



CONGRESS

Monday, February 11, 2019
University Hall Room 111
3:00 pm

Minutes

Present: Larry Tinnerman, Jenna Ford, Shawn Huisinga, Linda Sperry, Janet Buckenmeyer, Eric Hampton, Ryan Donlan, Kandace Hinton, Steve Gruenert, Carrie Ball

Called to order, 3:00 p.m.

1. Approval of minutes for January 14, 2019 (L. Tinnerman/E. Hampton, 6-0-0)
2. New Business – none. A program revision is expected for SAHE at a future meeting.
3. Old Business
 - a) Faculty Review Policy Revisions (Carrie Ball)

The proposed revisions do not fully align with changes to the biennial review process in terms of language (meets/does not meet vs. contributing) and overall recommendations (i.e., classification of meets/does not meet in each area of teaching scholarship/service vs. one overall classification). R. Donlan will insert a note in the text of the document and send to K. Hinton to forward to C. Ball for further clarification.
 - b) Professional Doctorate Subcommittee (Larry Tinnerman)

Committee needs more information about goals before moving forward. Currently, the goal of the subcommittee is to gather information and explore other models that are available. Points of discussion included:

 - Ultimately, the goal is to have a practitioner-focused doctorate option for students who do not want to go into academia. This may take the form of degrees within each department or a singular option within the college; the advantage of a singular doctorate is that each degree needs to go the Indiana Commission for Higher Education.
 - Is there a need for and interest in a practitioner-focused doctorate?
 - In what way would the practitioner doctorate differ from an Educational Specialist degree? From a Ph.D? What would an appropriate culminating experience look like?
 - Is our current practice is already consistent with a more practitioner-focused degree?
 - Is now the time to continue pursuing this option, giving a shortage of teaching faculty and competing demands on everyone's time?

- How might greater efficiencies across the college help to raise the quality and rigor of current training?
 - Would it be possible to identify a set of core courses or subjects across doctoral programs (e.g., statistical literacy)?
- c) College Diversity Plan (Linda Sperry)
The last Diversity Plan is dated 2010. It is likely time to update it. Key questions may include (a) how are we addressing it within curriculum, (b) how are we recruiting and retaining diverse faculty and students? Discussion focused on how to continue addressing the issue of diversity within the college. Is a Task Force or a standing committee preferred? At this point, it seems appropriate to wait and see how diversity may be incorporated within the strategic planning process.
- d) Strategic Plan (J. Buckenmeyer)
The strategic planning committee continues to work on a revised vision and to wrestle with where we want to be as a College in 3-5 years. More revisions are forthcoming.
4. Faculty Senate Representative Report – Constitutional changes approved at the last Senate meeting have been sent to the full faculty for a vote. The next scheduled meeting is 2/21/19.
5. Dean's Report
- a. SEM sessions had a total of 648 attendees, with a recorded version available; the feedback survey will be available through 2/13. Enrollment projections are slightly more positive than original.
 - b. Looking at strategic marketing, AC will be charged with crafting a proposed marketing plan – what is the story we want to tell?
 - c. Merit pay documents are under review by the Dean.
 - d. The ADA entrance is open.
 - e. The CAEP self-study will be submitted Wednesday, at which point we will begin working on implementing the plans we have identified in the self-study.
6. Chair's Report – There will be a Black History Month Gospel Celebration on February 23. Please share with those who may be interested. K. Hinton has some free tickets to give away.
7. Open Discussion – none.

Adjournment at 4:17 p.m.

All Congress agendas, meeting dates, minutes, members, and other materials may be viewed at:
<http://www.indstate.edu/education/governance>