

Minutes: December 7, 2021

College of Liberal Arts Faculty Senate

<https://cla.purdue.edu/faculty-staff/facsenate/>

Prepared by Bradley Dilger, Secretary <dilger@purdue.edu>.

Approved by Faculty Senate February 8, 2022.

Roll

The meeting was convened using Zoom at 3:32p by Senate Chair Patricia Boling, who acknowledged the First Peoples.

Guests: Jay Akridge, Dorrie Armstrong, Erika Gotfredson, Wei Hong, Sorin Matei, Nush Powell, Lori Sparger, Holly Tittle-Hudson, Jen William.

Senators absent: Channon, Kelly, Lindsay, Marsh, Parrish, Reimer, Veldwachter.

Professor Ashley Bellet present as alternate for Senator Rand.

Professor Andrew Flachs present as alternate for Senator Lindsay.

Professor Dwayne Woods present as alternate for Senator McCann.

1. Approval of the Minutes

Approval of the minutes from November 9, 2011 was not considered to allow the Senate more time for review.

2. Chair's Remarks – Dr. Patricia Boling

Senator Boling thanked everyone for attending. She noted that some of the focus of the Senate this year has included institutional memory – asking what is lost, for example, when multiple professors leave CLA in a short time span (Beaman, Weldon, Patton, Brown).

Boling also noted that the work of the Senate this year has been directed by input from the Qualtrics “suggestion box” on the Senate web site. She thanked everyone who has contributed and invited more input.

3. Dean's Report

Provost Jay Akridge visited the Senate to share information about the civic literacy proficiency requirement.

Akridge began by thanking the Senate, as faculty, for their exceptional work supporting our students this year.

Akridge noted the requirement is in place for students who begin this fall at the West Lafayette campus, and Fall 2022 for other campuses. CLA faculty were deeply involved in developing the requirement: Cheryl Cooky, James McCann, and Robert Browning.

Akridge described the three pathways to satisfying the requirement: one selective course, a set of twelve modules developed by Robert Browning and CPAN, or engagement in six approved events — all followed by a required examination. Students can complete the requirement at any time in their four years.

Care was taken in development of the requirement to ensure time to degree was not increased. An advisory committee chaired by Dean Reingold will direct implementation. A staff member is being hired to supervise the implementation.

Reingold noted that about 30% of incoming students have satisfied the selective portion of the requirement with AP credit. Most other students seem to be heading toward taking a course on campus or the CSPAN/podcast pathway. Reingold also observed that the upper administration has committed to providing funding as needed to cover the addition of teaching capacity if necessary to help students satisfy the requirement. Akridge confirmed that.

Boling asked what courses satisfy the requirement. Reingold noted that all courses that satisfy the requirement are taught by CLA. A list is at <https://www.purdue.edu/provost/about/provostInitiatives/civics/>.

Senator Clair asked if there were any requirements beyond the course and examination. Akridge answered no. Reingold explained that the examination is a 50 question proprietary exam, with a 90 minute time limit, developed by an outside vendor with extensive input from Purdue experts. It is fact-based, modeled on the US citizenship examination. Students can take it multiple times. Materials on the Civics Literacy web site support the test. The first time pass rate so far is 80%.

There may be an opportunity for faculty to take the exam in the future. Currently, it is not publicly available.

4. Old Business

None.

5. Committee Reports

Two committees presented reports.

Curriculum committee:

Senator Viele presented for the Curriculum Committee, reviewing the curriculum changes delivered to the Senate on November 23. A copy is available on the Senate web site.

Motion to approve by Senator Davis, seconded by Senator Bulow. There was no discussion.

Motion carries 29–0. The curriculum changes are approved.

Agenda committee:

Senator Dilger summarized a conversation with Lori Sparger and Senator Boling about implementation of the CLA Strategic Plan, pointing to a brief report shared on the Senate web site. Future Senate meetings will include speakers who can speak to different parts of the plan, depending on Senate interest.

Lori Sparger noted she would let co-chairs know invitations to speak were coming.

Boling noted the Senate leadership had already reached out to Dr. Valeria Sinclair-Chapman about the Center for Research on Diversity and Inclusion (CRDI).

Senator Freeman-Marshall asked, on behalf of Dr. Cheryl Cooky, if it was better to maintain a separate DEI task force, to ensure those concerns were addressed.

Senator Flachs suggested the CLA Senate DEI committee could do some of that work. He renewed Brigitta August's request, from last week, for an audit of DEI-related materials across the college, in the hopes of helping all of us do that work more effectively, in solidarity. The CLA Senate DEI committee will be contacting units in this regard.

Boling asked if the Senate DEI committee was investigating the history of efforts in CLA. Flachs replied that it was indeed backward-looking, but forward-looking as well, hoping to support the CLA DEI office as needed.

Boling agreed, and suggested there are multiple units across CLA, such as CRDI, who attend to DEI but may or may not be fully supported and connected.

Boling concluded committee reports by suggesting this work was part of the CLA Senate's role to play with regard to institutional memory.

6. New Business

Boling presented a question brought to the Senate via the Qualtrics suggestion portal, asking about the impact of the Cornerstone program on the research mission of CLA, and the balance of research and teaching general education. Could the course load for faculty be reduced from 50% to 25% to better balance research and general education?

Senator Clair asked for a breakdown of lecturers and professors teaching in Cornerstone.

Reingold noted that had been provided in earlier meetings. Of the 42 searches underway, all but seven (or so) will have a Cornerstone teaching commitment. He suggested that job candidates were quite enthusiastic about teaching in Cornerstone.

Executive Associate Dean Joel Ebarb described the approach to staffing Cornerstone, noting that faculty contractual obligations are balanced with teaching by clinical professors, part timers, and others. Part of the reason for 42 hires this year was adding flexibility that ensures needs of departments and Cornerstone can both be met on the long term.

Reingold observed that obligations to teach Cornerstone are written into faculty contracts, not made with departments. After this year, about a third of CLA faculty will teach Cornerstone. Reingold said there's no question CLA's choice is between having faculty for the first year of Cornerstone or not having new hires.

Professor Nush Powell asked for clarification about the numbers of faculty teaching full and part time for Cornerstone (74 affiliated, 13 splitting time, etc). Ebarb explained that some faculty had financial incentives to teach for Cornerstone in the past, but were not necessarily teaching in the program regularly at this time.

Reingold suggested that Cornerstone classes are, in general, faculty taught, except for a couple instances. He noted most faculty who teach in Cornerstone want to and are committed to it.

Senator Bellet observed that while she and her department were both enthusiastic about teaching in Cornerstone, meeting the needs of required courses for majors and graduate students will be challenging with a 50% Cornerstone split, perhaps requiring hiring adjuncts. Bellet also noted that negotiating with hires during the current search could be more challenging if they were strongly research-oriented.

Reingold thanked Bellet for helping with the search and noted CLA could support a number of ways to ensure research productivity for new hires, in collaboration with department heads, as happens in other cases, e.g. the Honors college. He characterized a commitment to Cornerstone as one of many commitments to the broader enterprise of Purdue.

Senator Johnston asked for clarification about the future of graduate funding in English, with the report of no new graduate students for AY22–23, and if this was only English or other CLA programs?

Reingold explained that all CLA graduate budgets were the same this year and last year. He said English had overspent its budget by \$300,000 and would repay CLA. As a result, current students could be supported, but no new ones.

Johnston noted concern in English that graduate programs and graduate-driven units like *Sycamore Review* might be in danger given the lack of new admits. Reingold replied that 7 of 10 CLA units did not admit students in AY20–21, but still continue. He suggested allocation in English among graduate programs (creative writing, literature, rhetoric) could be part of the issue, but that was not a CLA decision. English should have enough funding for 18 graduate students going forward.

Professor Dorrie Armstrong asked to comment on issues related to English. She said that English did not mismanage its budget, but rather, the budget was cut after offers of admission were extended to students, and English was not allowed to use other monies to fund its graduate program. Armstrong expressed concern about the long term for graduate programs in English.

Reingold suggested English had a very large budget, with substantial recent investments in English from CLA for teaching, albeit not by graduate students. He disagreed about the use of other funding sources, pointing to the need for multiple year commitments to graduate students given the nature of revenue streams English has brought to CLA.

Armstrong replied that English had money to cover students now. She also suggested that English should not be punished for having a larger program, given the amount of teaching and service English performs for the college and university.

Reingold suggested some of the issues were internal to English. Armstrong denied that.

Boling asked that the Senate move on. She asked to return to the original issue, whether Cornerstone was changing CLA's balance between general education and research; for example, if Cornerstone was governed like a department.

Reingold said that was not correct, and pointed to faculty involvement in the development of Cornerstone. He suggested that faculty members in Cornerstone retain a lot of freedom, albeit within the bounds of outcomes defined by the university.

7. Adjourn

Boling thanked Dean Reingold and the Senate for their candid and honest exchange of views, and suggested adjournment.

Motion to adjourn by Senator Davis, seconded by Senator Clair.

Adjournment was approved by voice vote.