

## **Minutes: January 10, 2023**

### **College of Liberal Arts Faculty Senate**

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

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*Approved by Faculty Senate, February 7, 2023.*

### **Roll**

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Senate Chair Michael Johnston welcomed CLA faculty to the meeting, called meeting to order at 3:30pm.

**Guests:** David Atkinson, Briggitta August, Katya Babintseva, Joel Ebarb, Andrew Flachs, Linda Haynes, Wei Hong, Trenton Jones, Cara Kinnally, Brian Leung, Alfred López, Cherie Maestas, Sorin Matei, Marifran Mattson, Sarah Nestor, Nadya Pimenova, David Reingold, Melissa Remis, Linda Renzulli, Lori Sparger, Ronald Stephens, Holly Tittle-Hudson, Alice Wang, William White.

**Senators absent:** Clair, RD Johnson, Lukasik, Marsh, McElhattan, Parrish, Ramirez, Sypher, Trout

### **1. Approval of the Minutes**

Chair Johnston presented the minutes from the meeting of December 6, 2022.

The Senate had no changes or corrections, so minutes were approved as submitted.

### **2. Chair's Remarks – Dr. Michael Johnston**

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Chair Johnston opened the first faculty senate meeting of the new year by reviewing some of the highlights of the Fall 2022 meeting, including reports on enrollments, budget, and external grants from the Dean's office; a visit from then president-elect Chiang; and vigorous discussions around issues of diversity, parental leave, Cornerstone governance, and other issues of vital interest to CLA faculty. On our docket for spring semester, we look forward to continued discussions about the promotion guidelines for clinical professors, reports by the EPC on diversity requirements, and summary results of the COACHE Survey. Chair Johnston also reminded us that an ad hoc faculty committee charged with taking a closer look at hiring practices in the College will begin their work soon. He closed by requesting faculty and senators consider volunteering for Senate committee and officer positions that will be opening the end of this semester, and to contact Sen. Peterson as chair of the Nominating and Elections Committee.

A copy of Chair [Johnston's full opening remarks](#) is available on the CLA Senate website.

### 3. Dean's Report

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#### *a) Q&A with Dean David Reingold (prepared questions- see p.2 of agenda for questions)*

Chair Johnston welcomed Dean Reingold to this annual Q&A session with the dean and reminded the faculty of the questions selection process. In brief, questions were solicited from faculty via Qualtrics after the December senate meeting, and the Agenda Committee met shortly thereafter to collate the questions in a way that, while not verbatim, tried to capture the spirit and intent of them. The questions were then grouped thematically into topics and sent to Dean Reingold over the break so he would have time to consider his responses. Questions were also reproduced in the meeting Agenda for faculty to see. The format of the session was that Johnston read each question, followed by the Dean's responses (allotting about 15 minutes per section), and the floor was then opened for questions at the end of each topic. The questions are paraphrased below ([see Agenda online for the full questions](#)), and the Dean's responses are summarized beneath them:

#### Topic 1 Material Issues

##### *Response to Q1 re. pay equity in the college across different positions/career streams:*

The Dean said the college and university are working to keep compensation competitive in the face of inflation. He noted that in spring 2022 the college made salary adjustments of \$197,231 to bring our assistant and associate professors' salaries to at least 90% of peer median salaries in their discipline. Disciplinary comparisons are made based on data provided by the central administration across rank and discipline. Similar equity adjustments were made for staff totaling over \$110,000 and for lecturers totaling over \$121,000. These adjustments were on top of the \$348,557 allocated to merit pool and raising graduate stipends to a minimum of \$18,880. The total recurring salary adjustments made last year come to about \$750,000, which he acknowledges isn't enough when we're dealing with 7% inflation, but he isn't aware of anyone in academia who is able to keep up with inflation since the whole industry is struggling. Historically, he recalls a similar large scale equity adjustment in 2016 or 2017, and notes that heads can make case-by-case appeals for salary adjustments in their departments.

##### *Response to Q2 re. possibility of increasing CLA travel funds in response to inflation:*

Dean Reingold begins by noting this is something they've discussed in the dean's office and in consultation with department heads. The central dilemma he points to is we either support fewer people with larger travel awards or support the same number of people knowing that travel dollars aren't stretching as far as they used to. It comes down to what we want to maximize with these awards, and the Dean said he's open to suggestions if the faculty would rather prioritize fewer awards at a larger dollar amount.

**Questions/Discussion:** Sen. Browning asked about the process Purdue uses for comparing salaries across disciplines (e.g., in CLA disciplines versus College of Science) (issues discussed in Q1). Dean Reingold responds that the common convention among peer institutions is salaries are organized by disciplinary background, such that a sociologist in a business school will

usually have a higher salary than a sociologist in public policy or sociology department. We may not like it, but that's just how it's organized in our industry based on localized labor models.

Question in the chat asks if there has been discussion about increased pay among limited term lecturers (LTLs). The dean responded that we pay LTLs what he considers the market rate. He notes that a significant number of our LTLs have full-time salaries and benefits either through teaching full-time or adjuncting on top of their professional careers at Purdue or in the community. He recognizes there's a lot of variability in compensation and load (he didn't have the percentage of these models at hand), but emphasized they try to pay market rate.

Question from Sen. Flachs about CLA faculty teaching grad level methods and specialty courses (e.g., AMAP courses and certifications) that attract students from other colleges, and whether that gives us some leverage in drawing a larger pool of resources from the university. The Dean responds that there are lot of different certificates and program at both the graduate and undergraduate level that draw students from across campus, which gives us some general leverage. But an individual program's weight depends on the demand for the program and how unique (or substitutable) it is on campus; he gives the example of the wide range of statistics course options on campus that are valuable, but can be found in some form in many different departments. So he can't give a general answer. But in term of AMAP, students may be drawn to their courses because AMAP's training courses are better than those offered elsewhere, but he doesn't have data on that to be sure.

## Topic 2 Hiring

*Response to Q1 re. hiring inequities across units in the college and criteria for allocating hires.*

Dean Reingold begins by saying the criteria for hiring decisions hasn't changed over the past several years. Each spring he sends a memo to department heads with priority criteria used for allotting hires including [he reads from the memo]: (1) strategic investments designed to further promising research and creative endeavor areas and profiles that align the college with university strengths where standing can be clearly measured by external indicators; (2) alignment with the college's recent strategic investments in the areas of social genomics; artificial intelligence; cybersecurity; science and society/civilization; science, technology, and policy analysis; technology, communication, and cooperation (alignment with these "buckets" were preferred but not mandatory when requesting hires); (3) trends and growth in the number of undergraduate majors in a given department or school; (4) trends and growth in the number of faculty-taught undergraduate credit hours; and (5) trends and growth in the number of faculty-taught sections of SCLA 101 and 102 in Cornerstone. Those are the criteria that are sent to the department heads to consider as they make their hiring proposals.

*Response to Q2 re. increased reliance on non-TT instructors, and what is the ideal ratio of TT and non-TT in the college?*

Dean notes that historically, there was a heavier reliance on graduate student teaching, which he recalls accounted for around 2/3 of the credit hours, and the remaining 1/3 covered by faculty.

He says the college has worked intentionally to balance the portfolio so that it is now at about 1/3 credit hours covered by TT faculty, around 1/3 by graduate students, and around 1/3 delivered by clinical faculty or lecturers; the proportions will vary across different schools/departments. He points out that we've been hiring more full-time teaching faculty, and Cornerstone is the reason we're able to also hire more TT faculty over the past couple years. Whether the 1/3-1/3-1/3 ratio of delivery across TT, non-TT, and grad instructors is the ideal one is a matter of opinion, but it feels like a good balance to him since it doesn't overly rely on one category of instructors. But a balance that works for the Rueff School, for example, may not work in Philosophy, so it's hard to have a one-size-fits-all approach and he works with heads to find the balance in these individual units based on needs and economics. He remains open to feedback on that balance. He also notes that by having fewer graduate students, we have been able to raise the compensation to a more competitive and livable level than in the past when we were the lowest in the Big 10, in addition to more research opportunities for them. He closes by mentioning that non-TT full-time positions here have good jobs with livable wages and benefits while being at a major research university.

*Response to Q3 re. the declining role of faculty in the hiring process, and what the ideal role of faculty should be in hiring their colleagues.*

The Dean acknowledged that there may be a communication gap on this issue, since he doesn't see how the faculty process has changed a whole lot from his perspective and was surprised that faculty are perceiving something different. He pointed to the Head's Handbook, a long-standing administrative document predating his time at Purdue, that outlines the search process, which hasn't been updated in any significant way in this area. He feels that they are sticking to the letter of the document but noted that it could be that implementation of the policies has varied in the past. During Covid recently, there has been more direct communication and contact recently from the Provost's office to department heads, as well as updated practices regulated by the VP for Ethics and Compliance and the OIE that make sure we are in line with federal employment policies. He then acknowledged that some heads have inherited sets of practices in their units that are at odds with existing policies, and he is supporting them in updating their practices to be more in line with university policies. And any updates at the department level should be explained to their faculty; but he hasn't seen evidence of heads operating outside the bounds of established policy. In terms of the proper role for faculty members, he says they should be deeply involved in the process of identifying candidates, screening applicants, and making recommendations, as they traditionally have been across the college. He sees these as integral practices to building a strong community of scholars and collegiality across the college.

**Questions/discussion:** Sen. Klein-Pejšová thanks the Senate leadership for organizing the QA session and the quality of the questions. She raises the point that Pres. Chiang during his December visit to the Senate reiterated his priority to recruit, reward, and retain the best scholars across all fields and subfields, and asks how this priority will influence the kinds of search lines that will open in the next hiring cycle to fulfill that priority. Dean Reingold responds that he feels our hires cover a lot of fields and domains, but it depends on how specifically you define the fields/subfields. If you define each subfield at the granular level, we'd need to hire a lot of people to cover every single one, but he doesn't think that's what Pres. Chiang meant. He feels

that in his conversations with the new President thus far the college is fulfilling that commitment. And in any case, the pace of hiring we've seen over the past couple of years is going to slow down considerably as university admissions reach a stasis. In future hires, he envisions adhering to the 5 strategic priorities outlined earlier.

Prof. Leung asks the dean to repeat the 5 priority areas ("buckets") he listed earlier in the meeting. The dean said his office can recirculate the memo if needed and went on to list the 5 strategic areas again (see above).

### Topic 3 Equity/Diversity Climate

*Response to Q1 re. the multiple studies showing at Purdue that show URM faculty find climate here problematic, including recent comments by senior Purdue administration in reference to the Black and Asian community.*

The Dean noted it wouldn't be appropriate for him, as a university official, to offer opinions on specific statements made by the former President or sitting Chancellor, and that he trusts the Board of Trustees to navigate those situations in a way that is in the best interest of the University. Regarding the slow speed of the two promised searches in African American Studies, he attributed to the slow progress to the lack of a permanent head in SIS, which can complicate recruitment efforts. Prof. Al López stepped up to fill Prof. Venetria Patton's position as interim head of SIS when she left to become a dean at University of Illinois, and is now permanent head. So those searches are currently moving forward after the Dean approved them in September, and he and the committee hope to recruit two outstanding colleagues in these positions.

Regarding climate issues, he notes that CLA's diversity and inclusion initiatives included training sessions held in Fall 2022 with the School of Languages and Cultures, Cornerstone faculty, and academic advisors, among others, and he heard only positive reports about those sessions. He said they're working hard to support Briggitta August's efforts and hopes to continue those opportunities for recruitment and support for faculty. He cites the dean's office advocacy of the Faculty Success Program organized by the National Center for Faculty Development and Diversity in providing mentoring services to junior and mid-career faculty that come from historically underrepresented groups, or who are caring for aging parents or facing other challenges. Any faculty are open to participate in these support programs at the college's expense. He shares faculty frustration at the departure of URM faculty, but he says he celebrates the achievements of those who move on from Purdue to positions of higher stature or higher rank at other institutions, acknowledging that even the best universities lose talent. He sees it as a testament to the support that Purdue and CLA has provided that these faculty elevate themselves and their scholarship in these other positions.

Chair Johnston calls time and draws this segment to a close, thanking Dean Reingold for his time and reminding faculty that the DEI and FAC committees are continuing to address these issues, and to reach out to himself or Vice-Chair Kaufmann-Buhler to help shape the agenda for future meetings.

#### **4. Black Students at Purdue report - presented by Briggitta August**

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Access slide presentation here: [https://www.cla.purdue.edu/faculty-staff/facsenate/2022-23/briggitta-august-pres\\_black-students-survey-slides.pdf](https://www.cla.purdue.edu/faculty-staff/facsenate/2022-23/briggitta-august-pres_black-students-survey-slides.pdf)

Briggitta August discussed progress on two recent studies related to Black experiences as they relate to Purdue. The first was a climate survey aimed at measuring attitudes about Purdue and the Lafayette/West Lafayette area among Black faculty and staff. The survey was administered in Fall 2022 by an outside consultant called Ceremony, with funding from Purdue's Office of Diversity, Inclusion and Belonging headed by Dr. John Gates. She notes the participation in the survey was quite good and was incentivized with gift cards for participants' time. This is the first climate survey of its kind in terms of how deep and personal the questions were and should provide a good indication of the experiences of Black faculty and staff on campus. As the survey just wrapped up in December, the firm is still preparing the final report and recommendations and hopes more info will be available to share when Dr. Gates' office has had a chance to process and release them.

The second initiative she discussed is an exploratory, qualitative research project focusing on 16–22-year-old Black students in the greater Midwest and South—at HBCs, PWIs, and high schools—aimed at the question of why Black students are not selecting Purdue. The study consisted of interviews of Black students administered by the group, Black Raspberry, and resulted in a 17-page report that Director August summarized for us in a slide presentation (see link above). She shared some data from the initial findings showing that over the past decade, Black enrollment over the last two decades has been both small and stagnant, stimulating the diversity and inclusion offices on campus to investigate why.

In terms of summary results, she noted that when asked about race and the college decision-making process, respondents said that students did not feel race had a positive or negative impact on application experience. The ones who saw race positively effecting their application experience noted specifically those trying to include more Black students on campus. Those who were applying to HBCs felt they would have to sell themselves more to a PWI. They also asked them about several peer institutions in the Midwest and South, including Purdue, and whether they think each would be a good fit for a “typical student” represented in a sample photo. At IU, for example, the attitude of respondents was that the school is known for strong academics across a range of disciplines but see the typical student as white and middle class from the Midwest, so many did not feel it was a good fit for them because the state lacks diversity.

Impressions of Purdue were that it is a strong Engineering and Technology school where they can get a good hands-on education, and the student body is supportive of other students. But she noted that the biggest takeaways about Purdue were concerning not just as they pertain to Black enrollment and recruitment, but for the college as a whole regardless of race/ethnicity. To this point, she said that high school students were not hearing about all the majors Purdue offers, because they were not receiving information about them in recruitment materials or from reps at recruitment events. Attitudes from respondents were largely focused on the academic rigor of STEM fields, with little awareness of other offerings. We have over 200 majors at Purdue, and overwhelming responses showed students don't realize we are more than just an engineering school. Respondents also wanted Purdue to be honest in their materials about the lack of

diversity and would like to see more people of color on campus, and they want to know that they are safe and supported on campus when it comes to microaggressions and racism.

Director August closed by saying that as we approach recruitment seasons, she and April Morris are looking at these responses and have been working on ideas to change this perception and bring more students into CLA. The Office of Diversity, Inclusion and Belonging are providing additional funding and support from the Provost's Office to increase recruitment and yield this year, aided by these data. She appeals to faculty to assist with any initiatives aimed at creating a more inclusive space here at Purdue. We will try to share the overall report from SharePoint as well as the slides showed today.

**Questions/Discussion:** Associate Dean Ebarb notes that it's not only Black students who aren't aware of humanities, social sciences, and arts at Purdue. He commented to President Chiang at a recent meeting with CLA leadership that Purdue marketing does not include what makes Purdue a comprehensive university. We've made strides in the college in taking a seat at the table at the university, but he's still seeing messaging coming out of Purdue that is reinforced through this report, which is that we are primarily branded as a STEM university.

Director August adds that her conversations with outreach coordinators suggest they don't seem to understand what Purdue offers in CLA, which is "terrifying" since they are the ones interfacing with future applicants, including Black students.

Question from the Zoom chat: Doesn't this report conflict with our pivot towards focusing on STEM and hiring? Director August says no since we're making this a place where they can study the liberal arts from science and technology perspective, so it's a good way to connect to students by utilizing what they know and broadening their scope on it. Dean Ebarb agrees and says that he pitches Purdue as a place to study liberal arts if you like that and a place to study STEM if you like that, and you can do both here, and there are more pluses than minuses to being a liberal arts college at a STEM university.

Question from Sen Flachs: he thanks Director August for her work and asks how departments can be more involved in recruitment efforts to diversify student body and faculty. She responds that we're trying first to update the outreach coordinators about what we do as they communicate with applicants. And trying to increase communication between faculty and the coordinators to rectify the perception issues around CLA. They are also working with Dean's Ambassadors and other students from the Emerging Leaders programs to that they have a better sense of feelings out there about CLA, and about who we are as they interact with student spaces since they have access to spaces that we don't.

Not further questions, so Chair Johnston thanks Director August for her report.

## **5. Committee Reports**

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### **a) *DEI Committee Report***

[Listed on the agenda, but committee had nothing to report this meeting.]

## **6. New Business**

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Chair Johnston opened the floor to any new business, but none was raised.

## **7. Adjourn**

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Meeting adjourned at 4:55pm.