives for their command of the political, fiscal and academic sides of the higher education and invaluable relationships and partnerships they provide to the Commission.

Dr. Scheller said that Hoosier students are not equitably supported between comparable institutions and state of Indiana and that disparity directly affects the opportunity for these students to ultimately succeed. On an academic side, the most important work the Commission does is fostering and approval of new academic programs. Over the past several years the large emphasis was put on the job training, and greater focus has been made on those programs that create or supply employment. Dr. Scheller pointed out that the academy's primary focus must remain on teaching and learning, preparing students to live wisely in a global theatre. He added that it is important to train the students for critical thinking, and prepare them for their entire career. In the long run it will benefit Indiana the greatest. In closing, Dr. Scheller said that teaching and learning at any level rank second only to parenting, as the most important think people can do as a society.

Ms. Moran-Townsend informed the Commission about two new staff members on the Commission. Mr. Matt Hawkins will join the Commission on July 8th as a CFO. Matt has earned a Bachelor's degree in Business Administration from Trine University and MBA from Butler

University. Previously he was holding jobs with the City of Indianapolis, Butler University, and most recently, with Ivy Tech Community College, where he was an Executive Director of the Grants' Office. Mr. Mark Jones will join the staff of SFA as Senior Application System Analyst. Mark has a BS in Computers Graphics Technology from Purdue University, and has been working in the computer technology in the past ten years, most recently for Indiana Business Research Center and the department of local government. Ms. Moran-Townsend also mentioned several interns, who will be working at the Commission this summer: Max McLennan, who is pursuing a BS at IU Bloomington; Daniel Pearson, who is pursuing an MA at Ball State; Aaron Berry, who is pursuing a BS at Ball State; and Elijah Howe, who is pursuing a PhD at Purdue.

R-13-04.2 RESOLVED: That the Commission for Higher Education approves the hiring of two new staff members for the Commission and SFA (Motion – Fisher, second – Bepko, unanimously approved)

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, on behalf of the Commission staff extended deep gratitude to Kent Scheller for the service he provided to the Commission's work and strategic plan for the last two years. She said that Dr. Scheller has reminded the Commission many times about building a student-centered system of higher education and the importance of learning. Ms. Lubbers said that a lot is expected from the members of the Commission, even though they serve as volunteers, and this is a huge commitment of their time, as well as their counsel. Ms. Lubbers said that the Commission has been honored by Dr. Scheller's service and friendship. She added an open invitation for him to come and visit any time.

Ms. Lubbers announced that today marks a special day in the life of one of the Commission staff members. Melinda Merony will be married later this evening and will become Melinda Santulli. Ms. Lubbers invited everybody to join her in offering congratulations and warm wishes.

Ms. Lubbers also asked that the attendees join her in congratulating Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, and Mr. Doug Lintner, Design and Digital Media Manager, whose work on Learn More Indiana's website was recognized with two Awards of Distinction in Education and Visual Appeal by the Communicator Awards – the largest and most competitive awards program honoring the creative excellence for communications professionals. The Communicator Awards are judged and overseen by the International Academy of the Visual Arts.

Ms. Lubbers told the Commission that last Thursday and Friday the Midwest Higher Education Compact (MHEC) met in Indianapolis for its Executive Committee Meeting. Indiana was asked to highlight its efforts to improve student success. Ms. Lubbers said that she was joined by a panel comprised of Representative Tom Dermody, Mr. Andrew Kossack of the Governor's Office, and Ms. Cheryl Orr Dixon of Complete College America, to highlight the key areas, including: the usage of financial aid to incent student success; the requirement for each student to have and follow degree maps; the redesign of remediation; and the Commission's Return on Investment efforts.

In conclusion, Ms. Lubbers said that there will be no Commission meeting in July, but in August the Commission will welcome new members and will hold its election of officers.

CONSIDERATION OF THE MINUTES OF THE MAY 2013 COMMISSION MEETING

R-13-04.3 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the May, 2013 regular meeting (Motion – Fisher, second – Peterson, unanimously approved)

II. DISCUSSION ITEM: The Public Square

A. Defining and Measuring Quality

Ms. Moran-Townsend invited Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, to facilitate the panel.

Dr. Sauer introduced Dr. Carol Geary Schneider, President, Association of American Colleges and Universities (AAC&U).

Dr. Schneider made a presentation on Liberal Education and America's Promise (LEAP). First, she explained the structure and network of AAC&U. Then she talked about LEAP. This is a multi-front effort that works simultaneously on advocacy for high quality learning and campus action to help faculty and students achieve the kind of learning necessary for the 21st century.

Dr. Schneider explained the reasons why LEAP was launched by the Association. Today there is a demand for more informed citizens; there is also a demand from employers and from the global community for the graduates with higher levels of learning and knowledge, as well as with some new and different skills and abilities. LEAP has been pursuing a question regarding the kind of learning that prepares the students well for this economy and democracy; the kinds of practices that would help the students achieve it, and evidence that they are achieving this kind of quality.

Dr. Schneider said that LEAP is promoting the forms of learning that blend the strength of liberal arts education and career in professional technical programs. LEAP wants to make sure students know what they are supposed to be learning in college and that they are achieving this learning. LEAP is also providing tools for documenting a progress in these goals.

Next Dr. Schneider spoke about a four part framework for quality that LEAP has developed in concert with colleges, universities, and community colleges across the United States, taking some of their important ideas and evidence from the institutions in Indiana. The framework consists of the set of essential learning outcomes; high impact practices; authentic assessments of student learning; and inclusive excellence.

At this point Dr. Schneider referred to the second handout, "Reaching Higher, Achieving More – Indiana and LEAP", which gives more details of the framework of learning outcomes that are being promoted by LEAP, and that hundreds of colleges, universities and community colleges have already adapted in some form. As a part of a degree, students need broader knowledge of science, society, culture, the arts and traditional components to the arts and sciences. LEAP is emphasizing a set of intellectual and practical skills that are fundamental to the economy and for our democracy: creative analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, team work and problem solving.

Dr. Schneider emphasized the fact that the universities are educating the students not just for the economy, but for a diverse democracy with global responsibilities, and the students need the kind of learning that prepares them to take an active role in solving problems. Dr. Schneider also said that there is a very strong focus on making sure that students can adapt their learning to new challenges; integrate the knowledge, the skills, and the sense of responsibility and use them.

Dr. Schneider told the Commission members that several years ago AAC&U began a process of asking higher education about its goals, and practices that would help students to achieve these goals. In concert with Indiana University and National Study of Student Engagement, AAC&U began developing the evidence that when students use these practices more frequently, they are more likely to persist and to finish, and they do achieve higher levels of skills and learning.

Next Dr. Schneider talked about the authentic assessments tied to those high impact practices. When students are doing the graduate research, internships, or project intensive courses they are showing whether or not they have achieved a high level of integrating their knowledge, skill, and responsibility in application. LEAP has received support from the industry and the Federal government to develop a set of VALUE rubrics (tools) to probe students' actual work and see whether or not it shows their achievement of intended learning outcomes.

Speaking about the inclusive excellence, Dr. Schneider said that traditionally, in higher education there had been many programs described as terminal degrees, not intended to lead to a continuing opportunity. AAC&U is working to change this through LEAP.

Dr. Schneider spoke about working closely with employers, producing a series of national reports and studies based on surveys done by employers. Dr. Schneider mentioned the latest one, called "It Takes More Than a Major" that was released about a month ago. Dr. Schneider showed the results of the employees' surveys, who overwhelmingly wanted a big picture of learning, as well as specific skills and knowledge. Ninety five (95) percent of employers say that innovation is the key to success in their enterprise, as well as the ability to keep adapting to a changing world.

Dr. Schneider quoted a few more numbers from that survey. Eighty (80) percent of employers have strongly endorsed so called high impact practices. To a question whether they thought e-portfolios would be useful to them in making hiring decisions, 80 percent responded in the affirmative. The vast majority of employers are saying that they want more emphasis to be placed on the key components of the essential learning outcomes. Four out of five employers said that they value employees' ability to apply their knowledge in the real world settings. Eighty six (86) percent of employers thought the students should have direct experience in solving problems in the community.

Dr. Schneider mentioned that there was a question whether the employers supported the high impact practices. Eighty three (83) percent of employers would like to see students doing research; 79 percent – senior projects; 78 – internships; 74 – collaborative research; 69 – scientific inquiry, to have understanding on how the science is constructed. Sixty six (66) percent of employers want more attention to the

ethical questions. Fifty nine (59) percent of employers preferred the idea of on-line education versus classroom learning.

There was the set of questions on the survey about what employers look for in their hiring. Ninety six (96) percent of employers give the highest rating to apparent ethics and integrity; 96 percent are looking for ease and comfort in working with people from diverse cultural backgrounds; and a large number is looking for a demonstrated capacity for professional growth and development. Seventy one (71) percent of employers also mentioned the high importance of students' experience in service.

Next, Dr. Schneider gave more details on the LEAP states. It is an affiliation of eight states and two consortia: COPLAC, which is a Consortium of Public Liberal Arts Colleges (there are 22 of them around the country) and National Association of Colleges and Universities (NACU), which is a group of private colleges.

The idea behind forming partnerships with states is that it is easier to get most leverage working with state systems, where states collectively make decisions about the kind of learning they want for the students and practices that are worth investing in. Dr. Schneider noted that AAC&U has been working in partnership with the states since 2005, and these states have become a laboratory for applying the learning outcomes to such issues as transfer and creating a single pathway to general education.

Collectively, LEAP is a set of campuses and institutions that are working together to figure out how to make this kind of learning pervasive rather than simply available. It is increasingly focused on policy; fundamental changes in policy will have to be made in order to build this kind of framework for quality. At present, progress is tied directly to the number of credit hours. Dr. Schneider added that right now AAC&U is working with eight LEAP states and with Indiana in Quality Collaboratives, which was founded by Lumina Foundation.

Dr. Schneider mentioned two other projects. One is a Roadmap Project, designed for the students in community colleges. AAC&U has been funded to work with 22 community colleges across the country on ways of making LEAP real on these campuses. There is a close connection between this project and Quality Collaboratives.

The final project is called VALUE (Valid Assessment of Learning and Undergraduate Education). A number of states, some of which are LEAP states, have agreed to come together to use the VALUE's tools, to go deeper in the quality question and to exchange reports on students' progress.

In conclusion, Dr. Schneider said that AAC&U hopes that Indiana will become a part of this enterprise in a continuing way. She added that AAC&U has benefited enormously from their learning in Indiana, since a lot of the key ideas that LEAP is driving have been pioneered by IUPUI 15 years ago.

In response to Mr. Peterson's question whether AAC&U surveyed employers from different sectors, Dr. Schneider responded in the affirmative, saying that they looked at different levels of industry; and the last two surveys worked with non-profitable organizations, as well. Dr. Schneider also responded in the affirmative to another

question from Mr. Peterson, whether the same response was received from the different sectors. Dr. Schneider said that there are four surveys, and approximately 1500 people responded; the surveys do show a trend toward paying more attention to ethics.

Responding to Dr. Scheller's question whether there is any documented evidence of outcomes after having become a LEAP state, Dr. Schneider said that when LEAP first started there was a question whether the systems would adopt the outcomes framework, so virtually all of them had either to rewrite their own or adapt these specifically. There are a lot of campuses within the systems that are trying out the assessments, but there is no evidence that the students are actually gaining on the outcomes. Dr. Schneider pointed out that there is evidence, however, that when the students from the populations with high dropout rates are significantly involved with so called high impact practices, their graduation rates double to 78 percent.

Ms. Duarte De Suarez noted that employers often complain about students coming to work unprepared for workforce. At the same time there is evidence that some students graduate from high school and still need remediation. Ms. Duarte De Suarez asked whether Dr. Schneider thinks that higher education institutions are capable of instilling in the young adults some of these qualities needed for the workforce.

Dr. Schneider referred to a text on top of page 2 of the handout, where it is said that beginning in school, and continuing at higher levels across the college study, students should prepare for 21st century challenges. The set of essential outcomes cannot begin in college. AAC&U does not have the bandwidth to take on the issue of a school reform; however, they believe that higher education could do more. Dr. Schneider said that the first product in the e-portfolio should be a research paper from high school, not from college; and this should be a foundation for all outcomes being discussed today. Higher education as a system could be sending much clearer messages that students should do intense work in high school; otherwise, it will take them longer to get through college.

Ms. Lubbers said that members of the Commission have been dealing with issues related to quality, and the Commission's strategic plan reflects that. Mr. Lubbers referred to AAC&U's data showing that 83 percent of the employers acknowledge the importance of e-portfolios, and asked how the employers use them.

Dr. Schneider explained that they are not going through portfolios at the screening level; however, they look at them when it comes down to making a hiring decision. Employers want to see some evidence that graduates can use their learning. Dr. Schneider mentioned LaGuardia Community College, where most of the students are doing portfolios, and the persistence rates for these students are higher. Dr. Schneider added that there is national evidence that students who use high impact practices are more likely to complete, as well as to learn. Dr. Schneider also mentioned other practices, like orientation for students in community colleges, which helps them to succeed in their first year.

Dr. Sauer introduced the rest of the panelists: Dr. Kathy Johnson, Vice Chancellor for Undergraduate Education and Dean of University College at IUPUI (Indiana University Purdue University in Indianapolis); Dr. Frank Moman, Vice Chancellor for Academic Affairs, Ivy Tech Community College, Indianapolis; and Dr. Karen

Schmid, Vice Chancellor for Academic Affairs, PUNC (Purdue University North Central.)

Dr. Sauer said that the panelists were invited to participate in the discussion because of their involvement in two of the initiatives Dr. Schneider has mentioned in her presentation. One is Quality Collaboratives, which involves IUPUI and Ivy Tech in Indianapolis, and is focusing on ways for the faculty at the campuses to work together to insure smoother and successful transfer for students who come from Ivy Tech and want to pursue their baccalaureate degrees.

Dr. Sauer asked Dr. Johnson why IUPUI is committed to this project, and why they chose Written Communication and Engineering as the two parts of their efforts. Dr. Johnson said that the two campuses already have a rich history of collaborating with one another. The majority of the transfer students at IUPUI come from Ivy Tech Central Indiana campus; at IUPUI there is an office called “Passport Program Office” to help students move between these campuses. Dr. Johnson mentioned that at IUPUI they have had their competency-based framework of the general education, called “The Principles of Undergraduate Learning”, but they have been working on the issue of how this learning should change over time. Dr. Johnson added that they found it very helpful to have a broader national framework to continue with their work; and they are deeply concerned about the success of their transfer students from Ivy Tech.

Dr. Moman said that transfer is one of the main missions of Ivy Tech. They see it as a step to prepare their students better and cut down extra courses, as well as extra expenses. Dr. Moman explained that they picked English, because it was more qualitative kind of object; and pre-engineering was chosen because it is more of a quantitative kind of subject. Dr. Moman noted that the idea was that if the two campuses could work on these two types of flagship programs, then it would be possible to use these patterns for other programs.

In response to Dr. Sauer’s question about the two of the most important things they have learned so far as a result of the campuses’ participation in the QC Project, Dr. Moman said that first of all it takes time and trust between the faculty members. Dr. Moman added that through this process they saw a metamorphosis of culture, of the faculty.

Dr. Johnson echoed Dr. Moman’s remarks, and added that there has to be flexibility on the part of the faculty, as well, to work in ways normative within their disciplines. Dr. Johnson noted that IUPUI uses the process called “Process Criteria Mapping,” where the faculty is having a dialogue about what is and is not valued in student’s work. Dr. Johnson pointed out the importance of honoring that practice and using it in a course of the project. Dr. Johnson added that it was important for the Center of Teaching and Learning to be aware of the project and to support it.

Responding to Dr. Sauer’s question on how the approach taken in the QC project could be compared with other approaches, Dr. Johnson said that the other approach is looking at the grades on the transcript, and it leaves much to be desired. She said that sometimes, a four-year end institution will be skeptical on whether the grades from a two-year institution will be compatible with those at a four-year institution. Dr. Johnson added that the collaborative has enabled them to convene and focus on the

issue of competency. Right now, C is the benchmark for establishing a competency; so it is a great improvement to make sure that faculty agrees on what that C means, and thinks more broadly about learning outcomes and competency domains that students should be gaining.

Dr. Moman agreed with Dr. Johnson's comments, adding that there are a lot of good teachers at both institutions, and this process allows them to start having more creative ideas.

In response to Dr. Sauer's question regarding the biggest challenges both campuses face in carrying this project, Dr. Moman named two: time and different type of institutions as systems. He noted that Ivy Tech looked at this collaboration in an optimistic way, determined that this will be one of their best practices.

Dr. Johnson said that both campuses wanted to track the effectiveness of their work, and the absence of the shared data infrastructure makes it challenging. She added that they have a goal to create an electronic transfer portfolio for the students moving from Ivy Tech Central Indiana to IUPUI, but such challenges are beyond the faculty control. Dr. Johnson also mentioned a difference in a degree of faculty autonomy and flexibility between two- and four-year institutions; she added that there has to be a new rubric that faculty at IUPUI could start using right away.

Responding to Dr. Sauer's question on how is it possible to bring the QC project to scale and spread it to other campuses within or outside their system, Dr. Johnson said that, speaking only for IUPUI, it would make the most sense to scale with the transferable general education core. She added that IUPUI and Ivy Tech have an agreement that students can move flexibly across these campuses, and once the students move successfully, they will be able to decide whether it is possible to align their curricula further.

Dr. Moman agreed with Dr. Johnson, adding that in Ivy Tech they are trying to put the pathways in and to go with more intrusive advising. They are trying to make sure their base education would align with 30 hours of transfer; as well as IUPUI has. Dr. Moman also acknowledged the importance of the electronic portfolio, and said that Ivy Tech needs to move to it.

At this point Dr. Sauer turned the conversation from the Quality Collaboratives project to the LEAP Campus Action Network. He explained that campuses that have embraced the LEAP principles, as well as activities associated with LEAP, have declared themselves the LEAP campuses. Purdue University North Central campus is one of these campuses.

In response to Dr. Sauer's question how the greater emphasis on quality might result in degree completion, Dr. Schmid said that it is possible to increase both by improving the quality of high school graduates. Even though institutions have a limited ability to impact the teaching of high school, there are some areas where an impact is possible. One area is greater alignment of the expectations for high school graduates with what they need in order to be successful in college. Dr. Schmid mentioned the Common Core state standards, and said that implementing those standards is a widespread approach. Purdue North Central (PNC) together with the College Board is working with the National Project on the Common Core state

standards. Dr. Schmid added that PUNC is working with Ivy Tech Northwest, as well as with Westville School Corporation and other school corporations across northern Indiana.

Another area, continued Dr. Schmid, in which PUNC works closely with K-12 in order to have a high quality of high school graduates is concurrent enrollment and dual credit. Dr. Schmid talked about work PUNC does in both areas, especially in concurrent enrollment, where instructors in high schools and PUNC faculty are working closely together. Dr. Schmid said that the students learn what is expected in college level courses and study skills, so they come better prepared for college. PUNC has data on students' performance and on two English composition courses. Dr. Schmid also mentioned their "One Plus Three" Program, where PUNC has partnered with six school corporations, so students can complete their 30 hour general education core, as well as a subset of courses that will lead to a major in Business, Human Resources and Biology.

Dr. Schmid spoke about the third area: quality, saying that increasing quality can lead to increasing number of degrees in Indiana, which puts another emphasis on learning outcomes in Indiana. This provides greater clarity for students, especially first generation students, and PUNC has a responsibility to help these students and their parents understand what college is all about.

Responding to Dr. Sauer's question about the challenges of getting census of what students should know, Dr. Schmid said that in some fields, like nursing, engineering, and teacher education, it is easier; and in others, like history or English it can be very challenging.

Dr. Sauer invited Dr. Schneider to provide a brief comment on the discussion. Dr. Schneider thanked the panelists and said that AAC&U's optimism in the future of higher education is based on such dialogues. Dr. Schneider noted that even though it is important to reach an agreement on set of competencies that students need, it is different when it comes to the effects it may have on the structuring of the programs, and on general education. Dr. Schneider emphasized that virtually every outcome requires the cooperation of the major programs. General education and work on the major should come together to help students practice the kinds of competencies they need in order to be ready for the jobs they want to get.

Ms. Moran-Townsend asked whether there is a certain point in the students' learning when they go from being able to demonstrate their knowledge and abilities to developing all these critical competencies. Dr. Johnson responded that faculty, communities and institutions are building in students an increasing capacity to take charge in their own learning. This is a huge shift, which takes different time for different students; but this should happen by their sophomore year.

Ms. Moran-Townsend then asked whether this means that the differentiation between learning outcomes is not the course of study, but the time a person spends on it. She also wondered whether this argues against certificates and associate degrees.

Dr. Johnson responded that it argues for a much higher degree of intentionality in figuring out what happens at the first level. This insight led to the invention of LEAP; and each institution should define its own way. Students, who transfer from

one campus to another, are not sure what they are actually encountering; and the universities could and should come to an agreement on the kinds of learning and expected practices to help students in getting there. The key is whether or not there is expectation of support for the faculty and staff to go into this.

Mr. Costas asked whether there has to be a deliberate effort to bring up the innovation, critical thinking, and communication in every course. Dr. Johnson referred to a new degree program in Anthropology, proposed by the University of Southern Indiana, saying that the faculty have thought about a course of study and about introducing some concepts and practices at various times. Dr. Johnson added that many institutions are recognizing the competencies developed in the core curriculum. AAC&U's work on assessment assumes that an average student today is picking up some competencies in the workplace.

In response to a question from Ms. Duarte De Suarez about adopting LEAP and joining the Campus Action Network list, as well as the meaning of these actions for the state, Dr. Schneider explained the difference between Campus Action Network and LEAP. She said that AAC&U is an organization with half of the members being private institutions. The Campus Action Network was a way to bring together the schools that already were working with AAC&U on developing the outcomes and the insights about the higher impact practices, and creating a network of schools. To become a part of a Campus Action Network a college has to assign someone from their campus to be a liaison to AAC&U.

Dr. Schneider noted that a state process has been much more elaborate. AAC&U has put together a framework with a lot of input, and has asked the states to identify particular problems and goals, with which LEAP can help. States wanted to work on remapping the general education, aligning it with the competencies and the outcomes, making sure that was contributing to the students' learning. AAC&U is encouraging every state to spend time and money on including the excellence part to disaggregate data, to take a look at who is benefiting from the best practices. To become a LEAP state it is necessary to make a commitment to work on something of quality; second, to see some value in this national network of states' similarly engaged campuses working together, trying to solve these problems. AAC&U asks that these state systems assign a representative to work with them; and AAC&U will assign a representative to work with the state. Dr. Schneider added that they are limited in a number of states involved, and they want these states to be laboratories for high quality learning in 21st century to benefit the students.

Dr. Schmid added that joining the Campus Network helped PUNC to advance. At the end of 2010 they adopted a set of essential learning outcomes as a part of their general education program. Dr. Schmid said that joining the Network was a right thing for the university and for their students. The framework from AAC&U, as well as high impact practices, was very beneficial for the university.

In his concluding remarks Dr. Sauer said that this was a thorough conversation about quality related topics. Indiana is committed to working on Statewide Transfer and General Education Core, as well as the on the challenge of building on that foundation and pursuing the connections with the major. Dr. Sauer said that there is a real opportunity to deepen Indiana's involvement with many projects described during this discussion and to work together with other states that are committed to

these projects. By working with AAC&U, the Commission can further this important quality related agenda, which will also strengthen the completion goals of the Commission, expressed in *Reaching Higher, Achieving More*, and will lead to innovative, more entrepreneurial effective workforce that is so important for the economic development of our state.

Ms. Moran-Townsend thanked the panelists.

III. DECISION ITEMS.

A. Resolution on Indiana Becoming a LEAP State

Ms. Moran-Townsend read the resolution.

R-13-04.4 **WHEREAS**, *Reaching Higher, Achieving More* embraces the proposition that Indiana’s completion, productivity and quality goals are not mutually exclusive, and that our State’s success depends on achieving all three;

WHEREAS, the Quality section of *Reaching Higher, Achieving More* emphasizes the need to clearly articulate the learning outcomes associated with a college education and calls for the adoption of “comparable assessments that use common metrics and competencies to gauge learning”;

WHEREAS, the core activities of the Association of American Colleges and Universities (AAC&U), and in particular, its LEAP States Initiative and its Quality Collaboratives project, comprise an extraordinary set of resources – including research-based best practices derived from nearly 1,300 member two- and four-year institutions – that can aid the Commission in meeting its Quality-related goals;

WHEREAS, AAC&U’s national 2013 survey of employers, the latest in a series commissioned since 2005, provides key insights into the competencies that employers value in college graduates;

WHEREAS, Indiana institutions enjoy a long history of involvement in AAC&U activities, as exemplified by IUPUI, whose Principles of Undergraduate Learning served as an important influence on the development of AAC&U’s LEAP Vision for Learning and its Essential Learning Outcomes;

WHEREAS, nine of Indiana’s sixteen public two- and four-year institutions and campuses, including six Indiana University and Purdue University regional campuses, as well as eight Indiana independent institutions, are presently members of the LEAP Campus Action Network;

WHEREAS, Indiana is one of nine states participating in AAC&U’s Quality Collaboratives project, which is focused on the Degree Qualifications Profile and authentic assessment of student learning; and

WHEREAS, the Indiana Commission for Higher Education is committed to promoting approaches and supporting campus practices that lead to demonstrated student mastery of the intellectual and practical skills needed for Indiana’s workforce to be innovative, entrepreneurial, and internationally competitive in the 21st Century,

NOW THEREFORE BE IT RESOLVED,

- I. Best Practices:** The Commission endorses Indiana joining the Association of American Colleges and University’s LEAP States Initiative to collaborate with other states in identifying and advancing best practices that result in Indiana colleges graduating more students with the 21st Century knowledge and skills to succeed as lifelong learners and members of the workforce;
- II. System Coherence:** The Commission uses the opportunity of becoming a LEAP State to bring together Indiana’s various state-level and campus initiatives in an integrated way to reinforce one another and amplify their impact on student learning; and
- III. Transformational Change:** The Commission, the institutions, and the business community commit to a strategic, comprehensive agenda to bring to scale innovative models that enhance teaching and learning, so that all students graduate with the knowledge and skills needed to be successful participants in the 21st Century workforce (Motion – Bepko, second – Rozow, approved by consensus).

B. Academic Degree Programs on Which Staff Proposes Expedited Actions

R-13-04.5 RESOLVED: That the Commission for Higher Education approves by consent the following degree programs, in accordance with the background discussion in this agenda item and the *Program Description*:

- *Bachelor of Science/Bachelor of Art in Anthropology* to be offered by the University of Southern Indiana at Evansville
- *Bachelor of Science in Environmental Science* to be offered by the University of Southern Indiana at Evansville (Motion – Bepko, second – Fisher, unanimously approved)

Ms. Rozow expressed a concern regarding the necessity of having the Anthropology Degree program, since 14 different schools (including seven public campuses) offer degrees in Anthropology, and the graduates from this program are earning on average \$14,000 less than those with any other Bachelor degree.

Dr. Bepko responded that the Academic Affairs and Quality Committee talked about this, and it was clear to them that at this time and at this place it is a good degree to offer.

Ms. Moran-Townsend echoed Dr. Bepko's comment, saying that there was a lot of discussion and consideration; this is why this program was offered for an expedited action.

Ms. Rozow pointed out that she did not get the Agenda book soon enough to suggest taking this item off the Agenda and having more discussion about it.

Ms. Lubbers assured Ms. Rozow that her comment was duly noted.

C. Capital Projects

1. Indiana State University: Terre Haute Campus – Student Housing Lease

Ms. Diann McKee, Vice President for Business Affairs, Finance, and University Treasurer, Indiana State University, presented this item.

In response to Mr. LaMothe's question whether a portion of this project is going to be a retail space and operated by the developer, Ms. McKee responded in the affirmative, but added that a share of the rent on this space will not go back to the university. However, the developer agreed to have this space occupied, or offer it at a lower rent.

Answering Mr. Costas' question, Ms. McKee confirmed that the university will be paying property taxes on space, due to the funding involved.

In response to Mr. Fisher's question, Ms. McKee answered that the estimated cost of the project is \$17,000,000, and the cost per square foot is \$208.00.

Mr. Hatchett gave the staff recommendation.

R-13-04.6 RESOLVED: That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *C-1-13-5-03 Student Housing Lease* (Motion – Murphy, second – Duarte De Suarez, unanimously approved)

2. Indiana State University: Terre Haute Campus – Renovation of Life Science/Chemistry Laboratories

Mr. Moran-Townsend said that in this morning's discussion the Commission members talked about several things, some of which will require more information than what the staff and the university representatives provide the Commission as it makes these considerations. Ms. Moran-Townsend added that it would be helpful to have a confirmation of alignment between the capital project and the mission of the master plan, so that the Commission understands this, as well as the institutional performance.

Ms. McKee presented the capital project.

Mr. Hatchett gave the staff recommendation.

R-13-04.7 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *C-1-07-2-01 Renovation of Life Science/Chemistry Laboratories* (Motion – Scheller, second – Murphy, unanimously approved)

3. Ivy Tech Community College: Indianapolis Fall Creek Campus – Fall Creek Expansion Project Phase III

Mr. Jeff Terp, Senior Vice President for Engagement and Institutional Efficiency, Ivy Tech Community College, presented this item.

In response to Ms. Duarte De Suarez' question on how this will work with the long term development of Ivy Tech's prospects, Mr. Terp said that they have not done major determination yet. Ivy Tech teaches classes in 76 different cities in Indiana; 46 percent of their sites are leased, and the rest are either owned by the college through donations or foundation, or there have been fee replacement. Mr. Terp added that they have a formula created by the State Budget Agency jointly with the Commission for Higher Education and Ivy Tech, on the return on investment and they use it in their analysis process that they do on every potential new lease site. Mr. Terp mentioned that currently Ivy Tech has 86 to 90 percent occupancy on all their sites.

In response to Mr. LaMothe's question whether Ivy Tech anticipates a lot of administrative structure, Mr. Terp responded that the money will be spend strictly on the class areas, faculty and staff areas.

Mr. Hatchett gave the staff recommendation.

R-13-04.8 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *F-0-12-1-02 Ivy Tech Fall Creek Expansion Phase III* (Motion – Murphy, second – Peterson, unanimously approved)

4. Purdue University: West Lafayette Campus – Softball Stadium Sublease

Mr. Kevin Green, Assistant Director of Capital Planning, Purdue University, presented this item.

Mr. Hatchett gave the staff recommendation.

R-13-04.9 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *B-1-13-5-25 Purdue University West Lafayette Campus Softball Stadium Sublease* (Motion – Costas, second – Rozow, unanimously approved)

5. Ivy Tech Community College: Bloomington Campus – New Construction

Mr. Shane Hatchett, Manager of Business/Human Resources, made a brief overview of the project and gave the staff recommendation.

R-13-04.10 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *F-0-08-1-03 Ivy Tech Community College: Bloomington Campus – New Construction* (Motion – Fisher, second – Rozow, unanimously approved)

6. Ivy Tech Gary/Indiana University: Northwest Campus – Tamarack Hall Replacement

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.11 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee the following project: *A-7-09-1-09 Tamarack Hall Replacement and Ivy Tech Community College – Northwest at Indiana University Northwest Campus* (Motion – Bland, second – Peterson, unanimously approved)

7. Ball State University: Muncie Campus – Boiler Plant Renovation and Geothermal Project Phase II

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.12 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee following project: *D-1-05-1-02 Ball State University: Muncie Campus – Boiler Plant Replacement and Geothermal Project Phase II* (Motion – LaMothe, second – Costas, unanimously approved)

8. Ball State University: Muncie Campus – Central Campus Renovation Phase II

Mr. Hatchett made a brief overview of the project and gave the staff recommendation.

R-13-04.13 **RESOLVED:** That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the project *D-1-09-2-01R Ball State University – Central Campus Renovations Phase IIB* (Motion – Costas, second – Bland, unanimously approved)

9. Capital Projects for Which Staff Proposes Expedited Action

R-13-04.14 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital projects, in accordance with the background information provided in this agenda item:

- Purdue University – North Central Campus: Student Services Center architecture and engineering planning - \$1,000,000
- Ball State University – Muncie Campus: Construction of new planetarium - \$4,600,000

- Vincennes University – Vincennes Campus: Infrastructure improvements phase I - \$4,000,000 (Motion – Murphy, second – Rozow, unanimously approved)

Ms. Moran-Townsend praised the work of the Commission members and staff, as well as the Budget and Productivity and Academic Affairs and Quality Committees, which led to the expeditious way the Commission members were able to handle such a large number of items on this Agenda.

D. Adoption of 2013-14 Award Maxima

Ms. Moran-Townsend said that there was a discussion during the morning working session. Staff recommends increase of five percent in the awards levels.

R-13-04.15 **RESOLVED:** That the Commission for Higher Education adopts the recommendation of 5 percent increase in the awards levels for 2013-14 academic years (Motion – LaMothe, second – Fisher, unanimously approved)

E. Indiana-Ohio Reciprocity Agreement

Ms. Moran-Townsend said that there was a discussion on this item during the morning working session. Indiana University Purdue University Fort Wayne campus has been added to this agreement.

R-13-04.16 **RESOLVED:** That the Commission for Higher Education approves by consent the *Memorandum of Understanding between Indiana and Ohio Regarding Tuition Reciprocity*, dated June 6, 2013 (Motion – Duarte De Suarez, second – Bland, unanimously approved.)

F. Administrative Items on Which Staff Proposes Expedited Action

R-13-04.17 **RESOLVED:** That the Commission approves by consent the following item, in accordance with the background information provided in this agenda item:

- Commission for Higher Education Fiscal Year 2013-14 Spending Plan (Motion – Murphy, second – Rozow, unanimously approved)

V. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action

E. Calendar of Upcoming Meetings of the Commission

VI. NEW BUSINESS

There was none.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.
