State of Indiana
Commission for Higher Education

Minutes of Meeting

Thursday, August 13, 2015

I.   **CALL TO ORDER**

The Commission for Higher Education met in regular session starting at 1:00 p.m. Purdue University, Calumet, Student Union and Library Building, with Chairman Dennis Bland presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, John Conant, Dan Peterson, Jon Costas, Susana Duarte de Suarez, Lisa Hershman, Chris LaMothe, Chris Murphy, John Popp, and Caren Whitehouse.

Members Absent: Sarah Correll, Jud Fisher, Allan Hubbard

CHAIR'S REPORT

Mr. Bland began his remarks by thanking Purdue University Calumet leadership for their hospitality during yesterday's events and for hosting our meeting today.

There are several important events being held throughout the fall of 2015. On September 1, there will be a meeting with each campus's Guided Pathways to Success 8-member teams to talk about meta-majors, math pathways and the interaction between the two. On September 16, faculty and other academic leaders will be convened for a rich conversation about competency-based education which will help inform and vet the ideas included in the Competency Section of the next strategic plan. Later this fall, there will be a first-of-its-kind Student Advocate Conference, which will be an opportunity for all varieties of mentors, advisors and student support staff to come together and learn about state policies and initiatives impacting student success. This will also be an opportunity to highlight innovative practices spearheaded by our campuses.

As all of you know, Officers for the positions of Chair, Vice Chair and Secretary of the Commission are voted on each year in August. The Nominating Committee of the Commission met last month to establish a Slate of Officers to present at our meeting today. Chris LaMothe chaired the Nominating Committee and I asked that he chair this portion of the meeting today.

Mr. LaMothe began his remarks by saying that this slate was created by the Nominating Committee consisting of one member per class, including: Jon Conant, Faculty Member, 2015 Class; Chris LaMothe, 5th Congressional District, 2014 Class; John Popp, 3rd Congressional District, 2013 Class, Dan Peterson, 9th Congressional District, 2012 Class; Caren Whitehouse, 8th Congressional District, 2011 Class. Typically, Officer positions change on an annual basis but there have been times where the Commission is elected to retain Officers for another year of

service. The precedent has been set because that has occurred around the time that we are in the process of strategic planning and shifting leadership may not be the best way to go.

After discussion, the Nominating Committee recommended that we retain the current Officer Slate for 2015-2016. That would be, Dennis Bland as the Chair, Dan Peterson as the Vice Chair and Susana Duarte De Suarez as the Secretary.

R-15-05.1   **RESOLVED:** That the Commission for Higher Education hereby approves the Officer Slate for 2015-2016 (Motion – Murphy, second – Costas, unanimously approved)

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating that on behalf of the staff, I'm delighted to announce the reappointment of three members of the Commission – Susana Duarte De Suarez, Jud Fisher and Caren Whitehouse. New members for the Commission are sometimes surprised by the commitment that is necessary to serve on the Commission for Higher Education. We have been graced by people like Susana, Jud, Caren and all of you who so generously share your time, knowledge and experience with us. Also, my thanks for your willingness to serve in these critical leadership roles as officers.

As you know, one of the Commission's key reports in our Return on Investment report, developed to show the value of higher education to the individual and the state. In our ongoing effort to include a wide range of factors that impact higher education value, we are working with colleges and universities to produce a "first in the nation" index that measures both the quantitate and qualitative benefits of higher education. Participating schools will receive a discounted rate, underwritten by Gallup, USA Funds and the Commission. At this point, we have strong interest expressed by many of our schools and we are moving forward.

Today, I would like to make a special call-out to thank the staff members who are working tirelessly on behalf of the students who receive financial aid and the schools who serve them. When the General Assembly brought the distribution of financial aid under the Commission and dismantled State Student Assistance Commission of Indiana (SSACI), it made it possible for us to use financial aid to reinforce student success policies. It was the right thing to do, but it hasn't been easy. For example, credit completion requirements must be met before the level of financial aid can be communicated. Getting students to accelerate their degrees is a great idea and now must be considered in setting the award amount. There are new reasons why students may file appeals. Our technology and systems, as well as our support service staff are stretched. We will do everything within our power to smooth the transitions to new expectations and systems, but these are complex policies to implement. Thanks, too, to our partners at the colleges and universities.

In recent weeks, there has been considerable coverage of the current and impending teacher shortage in the K-12 sector. The legislative interim committee on education issues will take up the issue, along with the redesign of the high school diploma at their August and September meetings. The Indiana Department of Education says 1000 fewer teachers got their first licenses in 2013 compared to four years earlier. We will be drilling down to see just what subjects and geographical regions are experiencing shortages.

With both issues – teacher shortages and high school diploma redesign, the Commission will be testifying and providing context, data and recommendations to the legislative members.

You may have seen a new face in the room, Zach Smith, who has taken over as the new Policy Analyst. Christian Hines held that position before and he is off to Harvard Law School. Zach is a recent graduate of the School of Public and Environmental Affairs as a graduate student. We are delighted to have him with us and you will be seeing more of him in the future, but please join me in welcoming him to the Commission staff.

CONSIDERATION OF THE MINUTES OF THE JUNE, 2015 COMMISSION MEETING

R-15-05.2   **RESOLVED:** That the Commission for Higher Education hereby approves the Minutes of the May, 2015 regular meeting (Motion – LaMothe, second – Bepko, unanimously approved)

II.   **PUBLIC SQUARE**

A. State and Federal Policies and Their Effect on Competency-Based Education

Mr. Bland began the Public Square stating that at our last meeting we heard from Stephanie Krauss with the Forum for Youth Investment to discuss Models for Competency-Based Programs. Today we will finish this three part series with a conversation on State and Federal Policies and Their Effect on Competency-Based Education (CBE). Our guest today is Allison Bell with HCM Strategists.

Dr. Bell stated that the focus today would be on State Policy and CBE. She began by defining CBE. CBE programs take on many forms but have some commonalities. At the very core, they establish clear expectations about what knowledge, abilities, skills and attitudes students must have. They encourage student and faculty engagement and learning outside the classroom setting. CBE programs rely on valid and reliable assessments that include both objective and performance-based tools. They do not necessarily follow traditional academic calendars or the accumulation of credit hours. CBE programs allow students to progress at their own pace.

She continued by giving some high-level examples of what CBE programs look like. For example, Purdue University has a course-based program in which students register for courses and the coursework helps students meet competencies.

Another example is an online modular program, Kentucky's Learn on Demand program in which courses are broken into three modules and students can enroll in a course or a module and satisfy competencies with prior learning. This program has flexible start dates.

Another example is a subscription-based model such as University of Wisconsin's flexible option that is completely self-paced. Students take assessments when they are ready and can satisfy multiple competencies within the subscription period.

There are many ways that these programs can be designed and what dictates the design is what is best for students on a given campus and what is most appropriate for the program.

Dr. Bell provided context by describing the CBE ecosystem. She stated that foundations, associations and other external entities that are interested in helping institutions design programs and helping states think through ways to support the growth of CBE, and help provide solutions to some of the challenges they face. Institutions in higher education are part of this ecosystem because the CBE movement is at the institutional level. There is a great deal of interest by regional, professional accreditors about how to ensure quality in CBE programs. The accreditors are engaged in conversations with each other, with institutions and with all the external entities. Part of the conversation is between the accreditors and the Department of Education (DOE) in helping to establish some clear guidelines about how to accredit these programs that are not necessarily credit-based. The Federal Government is involved in CBE programs helping to ensure that students who may not be in programs using credit hours and grades are progressing satisfactorily, determining if they are full-or part-time and working to give them access to Pell Grants. The Pell Grant is set up for a credit-based system, so that is an obstacle for students in CB Programs that are not necessarily credit based, don't award grades and don't follow traditional academic calendar. The Federal Government has exercised their Experimental Sites Authority to waive some requirements for participation in Title IV Programs. This will help answer questions about how to distribute Federal Aid dollars to students in CBE programs.

In response to Mr. Bland's question why industry leaders and employers are not being discussed as part of this ecosystem, Dr. Bell said that the workforce is an important component that she will discuss what those partnerships could look like and how they are being fostered.

In response to Dr. Bepko's question is there some dissent bubbling up directed at the DOE for not having guidelines, Dr. Bell said that there are a lot of conversations going on between institutions and the Federal Government, the DOE, right now. You may have heard of the direct assessment provision which allows institutions that have CB Programs but are not credit based to apply to the direct assessment institution and they can award aid. They have to do some equating of progress to the credit hour. There has been some lack of clarity at the DOE as to what qualifies as a direct assessment program and what doesn't and the DOE is working hard to make clarifications through working with institutions to help guide their decision making. There is still progress to be made.

Dr. Bell continued to talk about the fifth category in the CBE ecosystem, the State and system offices. She is part of a project looking at ways that the states can think about how to support and encourage CBE in their higher education institutions. Indiana has a lot of the policies in place that are enablers for CBE.

There are six State Policy areas that affect CBE. In statutory and regulatory language, these policies have been written for traditional programs based on the

credit hour and academic calendar. Sometimes there is language that is challenging for CBE programs.

In response to Mr. Murphy's request for an explanation as to what a competency is in terms of what we are accrediting, Dr. Bell said that it is the knowledge, skill, ability or aptitude that a student must have. Mr. Murphy stated that he understands the definition but wants an example. Dr. Bell provided an example of when she was in Arizona talking to the department giving certificates for auto body repair and in that situation they discussed what their competencies might be, including vehicle prep paint application and you might be able to get a certificate in special kinds of paint application and maybe an environmental awareness competency. She said that it is not unlike the transfer pathways in which competencies are set for different disciplines to be able to transfer in Indiana, it is what the faculty says in terms of knowing specific things then they feel comfortable awarding you this certificate for this major or that program.

In response to Mr. Murphy's question if he could get a competency in English literature, for example, or is it all work related, Dr. Bell stated that there are varying opinions about this. Her opinion is that any program can be delivered from a CBE. For Mr. Murphy's example, in order to get that degree you would have to show mastery in the competencies that are applicable for that degree.

State Policies that affect CBE include those concerning funding. They must be flexible enough to support innovative learning-centered credentials. Financial aid policies have a reliance on standard definitions of satisfactory academic progress.

In response to Mr. LaMothe's question, how do students show mastery, Dr. Bell explained that is where the assessment piece comes in and faculty need to decide how to assess the knowledge, skills and abilities of the student. In some cases a program might have 12 competencies that the faculty need to feel comfortable conferring a Bachelor's degree in a field. Within that, there can be sub-competencies, but the student would be assessed against each of those areas rather than saying, you need to take 12 classes in English literature.

In response to Dr. Conant's question, is it fair to say that a competency is what we call a learning objective, Dr. Bell stated that she thinks they are extremely related. One way to think about the difference is that in a course you might have four learning objectives, when you assess that student you test and grade them with a midterm and a final. They have to get 70% of the answers correct in order to pass those exams. In a CB program you have your four learning outcomes and instead of being tested on them as a whole, there is a threshold to show mastery in each of those outcomes individually and are being tested on each of those outcomes individually.

Dr. Bell returned to discuss the six State Policies that affect a state's ability to support CBE. In many states, funding is tied to the credit hour and if the state wants to use CBE and not rely on the credit hour, then there are funding challenges. In many states, financial aid is tied to the credit hour and how the Federal Government

awards financial aid. State transfer articulation agreements often rely specifically on the courses or credits rather than learning are not conducive to CBE programs. Student information systems and data systems are not set up well to operate in a non-term environment to accommodate non-standard terms, courses or calendars. There is potential for partnerships to help meet labor force needs in shaping competencies and skills needed for the workforce. And finally, tuition-setting policies often do not take into account cost differentials of different types of education.

Dr. Bell presented questions to consider for supporting the growth of CBE: how can you ensure policies and plans are inclusive of institutions and students participating in CBE programs; how can you allow institutions flexibility to design programs to fit their students' needs while helping institutions ensure quality; what are the best ways to build stakeholder understanding and support for innovative approaches to education; how do you encourage innovation; how do you ensure that state goals are being met without being prescriptive; and, how can CBE be used to support alignment with K-12 and the workforce.

In response to Mr. Costas' question, how extensive is it that students, freshman or upperclassman, can test out of classes, Dr. Bell responded that she would classify that as a form of PLA which is very much intertwined with CBE but also operates on traditional campuses. She said PLA is an extremely important piece of CBE and traditional models and it can allow students to not have to spend the time or money on tuition for courses they already know required material. How widespread that is depends on the institution and state. More states are incorporating PLA to help students not have to repeat their learning.

Ms. Lubbers stated that because we are so familiar with WGU in Indiana, our level of understanding are the four areas they look at, business, teaching, health and IT. She asked Dr. Bell to extrapolate from WGU and discuss how much of that would be typical in CBE and what is purely based on assessments. She asked Dr. Bell to use WGU as the basis to help us understand beyond WGU about competency. Dr. Bell responded the students at WGU go through an initial round of assessment to see where their knowledge, skills and abilities are and what competencies they already have. For each of the programs, they have a set of defined competencies students must demonstrate mastery in to earn their degree.

In response to Ms. Lubbers' question, how do they measure competency to say that they're ready to go to the next level, Dr. Bell said that WGU gives the student an initial test for the competency in the area of interest. Each student is assigned a faculty coach. There is a pre-test given to the student, and if the student does not show mastery of that competency, the student works with that coach to focus on the things to study up on in order to show you have mastery of this competency. They meet frequently and are in close consultation with the faculty mentor before they take the assessment again. That model is one way that a CBE program gets delivered. To expand on that concept, the Learn on Demand system operates in a similar way. The student signs up for a module and is given a pre-test. If they pass, the student does not have to do all of the work that is associated with learning that

competency for that module. If the student does not pass, the student must engage in the module and may take the test again. What those tests look like is different from institution to institution.

In response to Dr. Conant's question as to how many students is reasonable for a coach to have at once, Dr. Bell responded that the coach isn't necessarily the subject matter expert necessarily, but helps guide the student through his or her education. She said the average number was around 12 students.

In response to Dr. Conant's question as to the human resources involved, Dr. Bell responded that sometimes there are online lectures given by subject matter experts. Dr. Bell stated that they know these programs are incredibly work-intensive to get off the ground. You have to define the competencies, determine the assessments, decide upon the best delivery of the material to the students and think through and design them with the end in mind.

Ms. Lubbers said that the interesting thing is that WGU has incredibly high passage rates with the teaching programs putting them as one of the highest in the country. As Dr. Bell mentioned, some areas of study are more conducive to this kind of CB program and some students are more suited to this kind of CB program.

In response to Dr. Conant's question asking about the degree of person power it requires to get a student from very little knowledge to mastery, Dr. Bell said that it depends on how the program is designed. In the WGU model, the academic coaches have somewhere around 12 students they work with but the learning of the content is based more on how the student learns best.

Dr. Conant gave an example of a course taught online in which the learning objectives are there and there are certain things the students have to do, but there is no schedule on it and they can do it whenever they want. In response to his question, is that a CB course, and if not, what would make it one, Dr. Bell said that at the end of the semester they get a grade for the entire course rather than being assessed along the way on each of the different competencies.

In response to Mr. Popp's question, are some universities doing this 100% and how is their staffing changing, Dr. Bell said, yes, but many of the universities who are doing CBE started out that way so their staffing hasn't increased or changed.

Dr. Conant stated that when he teaches a course face to face his class size can be much larger than when it is taught online and that online courses are more work.

Dr. Bell said that the more personalized attention may lead to a more successful student.

In Ms. Duarte De Suarez requested to discuss CBE models at the macro-level in light of the Commission's attention to competencies in its strategic planning. In response to her question whether there is an approach in which policy has served the state better than another in this particular blossoming area, Dr. Bell said that Indiana is

one of the leaders in having these conversations specifically around CBE. CBE specifically is one of the strategies within a competency area which is broader and talks about PLA among other things. Dr. Bell said that while she doesn't know the best way, the more options and flexibility we have for students to be successful the better off we are.

Ms. Lubbers said that part of the challenge for us is we're looking for a simple explanation for something that is very complicated. If we cannot articulate it, we go to many of the various models and identify what the unifying factor is, and I think that is student learning at their own pace showing they have mastered that material. That comes in a lot of different flavors and why we think it is worth the time to have these discussions. This is going to happen in many different ways but we have to figure out what is working very well in some places. Why this is so difficult is because we are looking for answers while the programs are being developed. The bottom line is that we do not have many of the answers to a lot of good questions.

Dr. Bell stated that simply having the discussion is a step in the right direction.

Mr. Peterson said, building partially on what Ms. Lubbers said, one of the multiple ways to think about this is that a lot of this focus is dependent upon the assessment process. He said that you think back to when you were in school to someone who received straight As but did not master the subjects but, instead, phenomenally good at memorizing information because he was good at understanding the structure of how a course was delivered to then be tested in a type of multiple choice test environment. He walked out with a better grade but didn't understand the subject and within a year that can exacerbate. Mr. Peterson stated that he strongly believes that there is commendable effort in trying to get at how to teach and then assess whether someone is mastering the subject versus packing the information in in perhaps irrelevant ways. In response to Mr. Peterson's question as to what the schools of education are doing and thinking about with regard to methodology and assessment, Dr. Bell said that some examples show performance based education at the K-12 level and those programs partnered with the local university and many teacher education students are going into the K-12 schools and helping to think through how to best deliver CBE to K-12.

III.   BUSINESS ITEMS

A.   Indiana's Proposed High School Diploma Requirements

1.   Proposed Indiana High School Diploma
2.   Resolution to Adopt Indiana's High School Diploma Requirements

In response to Mr. Murphy's question as to how would a student know what pathway to choose if they are uncertain about what area they want to study in college, Ms. Lubbers responded that you tell them that you have to be on the calculus pathway.

Mr. Bearce added that it is not as early on as you might think, we the exception of the technical math, the pathways are practically identical until senior year in high school.

Ms. Lubbers stated that getting a student to choose the right diploma and getting them to understand the implications of that decision requires good counseling and will be what makes this work.

Ms. Lubbers said that the challenge with these two diplomas is that as you see, the College and Career Ready has a total of 44 total credits and the Workforce Ready has 40. Part of the Workforce Ready Diploma is that at some point around the beginning of your tenth grade year, if you have not been successful in several of the courses along the way it may mean that you did not get to 44 which may mean you may not earn your high school diploma. What is so critical about all of this is having an understanding with families and students what that means when you opt-in to that diploma. If you are going for the Workforce Ready Diploma you are essentially saying, I am not considering college as an option.

Mr. Murphy stated that he does not want any unintended consequences of getting on that track and not be able to get off of it. Ms. Lubbers responded that you could still at the end of your junior year accomplish that, it would be difficult. The other thing about the Workforce Ready Diploma is that it is an academically more rigorous program than the General Diploma. Our goal is to make it more academically rigorous, drive fewer people to it but acknowledge that they need a high school diploma in order to get a job and this is going to be a more academically challenging diploma than they've gotten before.

In response to Ms. Duarte De Suarez's question if she had been interested in getting out into the workforce but then decide I want to go to college and only had the Workforce Ready Diploma, how does this restrict getting into college, Ms. Lubbers said that admissions criteria will always be determined by the colleges. The reality is, if you have the Workforce Ready Diploma, some schools would not accept you.

Mr. Bearce stated that the reality is that in a situation like that, you'd likely start at a community college which is actually the way it is right now if you don't have a minimum Core 40. He said his philosophy is to keep as many doors open for students for as long as possible and eventually those doors start closing based upon choices they make. For many of our students, it will likely come down to math which is why you'll notice a bit of flexibility there.

In response to Mr. Popp's question as to whether there would just be these two diplomas, Mr. Bearce said yes, with an honors option.

Mr. Bearce presented this item and gave the staff recommendation.

R-15-05.3   **RESOLVED:** That the Commission for Higher Education approves the recommendation of the Resolution to Adopt Indiana's High School Diploma Requirements consistent with this agenda item. (Motion – Bepko, second – Murphy, unanimously approved)

B. Academic Degree Programs for Full Discussion
1. Bachelor of Science and Ph.D. in Intelligent Systems Engineering to be offered by Indiana University Bloomington

Mr. John Applegate presented this item.

Mr. Murphy stated that this was a wonderful opportunity to address some issues and the staff recommendation packaged this very nicely and the university responded positively to that packaging. He said that he thinks the response to collaboration has been an important element of all of this. We heard the staff recommendation state the greater need for engineering and the skill sets or competencies that come with engineering systems, analysis or constructive capabilities are coming together at the level of basic sciences and natural sciences. He said he thinks that is something that Indiana is somewhat behind in the application of these skills and we need to address this in the longer term. We have two wonderful fledgling universities who have had historically separate missions and having said that, there is a coalescence of certain skillsets in academic areas that we need to pay attention to and make sure that our institutions are equipped to provide the kind of education that our students need. He said he is in the financial services industry and hires people today coming out of engineering programs because we need that skillset to better compete locally and globally. If we look at what is going on in health sciences and medicine, you can't do things at that level without some knowledge, experience and background in engineering. There is a whole set of new skills that need to be developed and we need more of our institutions involved. There is a risk to collaboration when you move below the senior level where it's executed and doesn't occur quite as rich as you might have hoped it would.

Mr. Costas said that the whole issue of differentiation is a conversation we need to have a little further and discuss if it is by type of institution or by program. To reinforce this whole issue of collaboration, we have a world class research triangle between the three institutions and collaboration partnerships are absolutely necessary whether it be between private, public, government, education, but particularly by our two research institutions, there is tremendous opportunity if we think about ways to partner and collaborate on the various expertise each has. This can be a way for us to augment collaborative patterns.

Dr. Sauer gave the staff recommendation.

R-15-05.4 **RESOLVED:** That the Commission for Higher Education approves by consent the Bachelor of Science and Ph.D. in Intelligent Systems Engineering to be offered by Indiana University Bloomington, in accordance with the background information provided in this agenda item. (Motion – Popp, second – Hershman, unanimously approved)

C. Academic Degree Programs for Expedited Action
1. Master of Science and Ph.D. in Environmental and Ecological Engineering to be offered by Purdue University West Lafayette
2. Bachelor of Art and Bachelor of Science in Business Analytics to be offered by Ball State University
3. Master of Science in Quantitative Psychology to be offered by Ball State University

4. Bachelor of Science in Respiratory Therapy to be offered by the University of Southern Indiana
5. Master of Science in Sport Management to be offered by the University of Southern Indiana
6. Master of Arts in Second Language Acquisition, Policy, and Culture to be offered by the University of Southern Indiana

Dr. Sauer gave the staff recommendation.

R-15-05.5   **RESOLVED:** That the Commission for Higher Education approves by consent the following academic degree programs, in accordance with the background information provided in this agenda item. (Motion – Bepko, second – Whitehouse, unanimously approved)

D.   Capital Projects for Full Discussion
   1.   Multi-Institutional Academic Health Science and Research Center - Evansville

Dr. Tom Morrison and Ms. Cindy Brinker presented this item.

In response to Mr. Murphy's question as to who will actually be designing the building because the Evansville Health Facility is a corporate convention, Dr. Morrison stated that they have hired an architect to design the building with Indiana oversight.

In response to Mr. Murphy's question as to whether they will fund the R and R for the each year, Dr. Morrison said yes. Dr. Morrison said Mr. Hawkins had asked him if the building would be eligible for R and R from the state and the answer is yes, but we know that none of us could solely exist based upon what the state provides so we will need to put money into that as well and part of that operating expense over time.

Ms. Whitehouse expressed excitement in how transforming this is to the students of the Indiana University School of Medicine, University of Southern Indiana and University of Evansville. The site was chosen by the Indiana University Board of Trustees but there was a lot of background communication that went along prior to this decision that includes input from the community.

Dr. Morrison addressed Mr. Murphy's question as to what happens if things change over time and someone vacates space, that this is one of the benefits of the condominium. Each university is an owner of their space and it is each university's responsibility.

In response to Mr. Popp's question whether IU is going to train pre-med or medical students, Dr. Morrison said yes, the Indiana University School of Medicine has regional medical education centers around the state and one happens to be on the campus of the University of Southern Indiana. In this case, it will move downtown to this facility.

In response to Mr. Bland's question, what will happen to the space that is currently being used on your campus, Ms. Brinker said the use of the third floor will allow them the opportunity to expand additional programs win the health professionals area and the entire nursing program is not moving to the downtown facility.

Mr. Hawkins gave the staff recommendation.

R-15-05.6   **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. (Motion – LaMothe, second – Bepko, unanimously approved)

E. Capital Projects for Expedited Action
1. Vermont Street Parking Garage Face Repair and Replacement – Indiana University Purdue University - Indianapolis
2. Indiana University School for Medicine – Center for Drug Discovery – Wishard/Dunlap Building Lab Renovation – Indiana University Purdue University – Indianapolis
3. Regional Campuses – Multi-Campus Special Repair and Rehabilitation for Deferred Maintenance – Indiana University East, Kokomo, Northwest, South Bend, and Southeast
4. Old Crescent Renovation – Phase II – Indiana University Bloomington

R-15-05.7   **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. (Motion – Duarte De Suarez, second –Whitehouse, unanimously approved)

IV.   INFORMATION ITEMS

A. Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

C. Capital Projects Awaiting Action

D. Media Coverage

V.   NEW BUSINESS

There was none.

VI.   OLD BUSINESS

There was none.

VII.   ADJOURNMENT

The meeting was adjourned at 3:17 P.M.

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Dennis Bland, Chair

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Susana Duarte De Suarez, Secretary