

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, February 14, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Corporate College and Culinary Arts Center, Conference Center Room 118, 1st Floor, 2820 N. Meridian St., Indianapolis, IN 46208, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko (via conference call), Dennis Bland, Susana Duarte De Suarez, Marilyn Moran-Townsend, Dan Peterson, George Rehnquist, Hannah Rozow, Kent Scheller, and Mike Smith (via conference call).

Members Absent: Jud Fisher, Chris LaMothe, Chris Murphy.

CHAIR'S REPORT

Ms. Moran-Townsend announced the resignation of Ms. Eileen O'Neill Odum, who has accepted a fellowship in the Harvard University's Advanced Leadership Initiative and will be moving to Boston to spend a year there. Ms. Moran-Townsend also announced that Dr. Carol D'Amico will be resigning from the Commission, as some personal and professional reasons will require her to travel out of state, and make her unable to attend Commission meetings.

Ms. Moran-Townsend read a resolution honoring Eileen O'Neill Odum.

R-13-01.1 **WHEREAS** Eileen O'Neil Odum served with distinction on the Indiana Commission for Higher Education since her appointment in April 2010 to represent the First Congressional District; and

WHEREAS she 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 she drew from her corporate experience to contribute to the development of the 2011-13 Biennial Budget Recommendation; and

WHEREAS Eileen was fully engaged in the Commission retreat and subsequent discussions that resulted in the adoption of *Reaching Higher, Achieving More*; and

WHEREAS she has been a dedicated member of the Finance and Productivity Committee since that Committee was created in 2011; and

WHEREAS Eileen led the Finance and Productivity Committee during crucial discussions of performance funding and the development of the Commission's 2013-15 Biennial Budget recommendation; and

WHEREAS she took an active interest in all aspects of Commission activity and made an impact on a number of areas, including the development of new degree program proposals;

NOW THEREFORE BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Eileen O'Neill Odum's service to the State on behalf of Indiana higher education and wishes her every success as she moves to Boston to spend a year at Harvard University as a Fellow in the University's Advanced Leadership Initiative (Motion – Moran-Townsend, approved by consensus).

Ms. Moran-Townsend announced that 2013 Faculty Nominating Committee had a meeting on February 7th, to begin a process of selecting a new faculty member. Each Committee member will be sending an announcement to a faculty; they will begin accepting applications on February 20th; the deadline is March 29th. The application will also be available on the Commission's website on February 20th.

COMMISSIONER'S REPORT

Ms. Teresa Lubbers, Commissioner, said that the new year is bringing challenges and opportunities for the Commission. The resignation of Eileen Odum and Carol D'Amico, two highly qualified Commission members, is a significant loss. Ms. Lubbers noted Eileen's major contributions, especially to the work of the Budget Committee. Ms. Lubbers thanked Mr. Smith for taking the leadership of the Budget Committee. Ms. Lubbers added that a resolution honoring Dr. D'Amico will be read at the next meeting. Ms. Lubbers expressed hope that by then the Commission will have at least one new member appointed by the Governor.

Ms. Lubbers also noted the loss of Dr. Gina DelSanto, Senior Associate Commissioner and Chief of Staff. Ms. Lubbers noted that while Dr. DelSanto's tenure with the Commission was all too short, she made an indelible and very positive impact on the quality of the Commission's work. Ms. Lubbers said that the Commission was fortunate to have her as a part of the team, and the Commission is better because of her service. Obviously, said Ms. Lubbers, President Daniels understands that Dr. DelSanto is uniquely qualified to serve as his chief of staff and was wise to recruit her to his team. Ms. Lubbers added that the Commission will have lots of opportunities to work with Dr. DelSanto, but she just wanted to take this opportunity and thank Gina for all she had done for the Commission.

On the other hand, continued Ms. Lubbers, there is always time for an opportunity, so Ms. Lubbers was pleased to announce that Sarah Ancel will be transitioning from her position at CHE's Financial Aid Division to take on an expanded role as Associate Commissioner for Policy and Planning. Ms. Lubbers said that she has had the opportunity to observe Sarah in her current role, and she feels absolutely confident that Sarah is prepared to handle these new responsibilities, including the facilitation of Commission meetings and the implementation of *Reaching Higher, Achieving More*.

Ms. Lubbers said that throughout the morning the Commission members have discussed the current legislative session and bills that have an impact on higher education. Last year's session

saw many significant higher education bills, and in this session there is a continuation of the focus on higher education. In addition, Governor Pence has indicated his commitment to providing quality postsecondary education for Hoosier students and is promoting several higher education bills. These bills range from a consideration of the governance structure of regional campuses, to further streamlining of transfer policies, to major adjustments in the distribution of financial aid. Ms. Lubbers assured the Commission that the staff will continue providing updates until the end of April when the session is over.

Ms. Lubbers reminded the Commission members that this year's Weldon Conference is scheduled for April 2nd and will feature Tony Carnavale, a well-known higher education leader who runs the Georgetown Center on Education and the Workforce. Governor Pence has indicated that he will be at the Conference, as well, making the welcoming remarks.

Finally, and consistent with the theme of new challenges and the opportunities in the new year, Ms. Lubbers highlighted the top ten higher education state policy issues for 2013 as cited by the American Association of State Colleges and Universities:

1. Boosting institutions performance with a focus on increasing college graduation rates and overall degree production.
2. Adjusting to a disinvestment in public higher education in recent years and an ongoing fiscally challenged environment.
3. Focusing on tuition prices and tuition policies.
4. Ensuring the sustainability of state financial aid programs.
5. Emphasizing college readiness issues and reforming remediation.
6. Adjusting to immigration reform.
7. Evaluating competency based and on-line education.
8. Considering policies related to guns on campus.
9. Aligning education and state economic and workforce policies.
10. Measuring the impact of the for-profit colleges.

CONSIDERATION OF THE MINUTES OF THE DECEMBER 2012 COMMISSION MEETING

R-13-01.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December 2012 regular meeting (Motion – Scheller, second – Peterson, unanimously approved)

II. THE PUBLIC SQUARE - COMPLETION

A. Academic Advising – A Panel Discussion

Ms. Moran-Townsend announced that a panel discussion will be focusing on academic advising. Dr. DeSanto was going to facilitate the panel.

Ms. Moran Townsend invited the following panelists: Ms. Jennifer Griggs, Director, Learning Resource Center, Butler University; Ms. Susan Hawkins Wilding, Assistant Vice President of Academic Advising, Ivy Tech Community College; Dr. Dale Whittaker, Vice Provost for Undergraduate Academic Affairs, Purdue University; Dr. Rebecca Torstrick, Professor of Anthropology and Assistant Vice President for Regional Affairs and University Planning, Indiana University.

Dr. DelSanto invited the panelists to talk about the academic advising in their institutions.

Dr. Whittaker said that Purdue University, among other institutions, recently engaged in a year-long study called “Foundations of Excellence”. One of the primary recommendations of that study was taking a close look at advising, and moving the focus from scheduling classes to career and developmental advising.

Dr. Whittaker noted that at Purdue the advisor of each college used to be an Associate Dean of that college. However, a new position of Director of Undergraduate Academic Advising has been created at Purdue. Dr. Whittaker explained that there are two types of advisors, professional and faculty advisors. The students are required to meet with their advisor each semester, and the purpose of these meetings is to assist the students in assessing their own interest and articulating their personal and professional goals, as well as to provide the variety of information that could help the students with their career goals.

Dr. Whittaker said that the desired outcomes are first, that the students identify a major field of study and stay in it for the rest of their study. Second is to make sure the students develop and implement an educational plan toward their degree. The third is to make sure the students understand that this is their responsibility to meet these academic requirements, and help them if there is a problem.

Ms. Hawkins Wilding spoke about the dual model that is being practiced in Ivy Tech, where they have professional advisors, who are helping students in the very beginning, at least until they complete 15 college level credit hours; and then they go off to faculty advisors; however, academic advising is not required, except for some programs.

Ms. Hawkins Wilding said that, starting in 2010 when a program “Achieving the Dream” has been adopted in Ivy Tech, they have been trying to transfer to a true academic advising, helping students to find their path. The outcome is to let the students know how to navigate a college system, as well to help them create their ultimate goals in the institution and beyond. Another outcome, with academic advisors, is teaching the students their responsibilities and requirements.

Ms. Griggs said that at Butler University, with about 4,200 undergraduate students, there are primarily faculty advising models. When the students declare a major, they are matched with someone in the department of study to be mentored. Ms. Griggs said that depending on the number of students in the major and number of the faculty in the department, an advisor could have from 5 to 40 students to mentor. All students are required to meet with an academic advisor every semester, building strong student/faculty relationships.

Ms. Griggs added that such relationship connects the faculty very closely to the curriculum, so they can see how this works with the students with whom they are working. Ms. Griggs explained that her office also oversees the exploratory studies program, for any student who comes to the university undecided, is an exploratory student. There are about 10-15 percent of such students at the university. There are two professional advisors who work with those students; they are trying to blend academic and career exploration.

Ms. Griggs said that the object of the exploratory advising is providing an environment of unbiased major explorations. Students and advisors meet regularly, two or three times during the semester. There is also a course that is offered for the first year exploratory students, and for the first semester the students are going to see their advisor twice a week.

Dr. Torstrick said that IU regional campuses have been going through planning process, “The Blueprint for Student Success,” and advising was one of the key elements of this process. Every campus on its own has done revision of its advising program in the last five to ten years. Advising is a matter of preparing the students to guide their own paths through their academic career, and helping them understand the full range of resources that are available for them at the university in order for them to achieve and be successful.

Dr. Torstrick pointed out that their advisors are professionals, who are constantly refreshing their own knowledge in new research. At the IU regional campuses they use a mix of both professional and faculty advising. These advisors are also teaching introduction to college courses, so students are engaging with them in this context.

Once students have been through the process of getting accustomed to campus, continued Dr. Torstrick, they move to faculty advisors, who take a critical role of mentoring the students, making sure they get the right internships and take courses that will help them in their career goals. For freshmen the meetings with their advisor are mandatory. IU also requires mandatory advising for students who have some academic difficulties; these students work with advisors who will have individual advising plans to help them get back on track.

Dr. DelSanto asked the panelists to speak about the various brands of advising, and what shows good outcomes for student success.

Ms. Hawkins Wilding said that there are some best practices and different types of advising. The whole point of advising is to help the students by encouraging or pushing them to further growth and development of learning. Ms. Hawkins Wilding said that some of the best practices are learning communities, requiring an advising syllabus, where there is a contact between a student and an advisor. One of the best practices is having an advisors center, where specific advisors will be the liaisons to other departments.

Ms. Hawkins Wilding spoke about the different kinds of advising styles. Intrusive advising is meeting students in the first semester of the first year, when the students don’t understand how the college works, so helping them transition from high school to college is very important.

Ms. Hawkins Wilding also explained a few other types of advising styles. First, a prescriptive way of advising, which is when a student is told what is necessary to do first and what next. Second, the appreciative model, or strength based advising is focusing on what a student is doing right, and helping him transition his abilities to the class with which he might be struggling. Another best practice is to rebuild the self-confidence and self-esteem in the students, to help them become successful members of the society.

In response to Dr. DelSanto's question about the ways the degree-mapping at the regional campuses helps weave together curricular and co-curricular, Dr. Torstrick responded that the degree mapping helps out by explaining the students as they come in what four years of college look like. The advisors send information back to their departments, so that departments could understand who their students are and what the obstacles these students might have. The students then can be introduced very early to some of the co-curricular experience on campus that is essential in helping them to build skills. They can build these skills by becoming involved in co-curricular on campus, or in various activities that connect them to the community.

Dr. Torstrick talked about a four-year plan laid out for the students, indicating the kinds of things they need to be doing in order to get to their goal. This gives advisors good tools, too, so when they get together with students, they have good resources to work over together. Dr. Torstrick added that the electronic "Road Map" is expected to be on the University's website soon.

Responding to Dr. DelSanto's question regarding the ways the exploratory students are being provided with the necessary information, Ms. Griggs said that the goal of their exploratory program is to normalize and celebrate. Many students are not sure yet what their goals are, so the advisors help them feel good about being open-minded when they start college. The advisors also talk to parents about their children's choice of college.

Ms. Griggs spoke about a "Career and Exploration" class, which is offered to students. This class is not required, but almost 90 percent of the students take it, and it has been a cornerstone of the University's increase in retention.

Ms. Griggs mentioned a few other ways to reach out to students, like programming, which is done in collaboration with the career office; providing a safe space if students decide to transition from their major; having a residence hall unit, and having sophomore mentoring program.

Dr. DelSanto asked about the "Signals" program at Purdue, and Dr. Whittaker explained that this system is attached to a learning management system and keeps track on freshmen students by monitoring their grades and efforts. Depending on their efforts and progress, the students get red, yellow or green light, and this information is sent to the advisor. Dr. Whittaker said that though the University has been working with "Signals" for just a few years, there was an average increase of A's and B's by 10.5 percent, as well as a decrease in D's and F's by 6.5 percent.

Also, added Dr. Whittaker, students who had two "Signals" courses had a graduation rate almost 20 percent higher than students who did not. Dr. Whittaker said that Purdue University is trying to increase the utilization of this system.

Dr. Whittaker also spoke about a program called "On-Line Mentoring for Success", when the undergraduate students are trained and hired to work as mentors with freshmen, who are in "Signals" program. 70 percent of the students said that they wished they had mentors' "Signals" in all their classes.

Responding to Dr. DelSanto's question about the work the colleges do for the first generation students, Dr. Torstrick responded that at the regional campuses over 46 percent of IU students are first generation students. She said that, thanks to Commissioner Lubbers, they show the film "The First Generation" on campuses, to teach their advisors the challenges that face this particular generation. Dr. Torstrick also mentioned special orientations and town hall meetings each campus is doing. She added that IU has recently joined Education Advisory Board of Student Success Collaborative, so the University is getting a lot of new techniques available on campuses.

In response to Dr. DelSanto's question about the case loads and how they affect advising, Ms. Hawkins Wilding said that even though last year Ivy Tech had a larger number of advisors across the state, this is still not enough for a type of a diverse population they work with, and a case load for each advisor is quite substantial. There is a new program called "Starfish," which has early alert systems, so that faculty could send messages to students. Advisors meet with students 3-4 times per semester.

Ms. Hawkins Wilding explained that Ivy Tech students may have some unusual responsibilities, which make them non-traditional students. Over 70 percent of these students need some kind of remediation; all this creates a difficult situation both for a student and for an advisor.

Ms. Hawkins Wilding spoke about various challenges that face Ivy Tech students, both personal and academic, and this adds more time and load to advisor's caseload. Ms. Hawkins Wilding explained that it is important for students to understand that in order to reach their goals they need to make some efforts.

Responding to a question from Dr. DelSanto regarding support Purdue University gives to their academic advisors, Dr. Whittaker said that the University is trying to share information on best practices across colleges. It is important for an advisor to understand the changing requirements, so Purdue University has professionally trained advisors and couples them with faculty advisors.

Dr. Torstrick noted that IU brought their regional advisors together for the first time last year for a conference, where some new technologies were introduced and where advisors shared knowledge and expertise. This year another conference will take place in IU South East in May. Dr. Torstrick added that IU has also created a SharePoint site that has all kinds of information helpful to advisors.

In response to Dr. DelSanto's question about the ways Butler University moves students to take progressive responsibility for their college education, Ms. Griggs responded that the most important part is establishing the foundation of trust between students and advisors. The usage of advising syllabus can be very helpful, because the first year students need someone who can explain to them what they don't know, and navigate the institution for them. Progressive responsibility is about meeting students where they are and helping them be first year students. Eventually, students gain confidence and self efficacy, which is important in the exploratory program. The counselors help the students not to be overwhelmed; they teach the students coping skills and tell them about support systems.

In response by Dr. DelSanto on how to strike the right balance between an academic advisor and a counselor, Dr. Torstrick said that this is the issue with which the University struggles the most. Sometimes the students come to their academic advisor with problems that should be addressed by the professional counselor, who had special training.

Ms. Hawkins Wilding added that a student needs a place that he could trust. Advisors can provide a referral for the entire campus and for the community; however, a student might need a licensed or professional counseling and an institution has to be cognizant of its own protection, as well as students.’

Ms. Griggs noted that it is necessary to have collaboration between these services. It is much easier to make the personalized referral if an advisor personally knows the staff at the counseling or career center.

Ms. Moran-Townsend invited the Commission members to ask questions.

In response to a question from Ms. Duarte De Suarez regarding a kind of training or certification required for the advisors, Ms. Hawkins-Wilding responded that for her position a Bachelor’s Degree and a certain level of experience in academic advising is required.

Dr. Whittaker responded that advisors at Purdue University are required to have Master’s degree. Both Ms. Griggs and Dr. Torstrick agreed that Master’s degree level is a requirement at their universities.

Responding to Dr. Scheller’s question, Ms. Griggs said that unless the students take advising, they are not allowed to register for classes.

In response to Ms. Rozow’s question regarding combining professional and academic advising with financial advising, Dr. Torstrick said that advisors at the IU regional campuses make sure that every student who withdraws from the class understands what the consequences are for their financial aid. Dr. Torstrick added that there is a new Financial Literacy curriculum that is open for all students.

Dr. Tortstrick’s response was concurred by Ms. Hawkins Wilding, who said that last semester they sent e-mail to all their students in collaboration with their advising office and their financial aid office to talk about the ramifications for dropping the class.

Mr. Peterson thanked the panelists for a discussion and asked about inter- and intra-institutional sharing of best practices and knowledge; and whether there are possibilities for institutions to share information about career related issues.

Dr. Torstrick responded that Indiana Advisors Council holds regular conferences where institutions are getting together and sharing information across borders. Some of our IU campuses are cooperating with advising in Ivy Tech.

Dr. Whittaker added that 70 percent of the students who came into their exploratory studies program had changed their major by the end of the first year; 90 percent of those graduated with that major once they spend the first year exploring.

Ms. Hawkins Wilding said that Ivy Tech uses Indiana Career Explorer (ICE) a lot. It is helpful to show the students the Department of Labor statistics regarding jobs and salaries, and every region in Ivy Tech is using this. .

Dr. Torstrick pointed out that the IU students do not know what jobs are going to be like in four years, when they graduate. She said that all IU programs are trying to prepare the students not just for a specific job, but getting them in the mindset of lifelong learning.

Ms. Griggs added that sometimes the students do not make a connection between the set of skills they are learning and how transferable they are in the modern economy, preparing them for jobs that do not exist yet.

In response to a question from Mr. Bland regarding adequate counseling, Ms. Griggs said that an exploratory advisor tries to monitor multiple curricula and keep up with many things, so it is possible to miss every once in a while. She added that there are also a fair number of students who do not take advice.

Dr. Whittaker added that there is a lot of self advising (sometimes for good reasons and sometimes not) and this is why advisors would like to see a student every semester, to follow up on his or her progress.

Ms. Hawkins Wilding said that advisors can give advice but they cannot force a student to take it. A job of an advisor is to provide students with resources, to let them know they have these tools in front of them, so there are fewer chances for them to take bad advice from someone else.

Dr. Torstrick summed up by saying that if the students know what they need to be doing they can overlook bad advice.

Mr. Rehnquist expressed a great appreciation for the efforts of the advisors.

Ms. Moran-Townsend invited the panelists to Kent Weldon Conference on April 2nd.

She thanked all panelists for their participation, and Dr. DelSanto for facilitating the discussion.

III. RHAM DECISIONS AND OTHER DECISION ITEMS

There were none at this time.

IV. TIME-SENSITIVE ACTION ITEMS

A. Academic Degree Programs

1. Bachelor of Science in Hospitality and Tourism to be offered by Indiana University Kokomo at Kokomo

R-13-01.3 **RESOLVED:** That the Commission for Higher Education approves *the Bachelor of Science in Hospitality and Tourism to*

Be Offered by Indiana University Kokomo at Kokomo, in accordance with the background discussion in this agenda item and the Program Description (Motion – Smith, second – Duarte De Suarez, unanimously approved)

Dr. Margie Ferguson, Assistant Vice President for Statewide Academic Relations, Indiana University, presented this proposal.

Dr. Erv Boschman, Interim Dean of the School of Business Administration, spoke about the program.

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, gave the staff recommendation.

In response to Mr. Smith's question on the possibility to reduce the number of credit hours required for graduation, Dr. Sauer responded that the staff did not explore this particular question; the main concern was that the program meets regular expectation, which it does. Dr. Ferguson added that the Higher Learning Commission required 120 hours for a Bachelor's Degree.

Mr. Smith made a comment that that it is good once in a while to entertain some new ideas; in this case, reducing the number of credit hours to 110 or 114.

Ms. Moran-Townsend pointed out that the question is whether the university can do that, because of their accreditation. Dr. Ferguson explained that the general requirement for all Bachelor Degree programs is 120 hours.

Mr. Smith noted that some other university systems, for example, in Maryland, are allowed to offer Bachelor Degree which has fewer than 120 hours. Ms. Lubbers responded that this is probably a difference between the Higher Learning Commission in Indiana and on the East Coast; however, this should not keep the Commission from pushing this discussion when the accreditation issue seems to trump what could be considered to be Hoosier common sense.

2. Doctor of Philosophy in Health Communication to be offered by Indiana University through its IUPUI Campus

R-13-01.4 **RESOLVED:** That the Commission for Higher Education approves the *Doctor of Philosophy (Ph.D.) in Health Communication* to be offered by Indiana University through its IUPUI campus, in accordance with the background discussion in this agenda item and the *Program Description* (Motion – Peterson, second – Scheller, unanimously approved)

Dr. Ferguson introduced this program.

Dr. Sandra Petronio, Professor of Communication Studies, School of Liberal Arts, Department of Communication Studies, Indiana University, briefly described the program.

Dr. Bill Blomquist, Dean of the School of Liberal Arts, IUPUI, spoke about the program.

Dr. Sauer gave the staff recommendation.

Ms. Duarte De Suarez noticed that there was a transposition of pages in the Agenda book (page 34 belongs to another program).

3. New Degree Programs on Which Staff Proposes Expedited Action

R-13-01.05 **RESOLVED:** That the Commission for Higher Education approves by consent the following degree program, in accordance with the background discussion in this agenda item and the Program Description:

- Master of Arts in English to be offered by Indiana University East in Richmond (Motion – Scheller, second – Rehnquist, unanimously approved)

B. Capital Projects for Which Staff Proposes Expedited Actions

R-13-01.6 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Indiana University – Bloomington Campus: Read Residence Hall Renovation Phase I - \$7,000,000
- Purdue University – West Lafayette Campus: Renewal of Lease of Space at Ross Enterprise Center - \$4,133,900 (Motion – Peterson, second – Rozow, unanimously approved)

Ms. Lubbers reminded Commission members that if there are going to be questions on expedited items, the staff need to know about them in advance.

IV. 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

IX. NEW BUSINESS

Administrative Item on Which Staff Proposed Expedited Action

Mr. Jason Bearce, Associate Commissioner for Strategic Communications and Initiatives, asked the Commission to authorize staff to solicit proposals and to negotiate a contract agreement for a robust study of the role of effective college advising policies and practices in promoting graduation and online completion in Indiana.

R-13-01.6 RESOLVED: That the Commission for Higher Education approves by consent the comprehensive study on academic advising (Motion – Scheller, second – Rozow, unanimously approved)

X. OLD BUSINESS

There was none.

XI. ADJOURNMENT

The meeting was adjourned at 3:10 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary