CLA Faculty Senate
2018-2019 Meeting Dates and Locations
All Meetings 3:30PM-5:00PM

Tuesday, September 11, 2018 STEW 202

Tuesday, October 16, 2018 STEW 310

Tuesday, November 13, 2018 STEW 310-- Full Faculty

Tuesday, December 11, 2018 STEW 310

Tuesday, January 15, 2019 STEW 310

Tuesday, February 19, 2019 STEW 202

Tuesday, March 19, 2019 STEW 202-- Full Faculty

Tuesday, April 16, 2019 STEW 310

LIBERAL ARTS FACULTY SENATE ROSTER
2018-2019

Elected by unit

ANTHROPOLOGY (2)
Lindsay, Ian………………2
Cooper, Kory …………….3

BANDS&ORCHESTRAS (2)
Sweet, Jonathan…….………3
Bodony, Adam……………3

COMMUNICATION (3)
Smith, Brian…………………1
Connaughton, Stacey……… 2
Sypher, Howard……………. .2

ENGLISH (6)
Peterson, Nancy………………1
Dilger, Brad…………………..1
Allen, Emily…………………. 1
Powell, Manushag…………….2
David, Marlo…………………..2
Leung, Brian…………………..3

HISTORY (4)
Atkinson, David. 1
Tillman, Margaret 1
Marsh, Dawn............................... 2
Mitchell, Silvia............................ 2

INTERDISCIPLINARY STUDIES (2)
McMullen, Shannon …………….3
Brown, Nadia 1

LANGUAGES & CULTURES (5)
Dickson, Keith 1
Lawton, Ben................................ 1
Rauh, Nick   …………………....3
Dixon, Paul …………………….3
Hsieh, Daniel …………………..3

PHILOSOPHY (2)
Davis, Taylor……………………3
Frank, Daniel……………………1

POLITICAL SCIENCE (3)
Waltenburg, Eric………………..3
*Yu, David/Targ, Harry …….......1
Tilton, Mark……………….....1

SOCIOLOGY (3)
Bauldry, Shawn………………..2
Winchester, Dan……………….2
Feld, Scott ……………………..3

VISUAL & PERFORMING ARTS (5)
Wuenschel, Christine ………….. .2
Visser, Steve …………………….2
Qian, Zhen Yu (Cheryl)………….2
Hooker, Lynn…………………….3
Sullivan-Lee, Richard…………….3

DEPARTMENT HEADS (2)
Mattson, Marifran……………..…1
Yeomans, Christopher …………..1

***The number after each name refers to the number
of years remaining in each senator's three-year
term. The number after each department refers to
the number of senators required.**

Minutes from MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

Tuesday, September 11, 2018

STEW, Room 202

Manushag (Nush) Powell, chair, presiding

The meeting was called to order at 3:30PM

Present: TBA

Absent: TBA

Item 1: Approval of minutes from the April 17, 2018 Faculty Meeting

The approval was postponed until the next scheduled meeting, as no minutes are available at this time.

Item 2: CLA Memorial Resolution for Berenice A. Carroll, presented by Professor Pat Boling (text is included as an addendum to the minutes)

Item 3: Remarks from Senate Chair Nush Powell

Senators were welcomed to the first meeting of the CLA Senate for 2018-2019 academic year.

Introduction of Stacey Connaughton, chair of the agenda committee.

Purdue is a large and complicated university. The hope is that the CLA Senate will share information, allowing units to make more informed decisions. Senators were encouraged to take back information to their units and bring information from their units to the senate.

Enrollment data was shared, as of early September: 32, 571 undergraduate students, an increase from last year. An increase was noted in STEM majors and declines across the College of Liberal Arts. From 20% to 28%, Engineering is up from 22% to 28% of the student population. It was noted that resources are tied to numbers of majors in a unit.

Application deadlines and information info re: "early action" application/admission policy were shared. Academic units were asked to encourage potential student to apply to Purdue as soon as the application for admission is open, August 1.

Everyone was reminded about the Recruiting and Marketing Summit scheduled for September 24, 11:30-1:00.

Senators were informed that Purdue Global is now included in the Statewide Transfer updates; units need not approve any transfer credit that is not appropriate from any university or campus, including Purdue Global.

Attendees were encouraged to view the Online Writing Lab OWL redesign, which launched recently.

Professor Powell shared and reviewed an informational Power Point (presentation is included as an addendum to the minutes)

Senators were reminded that, per CLA Senate bylaws, *The Standard Code of Parliamentary Procedure* (formerly the *Sturgis Standard Code of Parliamentary Procedure* by Alice Sturgis) will be followed.

Item 4: Standing Committee Reports

Agenda Committee: Stacey Connaughton

> Professor Connaughton reminded members to send items for the agenda to her in a timely manner.

Appeals Committee: Joel Ebarb

> No appeals at this time. Last date for a student to notify the Dean's office of a grade appeal is September 24, 2018

Curriculum Committee: Lynn Hooker (report presented by Sylvia Mitchell)

> The report from the last meeting of the CLA Curriculum Committee was presented for approval. There was a question re: the new title of HIST 34505: *Arabs in American Eyes*. It was explained that the title change was an effort to attract students to the class with a more timely and relevant title. The report was approved unanimously by the CLA Senate. Report is included as an addendum to the minutes.

Educational Policy Committee:

> No chair was present, but Professor Powell informed the Senate that the committee is planning to meet soon and select a chair.

Faculty Affairs Committee: Ken Ferraro (report presented by Wei Hong)

> Promotion and Tenure document, Guidelines for Discover and Student Mentoring will be discussed in Old Business.

Nominations & Elections Committee: Marlo David

> No report at this time.

Item 4: Old Business

CLA Tenure & Promotion Guidelines (discussion only): presented by Associate Dean Wei Hong

Dean Hong presented Guidelines for Discovery and Student Mentoring, developed over the past two years, beginning 2016, by the Faculty Affairs Committee. The draft was prepared, reviewed, and revised by the FAC, shared with faculty for review via a Qualtrics survey in 2017, and revised in 2018. The document was presented, and the floor was opened for discussion.

Questions:

1. How does this document related to departmental norms?
2. How is it determined "how much is enough?" re: evidence of discovery and/or student mentoring?
3. Can the guidelines be adapted for individual faculty?

A motion was presented and seconded to endorse the document, and forward for use to the Area Committee and School/Department heads.

An amendment was proposed to the document, to add the following language:

This document is intended to complement, not supersede, the standards for promotion and tenure of the individual schools and departments.

The vote to include the amendment passed with two abstentions.

The amended document was approved for endorsement to the Area Committee with one abstention.

Item 5: New Business

Introduction of Rachel Brooks, Director of Diversity and Inclusion Initiatives

Rachel Brooks introduced herself, and her role in the college. She focuses on diversity, equity, and inclusion, recruitment and retention of faculty, staff, and students. She is beginning the process of surveying the college for diversity efforts, creating infrastructure, and developing initiatives. She plans to create a Diversity Action Committee, and to continue to teach a diversity-focused class to the Dammon Dean's Scholars.

Item 6: Dean's Report (presented by Senior Associate Dean Joel Ebarb for Dean David Reingold, who was unable to attend)

Dean Ebarb reviewed the Dean's Message posted to the CLA website: https://cla.purdue.edu/about/deansoffice/index.html

The next meeting is scheduled for October 16, 2018

CLA MEMORIAL RESOLUTION

REMEMBERING BERENICE CARROLL September 11, 3:30, STEW 202

Berenice A. Carroll, an outstanding scholar and activist who worked for world peace and stood in support of women, people of color, workers, and victims of injustice everywhere, died on Thursday, May 10, 2018, in Lafayette, Indiana.

She was born on December 14, 1932, in New York. She did her undergraduate work at Queens College in New York and earned her doctorate from Brown University in 1960. Berenice was a professor of political science for 20 years at Purdue University from 1990 to 2010. She also served as the Director of the Women's Studies program at Purdue from 1990 to 2000. Berenice was a founding member of Purdue University's Committee on Peace Studies.

Berenice Carroll has left an indelible presence in peace research, women's studies, academic associations, and political activism in peace and women's movements. She was a role model, mentor, and supporter of countless students, colleagues, other activists, and friends.

Berenice Carroll grew up in the aftermath of World War II, the Holocaust, the dropping of atomic bombs on Hiroshima and Nagasaki, and the threat of nuclear war during the Cold War period. She was moved to action very early in life by volunteering to work on a kibbutz in Israel in the early 1950s. As a young scholar, she saw the necessity of connecting research and teaching to build a peaceful world. Increasingly, she saw the interconnections between patriarchy and the problems of war and social injustice.

Design for Total War: Arms and Economics in the Third Reich, her first book, prefigures her career as a peace researcher. It reviews the concept of total war as envisioned by the Nazi regime and the development in Germany of what later would be called the military-industrial complex. Part of the research was done in Germany, as a Fulbright scholar, relatively soon after the war. Her subsequent peace research publications explored how wars end, the impacts of war, the power of peace and justice movements, and the connections between feminist theory and peace.

As a student and young academic, Berenice Carroll realized that the role of women was marginalized in history and in academia. With the rise of the women's

movement, she embarked on studies of the centrality of women as political theorists and activists.

Her research and publications influenced the growing fields of peace and women's studies. She also became a force in the transformation of professional associations of political scientists, historians, and peace researchers. She played a leading role in building a women's caucus in both the American Political Science Association and the American Historical Association. She went on to become the president of the National Women's Studies Association.

Along with international scholar/activists, she built the International Peace Research Association and the Consortium on Peace Research, Education, and Development, which became the Peace and Justice Studies Association (PJSA). She and Clint Fink (her second husband and partner of 45 years) chaired the Consortium.

Throughout her academic career, Berenice put forward ways to link theory and practice. From her early activism against the spread of nuclear weapons as a SANE (National Committee for a Sane Nuclear Policy) activist, to protest against wars in Vietnam, Central America, Afghanistan, Iraq, and elsewhere, she was always on the front lines in support of peace and justice.

Her activism in support of women equaled her activism against war. She played a significant role in establishing a women's residential crisis center in Urbana, Illinois, in the 1970s. She was also a member of the Grassroots Group of Second-Class Citizens who chained themselves to the brass railing outside the Illinois Senate, which began a month-long series of demonstrations and civil disobedience protesting the Illinois state legislature's refusal to endorse the Equal Rights Amendment in June 1982.

Berenice Carroll's courage and passion for justice is missed by her activist comrades, her colleagues, her students, and her loving family and friends.

# THE MEETING OF THE SENATE

OF THE COLLEGE OF LIBERAL ARTS

The September 2018 meeting of the Senate of the College of Liberal Arts will be held at 3:30 pm on Tuesday, September 11, 2018 in STEW, Room 202, with Nush Powell presiding.

AGENDA

1. Approval of minutes from the April 17, 2018 Faculty Meeting

2. CLA Memorial Resolution for Berenice A. Carroll: Pat Boling

3. Remarks from Senate Chair Nush Powell (15 minutes)

4. Standing Committees: Chairs will introduce themselves and their committees (2 minutes/committee)

    Agenda Committee: Stacey Connaughton

    Appeals Committee: Joel Ebarb

    Curriculum Committee: Lynn Hooker

    Educational Policy Committee: Bob Channon (chair TBD)

    Faculty Affairs Committee: Ken Ferraro

    Nominations & Elections Committee: Marlo David

5. Reports and Motions from Standing Committees:

    Curriculum Committee: Lynn Hooker

6. Old Business

    CLA Tenure & Promotion Guidelines (discussion only): Wei Hong (30 minutes)

    DI Initiative: Wei Hong & Rachel Brooks (10 minutes)

7. New Business

8. Dean's Report (10 minutes)

9. Adjournment

2009: 1st-years in STEM 52.2%

2018: 1st-years in STEM 60.7%
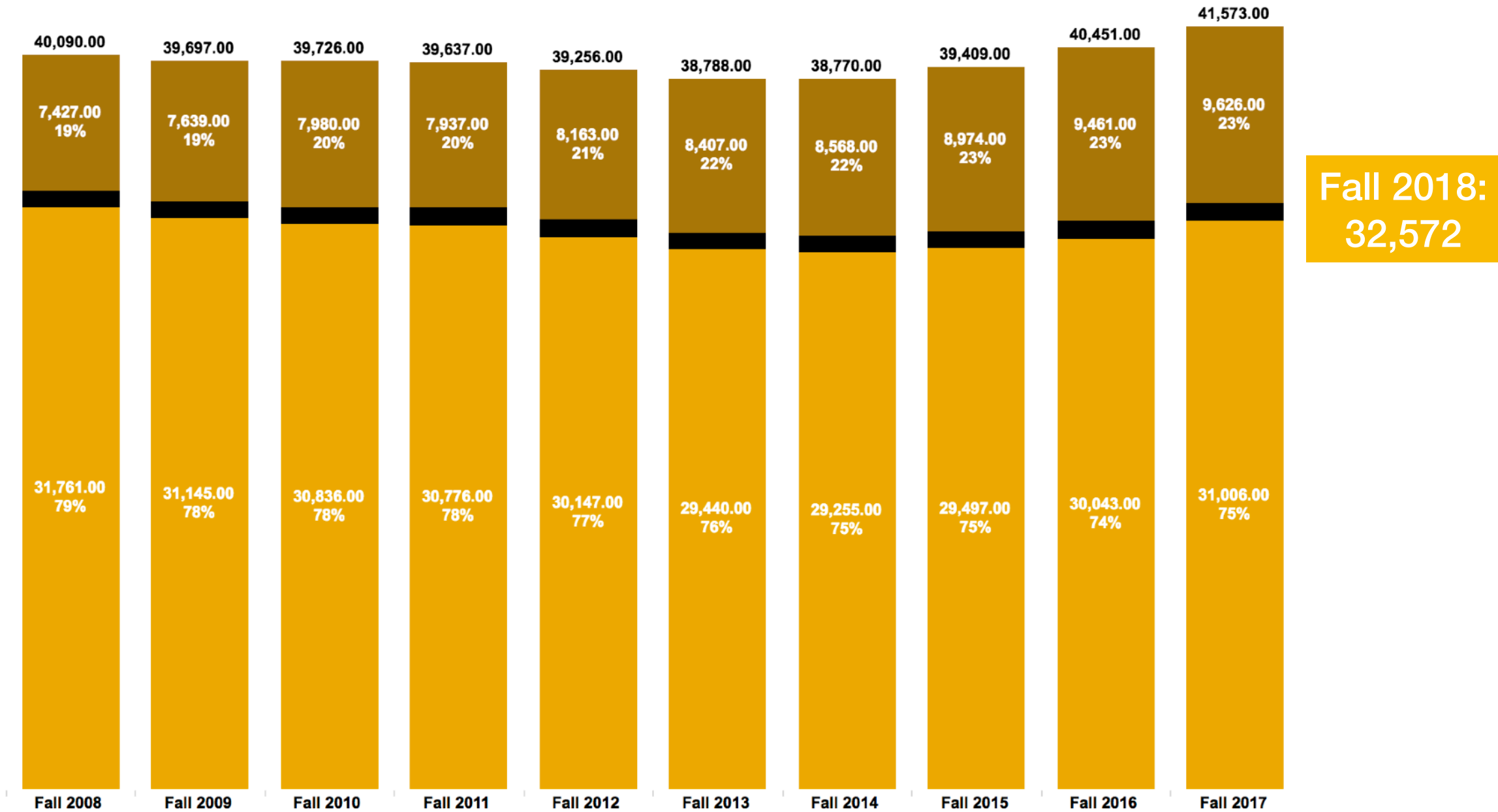
Fall 2018: 32,572

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	40,090.00	39,697.00	39,726.00	39,637.00	39,256.00	38,788.00	38,770.00	39,409.00	40,451.00	41,573.00
Graduate	7,427.00 19%	7,639.00 19%	7,980.00 20%	7,937.00 20%	8,163.00 21%	8,407.00 22%	8,568.00 22%	8,974.00 23%	9,461.00 23%	9,626.00 23%
Undergraduate	31,761.00 79%	31,145.00 78%	30,836.00 78%	30,776.00 78%	30,147.00 77%	29,440.00 76%	29,255.00 75%	29,497.00 75%	30,043.00 74%	31,006.00 75%

Filtered by: Color by: Student Level, Measure by: Headcount, Semester: Fall, Campus: West Lafayette, College: All, Department: , Major: , Student Level: All, Gender: All, Race/Ethnicity: All, Underrepresented Minority: All, Residency: , Federal FT/PT Status: All, Age Range: All, Teacher Education: All
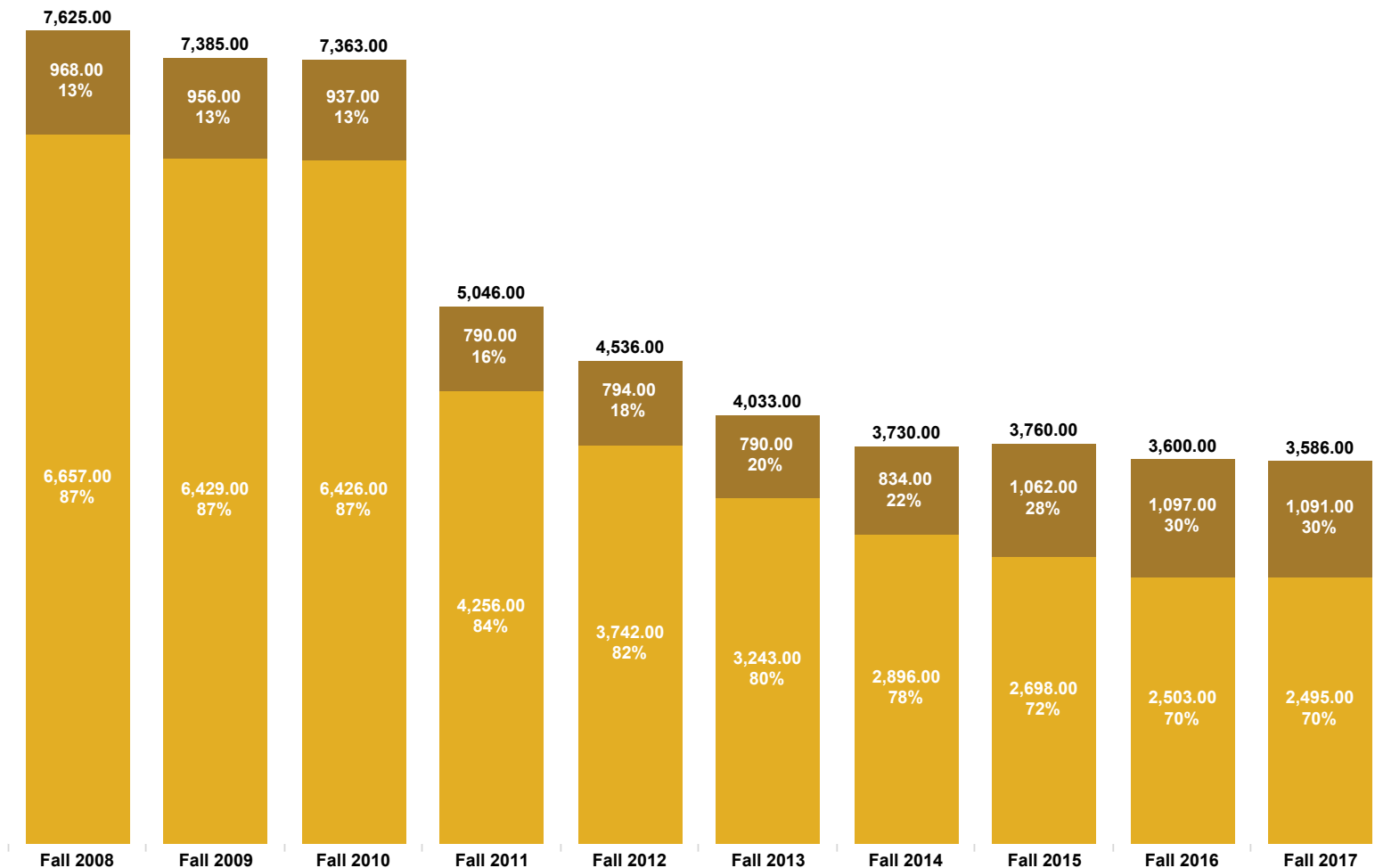
■ Graduate   ■ Professional   ■ Undergraduate

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Graduate	7,427.00	7,639.00	7,980.00	7,937.00	8,163.00	8,407.00	8,568.00	8,974.00	9,461.00	9,626.00
Professional	902.00	913.00	910.00	924.00	946.00	941.00	947.00	938.00	947.00	941.00
Undergradua..	31,761.00	31,145.00	30,836.00	30,776.00	30,147.00	29,440.00	29,255.00	29,497.00	30,043.00	31,006.00

PURDUE UNIVERSITY **DATA DIGEST** WEST LAFAYETTE

Hover for Help ?

Break Color By
Student Level

Measure Selection
Headcount

Semester
Fall

Campus
West Lafayette

Campus Locations
All

College
College of Liberal Arts

Depatment
All

Major
All

Student Level
All

Gender
All

Federal FT/PT Status
All

Race/Ethnicity
All

Underrepresented Minority
All

Student Residency
All

Age_Ranges
All

Teacher Education
All

CLA: ca. 20%

CLA: ca. 8%

Fall 2018: 32,572

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	7,625.00	7,385.00	7,363.00	5,046.00	4,536.00	4,033.00	3,730.00	3,760.00	3,600.00	3,586.00
Graduate	968.00 13%	956.00 13%	937.00 13%	790.00 16%	794.00 18%	790.00 20%	834.00 22%	1,062.00 28%	1,097.00 30%	1,091.00 30%
Undergraduate	6,657.00 87%	6,429.00 87%	6,426.00 87%	4,256.00 84%	3,742.00 82%	3,243.00 80%	2,896.00 78%	2,698.00 72%	2,503.00 70%	2,495.00 70%

Filtered by: Color by: Student Level, Measure by: Headcount, Semester: Fall, Campus: West Lafayette, College: College of Liberal Arts, Department: , Major: , Student Level: All, Gender: All, Race/Ethnicity: All, Underrepresented Minority: All, Residency: , Federal FT/PT Status: All, Age Range: All, Teacher Education: All

■ Graduate   ■ Undergraduate

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Graduate	968.00	956.00	937.00	790.00	794.00	790.00	834.00	1,062.00	1,097.00	1,091.00
Undergradua..	6,657.00	6,429.00	6,426.00	4,256.00	3,742.00	3,243.00	2,896.00	2,698.00	2,503.00	2,495.00

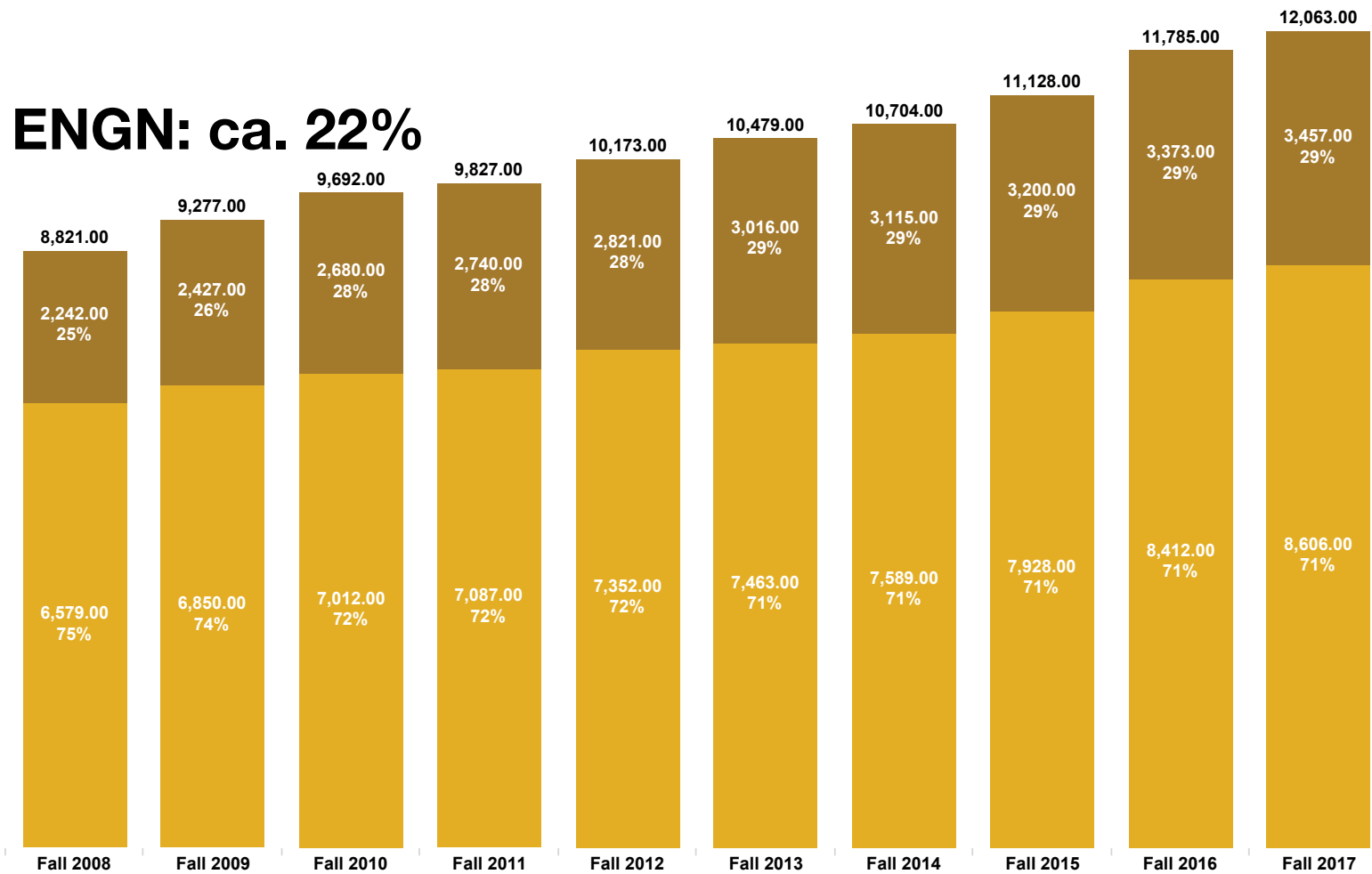*Teacher Education includes only West Lafayette Undergraduate measures from Fall 2008 - Fall 2016. See Help for details.

PURDUE UNIVERSITY **DATA DIGEST** WEST LAFAYETTE

ENGN: ca. 28%

Fall 2018: 32,572

Hover for Help ?

Break Color By
Student Level

Measure Selection
Headcount

Semester
Fall

Campus
West Lafayette

Campus Locations
All

College
College of Engineering

Depatment
All

Major
All

Student Level
All

Gender
All

Federal FT/PT Status
All

Race/Ethnicity
All

Underrepresented Minority
All

Student Residency
All

Age_Ranges
All

Teacher Education
All

ENGN: ca. 22%

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total	8,821.00	9,277.00	9,692.00	9,827.00	10,173.00	10,479.00	10,704.00	11,128.00	11,785.00	12,063.00
Graduate	2,242.00 25%	2,427.00 26%	2,680.00 28%	2,740.00 28%	2,821.00 28%	3,016.00 29%	3,115.00 29%	3,200.00 29%	3,373.00 29%	3,457.00 29%
Undergraduate	6,579.00 75%	6,850.00 74%	7,012.00 72%	7,087.00 72%	7,352.00 72%	7,463.00 71%	7,589.00 71%	7,928.00 71%	8,412.00 71%	8,606.00 71%

Filtered by: Color by: Student Level, Measure by: Headcount, Semester: Fall, Campus: West Lafayette, College: College of Engineering, Department: , Major: , Student Level: All, Gender: All, Race/Ethnicity: All, Underrepresented Minority: All, Residency: , Federal FT/PT Status: All, Age Range: All, Teacher Education: All

■ Graduate ■ Undergraduate

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Graduate	2,242.00	2,427.00	2,680.00	2,740.00	2,821.00	3,016.00	3,115.00	3,200.00	3,373.00	3,457.00
Undergradua..	6,579.00	6,850.00	7,012.00	7,087.00	7,352.00	7,463.00	7,589.00	7,928.00	8,412.00	8,606.00

*Teacher Education includes only West Lafayette Undergraduate measures from Fall 2008 - Fall 2016. See Help for details.

https://admissions.purdue.edu/

High School Students

**WANT TO BE PART OF SOMETHING BIG?
THIS IS THE PLACE TO DO IT.
WE PROMISE HIGHER EDUCATION AT THE
HIGHEST PROVEN VALUE.**

Explore Majors

DATES & DEADLINES

August 01
- Application for Fall 2019 goes live

October 01
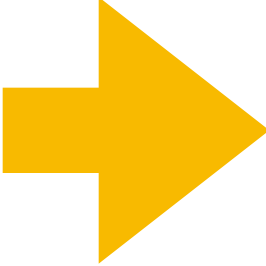- FAFSA (Free application for federal student aid) goes live

November 01
- Early Action application deadline
- Application deadline for merit-based scholarships
- Application deadline to be considered for the Purdue Honors College
- Application deadline for the following majors:

⊖ **Freshman (First-Time College Student) Application**

Future freshmen apply using the Common Application or the Coalition Application. DO NOT USE BOTH — that will delay your application.

If you're a high school student, you should apply early in your senior year; admission will be much more competitive if you apply later. The freshman application is available beginning August 1.

To meet a deadline, your application must be complete, which means we have received all required material. See Completing the Application, below.

November 1

- Early Action application deadline — students who meet the Early Action deadline will have an admission decision on January 15.

- Application deadline to be considered for Purdue's full range of scholarships and the Honors College.

- Firm application deadline for veterinary nurse

- Priority application deadline for computer science, nursing, professional flight technology (Priority means we will continue accepting applications after this date only if space allows — if applying for one of these programs after November 1, check the **closed programs** page first.)

January 1

- Regular Decision application deadline — Students who apply by the Regular Decision deadline will have a decision by March 15.

CLA Undergraduate Leadership Council

Agenda
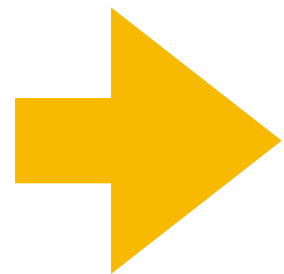
- Recruiting/Marketing

- CLA Undergraduate Recruitment Marketing Summit
  - <u>Monday, September 24, 11AM-1PM</u>. Location: Lawson 1142.
  - Brown bag event so participants must bring their own lunch.

- The CLA Undergraduate Recruitment Marketing Summit will introduce participants to the following:
  - CLA recruiting and marketing teams (many of them are new to CLA)
  - Who to contact for what – and how!
  - Calendar, schedules, and deadlines related to university recruiting
  - How faculty and staff can assist with college-level recruiting efforts
  - How to develop recruitment strategies, messaging, and materials for individual academic units
  - Available resources within the college and the university
  - And so much more!!

COLLEGE OF LIBERAL ARTS

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CLA Undergraduate Leadership Council

CLA Updates

- Career Center Updates
    - https://cla.purdue.edu/students/careers/index.html
- Degree in 3
    - https://www.cla.purdue.edu/undergradci/3year/index.html
- Degree + (info should be available this week)
- CLA Core Renewal (info should be available soon)
- Curriculum Management
    - Curriculum Summit Materials online
        - https://www.cla.purdue.edu/facultyStaff/curriculum/
    - All curriculum modifications for 19-20 catalog should be completed before winter break
- Wilke Program and OUR
    - https://www.purdue.edu/undergrad-research/index.php

COLLEGE OF LIBERAL ARTS

PURDUE
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CLA Undergraduate Leadership Council

Agenda

- Innovate Funding
  - Announcement September 17 (scheduled)
  - Focus on Curriculum/Plans of Study: removing barriers, increasing accessibility
  - "Open Call" for any and all ideas related to innovation in undergraduate education

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PURDUE GLOBAL
UNIVERSITY.

REQUEST INFO

APPLY NOW

Purdue Global Faculty

Get to know our faculty.

We're pleased to meet you. Learn more about some of the featured faculty and leadership who teach in Purdue Global's different schools. Read about their experiences; find out more about their background; and discover who might be teaching your next class at Purdue Global.

- Business Faculty
- Criminal Justice and Fire Science Faculty
- Education Faculty
- General Education Faculty
- Health Sciences Faculty
- Information Techology Faculty
- Legal Studies Faculty
- Nursing Faculty
- Social and Behavioral Sciences Faculty

Some departments and faculty in the CLA have been approached by the Provost's Office to assist in assessing Purdue Global courses for the IN Core Transfer Library. Likewise, Purdue Global will be sent WL syllabi for their own transfer assessment.

https://www.purdue.edu/registrar/forms/core_Transfer_Library.html

25 YEARS! 1994-2019

MEET THE PROVOST

Tuesday, September 11, 2018 STEW 202: Today (planning)

Tuesday, October 16, 2018 STEW 310: Provost Akridge
(meeting will be Town Hall-style: watch for Qualtrics survey)

Tuesday, November 13, 2018 STEW 310: Full Faculty (CLA 21)

Tuesday, December 11, 2018 STEW 310: TBD…

JAY T. AKRIDGE, PHD

The Agenda Committee Wants (to hear from) YOU!

WE WANT YOU
WE WANT YOU
WE WANT YOU
WE WANT YOU

COM 38199 Professional Practice Cooperative Education I
New Course
Co-Op is an academic program with oversight provided by assigned Faculty Coordinators who serve as the Instructor for participating students. The program is coordinated by the Office of Professional Practice with cooperation of participating employers. Students submit a written summary report of their experience and evaluations of the company and their performance.

COM 38299 Professional Practice Cooperative Education II
New Course
Co-Op is an academic program with oversight provided by assigned Faculty Coordinators who serve as the Instructor for participating students. The program is coordinated by the Office of Professional Practice with cooperation of participating employers. Students submit a written summary report of their experience and evaluations of the company and their performance.

COM 38399 Professional Practice Cooperative Education III
New Course
Co-Op is an academic program with oversight provided by assigned Faculty Coordinators who serve as the Instructor for participating students. The program is coordinated by the Office of Professional Practice with cooperation of participating employers. Students submit a written summary report of their experience and evaluations of the company and their performance.

HIST 34505- Arabs in American Eyes
Course Revision: course description, course number, course title This course explores Arab-American relations over the past 300 years, using American writings on the Middle East and North Africa as a prism for viewing evolving conceptions of national identity and global power in the United States.

HIST 46300- Creation of American Legal Culture
Expire Course

POL 22900- Emerging Problems in Political Science
Course Revision: Credit Hours
The Department of Political Science needs a variable-credit (1-3), variable-title course to provide a vehicle for developing innovative learning opportunities for our students that do not fit the traditional 3-credit model. For example, the department has been funded by the Provost's Office to create a set of data science modules to form a one-credit class. This one-credit class will contribute to the university's new Integrative Data Science Initiative.

Minutes from MEETING OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

Tuesday, 13 November 2018

STEW Room 310

Manushag (Nush) Powell, chair, presiding

For our first Full Faculty Meeting of the year, the senate was pleased to host an **Engagement Showcase** / poster session featuring creative outreach projects from across the college. **Images of the posters are included as an addendum to these minutes; they include presentations on the Big Read, "Rhetoric & Civic Engagement," "Service, Engagement, and Learning at Purdue," "Indigenous Peoples Conservation and Development," "Making a Space for Practice," "Public Engagement and Outreach in Sudan," and the "Purdue Peace Project."** The senate is grateful to all participants, and looks forward to expanding our offerings with even more projects next time.

The meeting was called to order at 3:50pm.

Item 1: Approval of minutes from April 17 and October 7 Faculty Meetings

Approval was postponed until the next scheduled meeting, as we are still behind on the minutes. A call was made for any senators interested in performing the role of senate Secretary.

Item 2: Remarks by Chair, Nush Powell: Thanks, all, for the excellent attendance today. Please continue to work as conduits of news and information between the senate and your faculty. In the next meeting, we we discuss the CLA's in-process Strategic Vision plan — faculty input is very much sought, so please attend. Also, the Faculty Affairs Committee will present on the Executive Summary: 2018 Survey of the CLA Dean's Performance.

Item 3: The Nominations and Elections Committee business was postponed to the next meeting.

Item 4: Discussion of a possible **CLA Senate resolution supporting fair pay and benefits of staff and asking for greater transparency and clearer timelines on the next steps of the proposed policy related to these issues**. The faculty present indicated broad support for such a measure, in part to help close the perceived interest gap between faculty, administration, and staff. **The senate will present a resolution to be voted upon at the next meeting.**

Item 5: Discussion of Dean Reingold's Op-Ed in the Washington Post. Faculty queries included, Why publish in the *Washington Post*? Why were faculty not shown positive support for the work we are doing instead of implicitly criticized? How did the dean understand the "we" of the piece — whom was it intended to represent? Why is Cornerstone not being celebrated as one project among many in our college, all of them worthy—why the opposition between Cornerstone, which faculty support, and the other programs we engage?

Dean Reingold's responses include an explanation that the impetus was the **National Academy of Sciences Medicine and Engineering report** released in May on STEM education

and where the Liberal Arts fits (this was referenced in the May letter from the dean to the faculty). (http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=25038)

Push for increased visibility as an attempt to garner additional support for Cornerstone. Need to find other external support such as the Teagle Foundation (http://www.teaglefoundation.org/Home), which has already supplied a grant; the Legacy Group; the Mellon Foundation and other large funders. It was not the intention to offend.

Item 6: Discussion of Cornerstone with respect to CLA and its larger mission. Our numbers have dropped in large part due to the reconfiguration of the college and the separation of HHS. Maybe we should be rethinking: what does it mean to be a Purdue-educated graduate? **A liberal arts education is most valuable if it gives us small classes:** How do we take into consideration the matter of quality in education and instruction? Different subjects need to be taught in different ways.

The faculty voice broad support for Cornerstone, but some trepidation at its very rapid expansion and the blunt measures with which it has been made to fit into our college, in particular with the new requirement that most new hires will hold a 50% teaching commitment to the program. Further, a class size of 30+ makes it extremely difficult to deliver effective writing instruction.

Faculty is concerned by the upward trend in STEM enrollment as an increased proportion of Purdue undergraduates, a trend likely to accelerate with the support of the administration. How are we to navigate the pressures we face?

Item 7: New Business A cohort of concerned graduate students, Jennifer Sdunzik, Marcela Poirier, Sydney Tuller, voice concern about CLA's voice within the broader campus climate. Asking for a clear statement against hatred and the white nationalist posters that have continued to appear on our campus. Students feel alone and frightened because the CLA hasn't spoken up to show that we are an inclusive space that speaks out against hate.

The senate will take up a resolution on such a statement in our December meeting.

President Daniels' recent statement of 2 November on anti-Semitic violence is included as an addendum to these minutes.

Item 8: Dean Ebarb presented for senate approval the candidates for December graduation. Motion for approval was brought and seconded. The senate was unanimous in its approval.

The next meeting is scheduled for 11 December 2018, at 3:30pm in STEW 310.

History of the Big Read

2017   2018   2019

BIG READ

is a voluntary common read designed to connect Purdue University and Greater Lafayette readers. With the help of campus and community partners, each year the English Department selects a great book, creates a calendar of engaging events, and provide copies to English majors, Purdue students, local high schools, public libraries, and more. In the past two years, we have distributed 2,000 books to the community.

Dec. 6, 2019

This translation has made a big splash. It is written in blank verse (unrhymed iambic pentameter), signaling in English verse tradition lofty or epic subject matter). While this is a poetic accomplishment all on its own, Wilson also updates the epic for the twenty-first century with a bold tone and translation choices. W. W. Norton & Company describes the text as a "lean, fleet-footed translation that recaptures Homer's 'nimble gallop' and brings an ancient epic to new life."

The first great adventure story in the Western canon, *The Odyssey* is a poem about violence and the aftermath of war; about wealth, poverty, and power; about marriage and family; about travelers, hospitality, and the yearning for home. In this fresh, authoritative version—the first English translation of *The Odyssey* by a woman—this stirring tale of shipwrecks, monsters, and magic comes alive in an entirely new way.

Wilson's *Odyssey* captures the beauty and enchantment of this ancient poem as well as the suspense and drama of its narrative. Its characters are unforgettable, from the cunning goddess Athena, whose interventions guide and protect the hero, to the awkward teenage son, Telemachus, who struggles to achieve adulthood and find his father; from the cautious, clever, and miserable Penelope, who somehow keeps suitors at bay during her husband's long absence, to the "complicated" hero himself, a man of many disguises, many tricks, and many moods, who emerges in this translation as a more fully rounded human being than ever before.

Praise for *The Odyssey*:
"Emily Wilson's crisp and musical version is a cultural landmark. ... This translation will change the way the poem is read in English." *The Guardian* (December 8, 2017)

"A revelation. Never have I been so aware at once of the beauty of the poetry, the physicality of Homer's world, and the moral ambiguity of those who inhabit it." *The New York Times Book Review* (December 12, 2017)

"In her powerful new translation, Emily Wilson...preserves the musicality of Homer's poetry, opting for an iambic pentameter whose approachable storytelling tone invites us in, only to startle us with eruptions of beauty." *The Atlantic* (December 2017)

Sociologist Mariah Evans has conducted a study of book ownership across 42 nations (200,114 case studies), controlling for wealth, race, nation, economic system, culture, and more.

Her study finds that books in the home "enhance the academic performance of children from families at all educational and occupation levels," and "especially benefit children from disadvantaged families." More significantly, each "additional book [owned] has a greater impact on the performance of someone who only has a small home library than it does on the performance of someone from a home overflowing with books. The second book and the third book have much greater impacts than the 102nd or 103rd" (Evans 2014).

Underground Railroad Awards:
National Book Award
Pulitzer Prize
Andrew Carnegie Medal
Arthur C. Clarke Award
Oprah's Book Club

April 11, 2019

Partners Include:

TIPPECANOE COUNTY PUBLIC LIBRARY · BARNES & NOBLE · CORNERSTONE · IVY TECH COMMUNITY COLLEGE · Von's SHOPS · t2f making the arts work · WALLA · TSC

and more!

English 680: Rhetoric & Civic Engagement

PURDUE UNIVERSITY

Service-Learning Partnership with Food Finders Food Bank
Presented by: Dr. Jennifer L. Bay, Rachel Atherton, Sweta Baniya, Elizabeth Geib, Ryan Murphy

Food Finders Food Bank, Inc.

Course Description

This graduate seminar provides a foundation in service-learning and community engagement theory by introducing students to the scholarship of engagement and engaging in a service-learning project in the local community. Many students take the course because they are interested in or planning to teach service-learning courses in the future. Students work with a variety of local not-for-profits to volunteer, provide research studies, or produce deliverables that rely on the expertise of the students in the class. In Fall 2018, students are working with Food Finders Food Bank (FFFB) to develop a variety of assessment measures for visitors to their food pantry from self-efficacy scales to a secret box in which visitors can provide anonymous feedback. The result will be data that FFFB can use to improve programs and develop new programs to address the needs of those they serve.

Goals of the Class

- Help visitors to the food pantry reduce their food insecurity
- Uncover hidden barriers to self-sufficiency
- Improve assessments of self-sufficiency and self-efficacy
- Foster a safer space for visitors' voices to be heard

Students from ENGL 680 in conversation with Katy Bunder, CEO of FFFB. The students volunteered, interviewed, and worked closely with FFFB throughout the semester.

Project 1: Self-Sufficiency & Self-Efficacy

- **Goal:** Find new ways to measure self-sufficiency.
- **This semester:** Expand FFFB's existing measures by highlighting visitors abilities to plan, act, and engage in self-advocacy.
- **End of semester goal:** Make recommendations for incorporating self-efficacy as a measurement (Martin, Colantonio, Picho & Boyle, 2016).

food security 32%
self-sufficiency 42%

Increases in food security and self-sufficiency reported from 2016 to 2017. Figure from Food Finders, Inc. Food Resource and Education Center Impact Report 2016–2017, 2017.
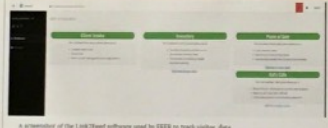
Project 2: Piloting a Secret Box Method

- Inspired by the secret box methods used in Punch (2002) and Lyndon (2018).
- **Goal:** Help FFFB assess clients' food security & provide a non-directive approach for visitors to share anonymous feedback
- **This semester:** a pilot study of this research method; students gather responses for two weeks.
- **Question to visitors:** "What is your biggest struggle today?"
- **End of semester goal:** report on findings and establish next steps to ensure sustainability.

I'M THE SECRET BOX!
What is your biggest struggle today?

Students placed a locked box for anonymous feedback in FFFB's JP Leisck Community Food Pantry.

Project 3: Tracking Visitors with Link2Feed

A screenshot of the Link2Feed software used by FFFB to track visitor data.

- **Goal:** Assist FFFB to analyze the uses of Link2Feed, a software that FFFB uses for gathering data of the visitors.
- **This semester:** Exploring the ways Link2Feed can be used to enhance data gathering, report generating, and survey conducting to determine self-sufficiency of the visitors of the food pantry.
- **End of semester goal:** the students will produce a recommendation report on the uses of Link2Feed and submit it to FFFB.

References

together
Food Finders

Lindsey and Sweta, two ENGL 680 students, pose in a FFFB frame with Rhetoric and Composition colleague Price at a local festival.

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SERVICE, ENGAGEMENT, AND LEARNING AT PURDUE UNIVERSITY

PURDUE UNIVERSITY

WHAT IS SERVICE-LEARNING?

Service-learning (SL) is a subset of service engagement and is defined at Purdue University as a course-based, credit-bearing educational experience in which students:

- Participate in an organized service activity that meets identified community needs
- Use knowledge and skills directly related to a course or discipline
- Reflect on the service activity in such a way as to gain:
  - A further understanding of course content
  - A broader appreciation of the discipline
  - An enhanced sense of personal values and civic responsibilities.

ENGAGEMENT CONTINUUM

Furco's (1996) Continuum for Experiential Learning highlights the differences between forms of engagement. The far right end of the continuum are primarily service-based experiences, including community service and volunteerism where service to the public is emphasized. Although student learning generally occurs as well, learning is not intentional or structured, but often discovered upon reflection. On the left end of the continuum are internships and field experience designed to enhance student's learning. The focus is not on the provision of a service. A true service-learning balances these two components.

EXAMPLES OF SERVICE-LEARNING

ENG 420: BUSINESS WRITING WITH SERVICE-LEARNING, Sweta Baniya, baniya@purdue.edu

In partnership with Caregiver Companion, a local non-profit organization in Lafayette, teams of interdisciplinary undergraduate students in English 420 are collaboratively producing visibility and communication materials to assist in outreach activities, such as recruit of volunteers and donors. During the semester, the students work with a group focus and are engaged in learning to create varied digital rhetoric-based artifacts such as video documentaries and testimonials, digital newsletter, blogposts, social media strategies, etc. In addition, students also organize a small outreach event to increase awareness regarding caregiving, elderly care and needs of volunteers and donors. Students learn workplace based writing in multicultural context, project management skills, grant writing, designing thinking, effective team work, research, and use of technology to address global social justice.

ENG 205: INTRODUCTION TO RESEARCH FOR PROFESSIONAL WRITERS, Carrie Grant, grant24@purdue.edu

This course partnered with the City of Lafayette and Faith Community Development Corporation on a series of projects preparing for the opening of the new Northend Community Center. Using a local marketing database, students analyzed neighborhood demographics relating to the local challenge of short term residency. Students then connected their findings from the data with other secondary and primary research on community issues and needs, ultimately proposing and implementing program ideas for the new community center. Four students extended their work as summer interns to develop content for an interactive digital display at the center highlighting the past and present of the neighborhood. Their work just debuted with the NCC's opening in September to 3,000 guests.

ENG 680: EXPERIENTIAL LEARNING AND ENGAGEMENT THEORY, Dr. Jennifer Bay, jbay@purdue.edu

This graduate seminar provides a foundation in service-learning and community engagement theory by both introducing students to the scholarship of engagement, as well as engaging in a service-learning project in the local community. Many students take the course because they are interested in or planning to teach service-learning courses in the future. Students work with a variety of local non-profit agencies to volunteer, provide research studies, or produce deliverables that rely on the expertise of the students in the class. In Fall 2018, students worked with Food Finders Food Bank to develop a variety of assessment measures for visitors to their food pantry from self-efficacy scales to a "secret" box in which visitors can provide anonymous feedback. The result will be data that Food Finders can use to improve programs and develop new programs to address the needs of those they serve.

RESOURCES FOR SERVICE-LEARNING

SERVICE-LEARNING RESOURCES
Purdue University

SERVICE-LEARNING FELLOWS PROGRAM

The purpose of this fellowship program is to foster the development of academic service-learning assignments, courses, curricula, and projects by faculty, graduate students, and community partners. Fellows will be expected to commit themselves to a campus-wide service-learning leadership and mentorship role.

PURDUE JOURNAL OF SERVICE-LEARNING AND INTERNATIONAL ENGAGEMENT

A multi-disciplinary Open Access journal which is published annually and is available in print and online. This journal is dedicated to students who conduct projects with strong service-learning and academic civic engagement aspects.

Get Engaged!
Contact:
Dr. Lindsey Payne
Director, Service-Learning
Office of Engagement
payne1@purdue.edu

ANTH 418 Indigenous Peoples Conservation and Development

Aukre, Brazil

Kayapó Media Making: Building On-Site Capacity

Kaitlin Harris, Purdue University Anthropology and Environmental and Ecological Engineering
Professor Laura Zanotti, Purdue University Department of Anthropology

BACKGROUND

This service learning initiative aims to create on-site capacity for media production through the creation of a sustainable media center in the Kayapó community of A'Ukre, Brazil. The Kayapó are one of several indigenous communities living in the upper Amazonian region of Brazil. The village of A'Ukre, located within the Kayapó Indigenous Territory, in the Xingu River Basin. The service learning course and media center project partners with Kayapó community members during an annual three week summer study abroad course where students are introduced to Kayapó lifeways, conservation initiatives, as well as the history of development in the Amazonian region of Brazil.

Map of the Kayapó Indigenous Territories. Photo source: Schwartzman, Stephan, et. Al. 2013.

SUMMER OBJECTIVES

- Troubleshoot energy and software needs of media center.
- Meet with community members to discuss the media center project plan.
- Receive feedback from filmmakers about future ideas.
- Test laptop system prototype through community film viewings and film maker use.
- Gather information for future development of the media center including building measurements, photos, and power needs.

KAYAPÓ MEDIA

Audiovisual resources have been used by Kayapó communities for diverse initiatives including documenting political happenings, production of Kayapó pop music, as well as the making of community films which are viewed by and circulated amongst community members and between Kayapó villages. A'Ukre has identified media making as valuable for cultural heritage and self-determination initiatives.

PROCESS

2008
Media interests identified in A'Ukre. Multiple project partnerships begin.

2013-2014
Media center project grows in A'Ukre as film makers are identified. Service learning course continues with UMD and Purdue. Student photos added to community archive. Discussions continue and prototype is projected for 2015.

January 2015
Purdue EPICS team begins researching and brainstorming to develop a media center prototype

May 2015
Purdue EPICS students suggest the first components of the media center including laptop hardware and an open source software system.

June-July 2015
Purdue Zanotti, Ramón Parra, and Harris work to build the first prototype of the Media Center for Summer 2015 which includes six dual boot Linux Mint/Windows 8 laptops, Linux media software, Windows media software, cameras, video recorders, storage devices, a small solar power system, and supporting electronics. First prototype delivered.

2016
Purdue EPICS team reconvenes to address virus challenges and assists with building the first media center infrastructure in the community

2017
Purdue EPICS and EEE team initiate a discussion with the community about their e-waste concerns. Community designs a new e-waste plan.

2018
Purdue EPICS team takes an inventory of the center, supports a 6 solar panel set up, and delivers a booklet on work to date

COURSE ACTIVITIES

- Purdue study abroad course students transported and help set up media center components.
- Community meetings were held to discuss media center future and e-waste possibilities.
- Students participated in first e-waste collection.
- Students took part in community film viewings.
- Students participated in filming several oral histories.
- Community identified four women and six men film makers.

CHALLENGES

- Need for consistent, reliable source of sustainable energy in the community
- Rapid spread of computer viruses throughout and between communities resulting in loss of data
- Large amounts of media data among community members and film makers that need culturally appropriate data asset management protocol.
- Software and virus protection updates infrequent due to remote location and limited internet access

IMPACTS

Open Source — Using a Linux operating system provides an opportunity for future flexibility and freedom as the media center continues to grow and be shaped by community visions although it is not often used or supported in local area or with professional filmmakers.

Cultural Heritage — The media center has the potential to support various local self-determination initiatives including documenting material and immaterial culture.

NEXT STEPS

- Solar system safety knowledge research and documentation.
- Reliable Solar power system to support media center needs, battery research
- Data management system to create secure space for file storage and sharing.
- Ongoing community media workshops.
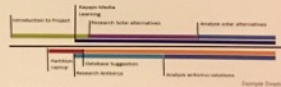
PARTNERS

AUKRE — A'Ukre film makers
EPICS — Purdue Engineering Projects in Community Service and Department of Anthropology
UFU — Universidade Federal de Uberlândia
FLORESTA PROTEGIDA

MAKING A SPACE FOR PRACTICE

Claire Sigworth, MS Applied Anthropology Student, 2018

THE VISION

The Space for Practice is a new applied anthropology lab at Purdue University where students can practice what they learn inside and outside of the classroom and a lab with an exciting new practitioner-university interface. While this project involves many stakeholders, my Master's project will focus on the student interface, investigating how students can practice applying anthropological theories and methods and learn how to be publicly engaged anthropologists. We anticipate a lively, exciting space – one that is both physical and virtual, so practitioners and students can participate across geographic and disciplinary boundaries. This will be a designated space for classes, workshops, seminars, and meetings with students, practitioners, and community leaders and stakeholders.

DESIGN APPROACH

The overarching approach for this project pulls from design anthropology, a growing subset of applied anthropology, which combines theories, methods, and applications of design and anthropology into a collective, collaborative process with the end goal of making meaningful change. The approach and epistemology that design anthropology provides, in its ideal form, is one which weaves methods and theories from design and anthropology to make meaningful change in communities and systems (Otto and Smith 2013; Kilbourn 2013; Murphy 2016). It pulls anthropological methods of observation and understanding and theories about human culture and behavior and best practices from design about creating and making things. broadly speaking, with the goals of implementing change and sparking inspiration. In addition to design anthropology, methods from design, such as human-centered design and design thinking will be utilized in the process of developing this lab. Human-centered design emphasizes the need to address human concerns and experiences throughout the design process, to ensure good outcomes for stakeholders and end-users (Norman 2013; Kelley 2016; Kelley and Littman 206). Design thinking is a beautifully messy and collaborative approach to working that encourages the use of visual aids (typically Post-it Notes) which allows for a collective and creative thought process that emphasizes the existence and effect of systems (Razzouk and Shute 2012). In addition to these design approaches, participatory design will also be used throughout this project's development, by incorporating a multitude of stakeholders in the process, and giving them the opportunity to give feedback and make changes in the direction of the project. Lastly, the theories and aesthetics from the Bauhaus era of design history will be used in the implementation of this space. Those involved in the teaching of Bauhausian principles in the 1930s, such as Walter Gropius and Lazslo Moholy-Nagy, have important and relevant practices regarding their approach and implementation of student-driven pedagogy (Findeli 1990).

INTERIOR

Rendering of Initial Lab Design   *Current State of the Space*

The space should feel warm, welcoming, comfortable, and accessible for all stakeholders, especially those new to the lab or the discipline, and for those learning what anthropology has to offer. The space should be both casual and professional, with the physical, interior design helping to make unnecessary or intimidating hierarchies that are frequently evident in traditional institutional spaces (Dutton and Grant 1991). Much of traditional campus architecture emphasizes institutional categories and department hierarchies instead of the individual, but the goal of this space is to highlight the diversity of the human experience, and the multitude of ways and realms in which anthropology students are working and can work. In addition to being individualistic and comfortable, the space needs to allow for a multitude of uses and needs to be flexible and fluid enough to change under new and innovative future practices. At the end of the day, the physical space should "be a part of a process that questions and reevaluates the curriculum" to cater to future students and other stakeholders (Dutton and Grant 1991). One way in which this can happen is having a space where students and other stakeholders post interesting and relevant articles, photographs, or art. Faculty can incorporate some of these posts into their courses, in an effort to shape the curriculum to pique student interest.

METHODS

As part of my Master's project, I will be assessing student use of space, and student response to pedagogy through rounds of participant observation and focus groups during experimental workshops that I will either run or plan. Participant observation will occur during the prototyping of experimental workshops with new and innovative pedagogical practices. During these sessions, workshop participants will be observed for how they engage with the space itself as well as other participants within the space. The organization, structure, and immediate response to the pedagogy will be observed as well. After each workshop, focus groups will be run with a semi-structured list of questions to better understand what students take away from the activities and how they felt impacted by them in terms of their education and future career. The responses from these activities will help shape future workshops, seminars, and classes in the Space.

PEDAGOGY

Preliminary Run-Through of the Zine-Making Workshop with Graduate Students

The pedagogical experiences for the space will be developed through various trial workshops and seminars, or "prototypes," pertaining to professional development and anthropology. Efforts to incorporate design thinking and other creative practices into the workshops will be made to engage students and encourage them to think of their own futures and interests in new ways (Mickel 2012; Razzouk and Shute 2012). Not only that but incorporating creativity into these pedagogical events will allow for students to focus on their own individual interests, creating more of a bottom-up approach to education, one similar to that of Lazslo Moholy-Nagy and John Dewey (Findeli 1990; Dewey 2007).

Throughout the course of the 2018-2019 academic year, the experimental workshops will be prototyped. We will recruit graduate and undergraduate students to attend these workshops and provide feedback on their content and structure. Workshops will be run over the course of a week, with the group meeting once on Monday, and once on Friday, with a related 'challenge' for students to try on their own on the days in between. As mentioned in the methods section, participant observation and focus groups will be used to study the effectiveness and responses to the workshops and the Space.

The table below shows examples of some of the seminars and workshop activities planned for the Space.

MONDAY	WEEKLY CHALLENGE	FRIDAY	LEARNING OBJECTIVE
Current event discussion about anthropological relevance and how to express that to public audiences	Write op-ed style piece from anthropological perspective about current event	Share and edit responses for publication (either to lab website, Medium, HuffPost, etc.)	Learn how to write about anthropological concepts in a publicly accessible way
Graphic recording demonstration	Make your own graphic recording about something anthropological	Share challenge outcomes and display them in the lab	Learn new ways of documenting experiences and taking notes to implement in courses and fieldwork
Zine demonstration about your anthropological research, interests, or projects	Make your own zine	Share zines and display them in the lab	Learn new visual ways to talk about anthropology for public audiences
Marketing oneself as anthropologist series with demonstrations: (1) Resumes and CVs, (2) Social Media, (3) Interviews	(1) Edit or make resume (2) Talk about anthropology on social media (3) Practice	(1) Share and critique (2) Discuss engagement on platforms (3) Debrief and get feedback	Learn how to express their anthropological knowledge to employers

BRAND

In developing the brand for the Space for Practice, we wanted something that looked sleek and contemporary, while also being inviting and warm. Having a streamlined visual identity will allow students, faculty, practitioners, and other stakeholders to recognize the Space and create a sense of unity around the Space's mission of collaboration and connection.

MARKETING

Visual identity for the Space

Social Media Logo

Seminar Advertisement Example

Course Advertisement Example

Instagram Feed Mock-Up

Marketing this Space will involve many channels of communication, such as social media, email, newsletters, flyers, a website, and other campus advertisements. Having a variety of marketing channels will allow us to reach the broad range of stakeholders involved, such as students and practitioners. It will also help us recruit other participants for the Space. The goal of our marketing strategy is to provide the Space for Practice with an audience to promote projects, encourage student and practitioner participation, and pique the interest of prospective students and other potential stakeholders.

NEXT STEPS

- Run experimental workshops
- Collect feedback from participants
- Analyze data
- Promote lab space across marketing channels
- Implement new programming and policies
- Further develop practitioner outreach
- Integrate Space for Practice with Purdue Anthropology curriculum
- Disseminate results of lab's development in appropriate outlets

ACKNOWLEDGEMENTS

I would like to thank the Development Team of this project for letting me pursue this lab development. Specifically, I would to thank Dr. Sherri Briller, Dr. Zoe Nyssa, and Dr. Riall Nolan for aiding me in the development of this project with their anthropological expertise and guidance. I would also like to thank Dr. Elizabeth Briody for helping bring the practitioner point of view to the forefront throughout this project.

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Department of Anthropology
PURDUE

PUBLIC ENGAGEMENT AND OUTREACH IN SUDAN

CLAIRE SIGWORTH[1], MICHELE R. BUZON[2] — [1]Department of Anthropology, csigworth@purdue.edu   [2]Department of Anthropology, mbuzon@purdue.edu
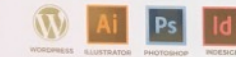
INTRODUCTION

This poster details the work done over the past two and a half years to help promote and inform broader audiences about the archaeological research being done at the Tombos site in Sudan. Working with the archaeological research team, I developed pamphlets, posters, and websites, as well as a visual identity to give the research a cohesive and identifiable structure. These materials were distributed to locals in the Tombos community, and have also been used to inform other researchers about findings at the site.

TOMBOS

TOMBOS
ARCHAEOLOGICAL SITE

The Tombos WordPress site (www.tombos.org) was developed to promote the Tombos archaeological site, and the research being done there. It includes information on team members, as well as publications surrounding the site. In 2017, we maintained a blog about the excavation season. The logo was created to give a visual identifier to the site.

PROGRAMS USED

WORDPRESS   ILLUSTRATOR   PHOTOSHOP   INDESIGN

ACKNOWLEDGEMENT

Thank you to Michele R. Buzon for giving me this opportunity to fuse my passions in anthropology and design, and the Department of Anthropology at Purdue for funding my travels. I would also like to thank the Tombos archaeological team for working with me to create these materials.

AmSARC

AmSARC
American Sudanese
Archaeological Research Center

The American Sudanese Archaeological Research Center is a non-profit that encourages and facilitates archaeological research and collaboration between institutions and individuals in the United States and Sudan. After developing a brand identity for the organization (see left), I created a WordPress website (www.amsarc.org) to explain the purpose of the organization, to facilitate collaboration and discussion on forums, and to promote research being done.

PAMPHLETS

These pamphlets were the first of all of the Tombos materials developed. They outline findings from the Tombos site, information about the research being done, as well as ways to help archaeologists working locally. These pamphlets were printed in Sudan and distributed to local residents in the Tombos community as a channel of communication regarding the research being done in their community.

POSTERS
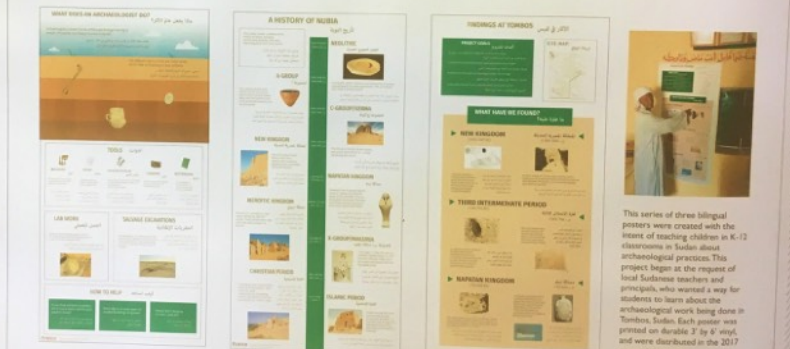
This series of three bilingual posters were created with the intent of teaching children in K-12 classrooms in Sudan about archaeological practices. This project began at the request of local Sudanese teachers and principals, who wanted a way for students to learn about the archaeological work being done in Tombos, Sudan. Each poster was printed on durable 3' by 6' vinyl, and were distributed in the 2017 excavation season.

The Purdue Peace Project: Promoting Peace Through Locally Led Initiatives in West Africa

Dr. Stacey L. Connaughton, Dr. Liliya Yakova, Jasmine Linabary, Jessica Pauly, Jennifer Ptacek, Neva Stumberger, Daniel Bin Mustafa Kamal, Meghana Rawat, Erica Timmons

November 1, 2018

Dear colleagues and friends,

Only a major commitment made many months ago prevents me from joining you this Shabbat in remembrance of those whose lives were so brutally taken last weekend at the Tree of Life Congregation Synagogue in Pittsburgh.

Those murders reveal the infuriating truth that the oldest of all bigotries is still with us today here in our country as well as around the world. There are those in this world who wish to undermine our freedoms — of religion, of speech, of free assembly and more. There are those who wish to destroy the values that we espouse as a people and as a community. At Purdue, we call out and condemn all forms of anti-Semitism, racism, bigotry and violence.

Our deepest sympathy is with the families who lost loved ones at the Tree of Life Congregation Synagogue, and we stand firmly with all of those who are hurt and grieving.

Sincerely,

Mitch Daniels
President

THE MEETING OF THE SENATE

OF THE COLLEGE OF LIBERAL ARTS

The December 2018 meeting of the Senate of the College of Liberal Arts will be held at 3:30 pm on Tuesday, December 11, 2018 in STEW Room 310, with Nush Powell presiding.

AGENDA

1. Approval of minutes from the November 13 Meeting

2. Announcements (5 minutes): Nush Powell

3. Discussion of Proposed Resolution on Proposed New Health Plan (10 minutes)

4. Discussion of Proposed Resolution on White Supremacist and White Nationalist Rhetoric (10 minutes)

5. Standing Committees (10 minutes)

    Curriculum Committee: Lynn Hooker

    Nominations and Elections Committee: Marlo David

6. CLA Strategic Planning: Rosie Clawson (20 minutes)

7. CLA Faculty Affairs Committee Report on the Dean: Cheryl Cooky (20 minutes)

8. Old Business

9. New Business

10. Dean's Report (10 minutes)

11. Adjournment

Resolution before the College of Liberal Arts Faculty Senate, on 11 December 2018, Regarding the Health Plan Approved on 12 October 2018

   Resolved, That the Faculty of the College of Liberal Arts stand opposed to the proposal for a new health plan, approved by the Trustees of Purdue University on 12 October 2018, and in particular to the provision that spousal coverage will be available only for those whose spouses do not work or do not have access to medical insurance through their employer.
   Resolved, we recognize that this provision, along with the premium increase, increased deductibles, and reliance on CVS formulary, affects the lowest-paid members of our community disproportionately.
   Resolved, we call for a transparent review process that uses meaningful benchmarks—comparable universities rather than local employers—and for a speedy resolution in the spring that will be presented while the University Senate is still in session.

Resolution before the College of Liberal Arts Faculty Senate, on 11 December 2018, Regarding White Supremacism and White Nationalism on Campus

Whereas, in his statement on 1 November 2018, President Mitch Daniels affirmed that "At Purdue, we call out and condemn all forms of anti-Semitism, racism, bigotry, and violence,"

And *whereas* we have witnessed the appearance of white supremacist and white nationalist propaganda on our campus repeatedly throughout the past year, we are

Resolved, That the Faculty of the College of Liberal Arts at Purdue condemns these white supremacist and white nationalist flyers on our campus. These flyers send messages of hate to valued members of our community. We reject their rhetoric and the threats it implies.

Resolved, we stand together as an inclusive community that respects and values its religious, racial, ethnic, gender, ability, and LGBTQ diversity.

Leadership in Liberal Arts

Preeminent Scholarship with Innovative Education

Our Land-Grant Commitment

- *Transformative Discovery*
- *Innovative Undergraduate Education*
- *Preeminent Graduate Education*
- *Impactful Societal Engagement*
- *Integrated Diversity and Inclusion*

Strategic Visioning / Planning 2019–2024

College of Liberal Arts

Purdue University

West Lafayette, Indiana

December 2018

MISSION

Land-Grant Commitment

Excel in discovery, learning, and engagement in the liberal arts, upholding the values of a 'land-grant' research university contributing to the progress of a diverse society.

Key Characteristics

- Excellence in the humanities, social sciences, and design and performing arts, as well as at their intersections with disciplines across the University, fulfilling the College's foundational role at a 'land-grant' research university.

- A diverse student body from all walks of life with access to affordable undergraduate and graduate education for evolving, challenging, and meaningful careers.

- Distinction in research, scholarship, and creative activity marked by high achievements and advances.

- Sustained integrity of the College's varied undergraduate and graduate educational programs encompassing the humanities, visual and performing arts, social science programs including STEM disciplines, and interdisciplinary programs.

- Demonstrable critical thinking and leadership skills to serve as global citizens in a diverse world with intercultural understanding.

- Pervasive culture of diversity and inclusion among faculty, staff, and students that are valued and nurtured toward individual and collective success.

- Contributions to professional communities, and the society, responding to land-grant institutional expectations with engaging partnerships offering access to the College's research and learning programs.

VISION

Leadership in Advancing Liberal Arts

Emerge as an innovative leader in advancing liberal arts research, education, and creative activity.

Key Characteristics

- Path-breaking transformative research, scholarship, and creative activity of faculty as thought-leaders in their disciplines advancing the liberal arts with national and international recognition.

- Exceptional teaching and learning in the liberal arts disciplines, as well as pedagogical innovations, that are acknowledged, cited, endorsed, and emulated by peers.

- State-of-the-art infrastructure supporting all faculty, staff, and students in each discipline to support innovations as a driving force for the College toward growth and development.

- Recognition as an exemplar of diversity and inclusion at a land-grant institution, with its culture continually enhanced by stimulating programs and focused initiatives.

- Interdisciplinary interactions of faculty in research and educational programs—within the College, with disciplines across the University, and with selected external partners— demonstrating leadership in holistically addressing societal grand challenges.

- Impactful contribution of the College in fostering lifelong learning for national and global audiences in the contemporary spirit of a land-grant institution.

GOALS / STRATEGIC INITIATIVES

Commensurate with the College's expectations of the Mission and Vision, five major goal areas are identified in this strategic plan—*Transformative Discovery*, *Innovative Undergraduate Education*, *Preeminent Graduate Education*, *Impactful Societal Engagement*, and *Integrated Diversity and Inclusion*. These goals are articulated below.

GOAL-1: Transformative Discovery

Achieve preeminence in transformative discovery advancing the liberal arts with faculty excellence in path-breaking research, scholarship, and creative activity.

Key Characteristics

- High-impact transformative discovery in the liberal arts disciplines as path-breaking research addressing societal grand challenges, raising the College's research profile and visibility.

- Recognition of research at national and international levels conducted by faculty and advanced students as a diverse group of stellar scholars contributing new knowledge and setting new standards.

- Creative activity of the highest recognition in the visual arts, design, and performing arts signified by peer-reviewed works (e.g., prestigious juried exhibitions, performances, award-winning works).

- Impactful contributions of a diverse faculty to interdisciplinary research and creative activity involving disciplines within the College, across the University, and selected external partners.

- Demonstrable leadership of initiatives at the intersection of liberal arts and other disciplines across the University.

- A robust portfolio of grants, contracts, and commissions that advance the national and international competitiveness of the College and its disciplines.

Strategic Initiatives

- Establish a Research Academy as a vehicle for outstanding research faculty and those with successful grants to mentor and provide guidance to junior and newer faculty.

- Expand internal grants for Enhancing Research in the Humanities and the Arts program, and support for departments to recognize and write award applications for scholarship.

- Continue to grow communication and connections between faculty and granting opportunities by incentivizing grant-writing—course releases, financial support, internal seed grants for exploratory research—and follow through with faculty for successful grant efforts.

- Establish a college-level budget and grant office with specialties in CLA disciplines to help with pre-award and link to SPS at the University level.

- Create a college-level interdisciplinary administrator position to connect CLA with other colleges at the University (including Engineering and Purdue Polytechnic).

- Organize symposia, competitions, and workshops in collaboration with other colleges that may lead to collaborative projects.

- Create a Center for the Arts and Humanities to provide: support for faculty to submit their creative works nationally and internationally, funding for exploratory creative activities, and cross campus collaborations.

- Promote new initiatives in Digital Humanities, and create infrastructure and training in new forms of digital expression (neurocognitive, virtual/augmented reality, immersive media).

GOAL-2: Innovative Undergraduate Education

Advance excellence in undergraduate education in the liberal arts preparing students for diverse and challenging careers, active citizenship, and advanced studies in a globalizing world.

Key Characteristics

- Teaching and learning of exceptional value receiving acknowledgment, citation, recognition, and emulation by national peers, signifying the College a premiere venue for liberal arts education and innovative educational models.

- A robust and diverse collegiate enrollment with strong cores of meritorious students in all disciplines preparing for job-readiness, progressively successful careers, citizenship, advanced study, and leadership.

- Strong critical thinking, and analytical, integrative, collaborative, and leadership skills acquired by students rendering them highly competitive in their chosen career paths.

- The presence and participation of students from all walks of life with particular attention to underrepresented populations.

- Educational enrichment marked by active learning, and high-impact learning opportunities outside the classroom (e.g., internships, undergraduate research, honors programs, multicultural programs, study-abroad programs, other international experiences, and co-curricular activities).

Strategic Initiatives

- Continue to develop grants such as INNOVATE   and 2Teach and grants for teaching purposes for departments to implement innovative formats, and/or renovate courses or curricula.

- Pursue and strengthen College and departmental collaboration with University's recruitment efforts, and facilitate access and affordability with expanded financial aid packages.

- Expand and further develop the College's unique educational programs such as Cornerstone, Degree in Three, and the Degree+ program as unique opportunities for students to accelerate their time-to-degree in support of educational affordability and quicker access to the employment market.

- Institute teacher training workshops and resources, working together with Center for Instructional Excellence to promote, support, showcase how research can inform innovative educational models.

- Offer a variety of courses in other languages and cultures that attune students to a multicultural globalized world, emphasizing intercultural competencies.

- Further develop and offer high-quality educationally substantive internships (national and international) for students, support job-ready internships, and offer workshops on how to prepare for and succeed in internships.

- Create and offer courses that focus on personal and professional development with an emphasis on how to prepare for possible future career paths.

- Encourage departments to offer a learning community, particularly in collaboration with the Honors College.

- Create an undergraduate research community and expose students to faculty's research through research seminars, and participation in undergraduate research conferences.

- Increase study abroad opportunities integrated into curricula supported by financial assistance for diverse groups of students.

3

GOAL-3: Preeminent Graduate Education

Advance graduate education synergistic with faculty excellence in research, scholarship, and creative activity attracting national and worldwide recognition.

Key Characteristics

- Nationally and internationally competitive graduate program foci that are synergistic with areas of faculty research, scholarship, and creative activity with widely recognized accomplishments.

- Recognition of the College as a welcoming and supportive venue for a diverse mix of high-caliber students in all programs, pursuing research, scholarship and creative activity along with personal and professional growth.

- Competitive interdisciplinary programs, promoted by strengths in liberal arts disciplines, in program depth, breadth, and quality.

- Competitive financial support for graduate students in each program to ensure recruitment, retention, and timely graduation of a diverse body of high-caliber students.

- Preparation of graduates for diverse careers with strong track-record for career advancement.

Strategic Initiatives

- Expand resources for competitive fellowship packages and postdoctoral fellowship programs to promote recruitment of high-achieving graduate students.

- Implement competitive research assistantship program at the College-level to support most promising research activities.

- Improve faculty mentoring of MA, MFA, and PhD students research, creative activity, grant-writing, and career development, also supported by recruiting professors of practice and/or incentivizing diverse career exposures.

- Develop and implement a College-level program geared toward identifying strategic hires of underrepresented minority faculty (URM) for both tenure-track and clinical positions, thus increasing the representation of URM faculty to serve as role models for career development of URM graduate students.

- Further develop College-based on-line programs for graduate education and training cultivating the opportunities in diverse areas serving students with diverse backgrounds.

GOAL-4: Impactful Societal Engagement

Promote engagement with diverse public and private stakeholders, advancing the roles of liberal arts in the contemporary spirit of a land-grant institution.

Key Characteristics

- Engaged research in partnership with non-profit, public, and private organizations in service of the public good.

- Active role of the college across the University, and in partnerships with selected external constituencies, raising the value of liberal arts contributions for strategic engagement initiatives.

- Experiential learning opportunities that supplement academic programs (e.g., formally organized internships, service learning programs, multicultural experiences, public service engagements) consistent with the roles of a land-grant institution.

- Impactful contributions toward the good of the public, upholding the values of diversity and inclusion, (e.g., in public policy development), with leadership roles in academia, research institutes, and other

COLLEGE OF LIBERAL ARTS STRATEGIC VISIONING/PLANNING — DRAFT-9: — For CLA SENATE DISCUSSION — 12/11/2018 … RNM

professional and service organizations.

- Life-long learning programs that provide affordable access to worldwide audiences addressing the current and emerging needs of society in the contemporary spirit of a land-grant institution.

Strategic Initiatives

- Designate a faculty member at the College-level (new hire if necessary) as an administrative leader for engagement efforts focusing on generating awareness, creating opportunities, rewarding and recognizing engagement work, building an engagement community, and working closely with the University Office of Engagement.

- Create a mentoring program for matching junior faculty interested in engagement work with faculty mentors to help with the promotion and tenure process, focusing on their scholarship of engagement.

- Provide time, funding support, and contemporary technologies for faculty working in engagement addressing regional, national and international audiences and for developing new courses to bring this engagement work to undergraduate and graduate students.

GOAL-5: Integrated Diversity and Inclusion

Champion diversity and inclusion integrated in all aspects and endeavors of the College, internally and externally, as a model for a land-grant University.

Key Characteristics

- Accelerated growth and integration of diversity and inclusion into programs, and departmental culture and climate, particularly for underrepresented populations, sustained among faculty, staff, and students, consistent with the purpose and value of a major research land-grant university of global prominence.

- Stellar record of diversity and inclusion with equal access and opportunity—for U.S. domestic as well as international populations—in each discipline, signifying the College's social, cultural, and intellectual richness.

- Recognized individual and collective successes of a diverse body of faculty, staff, and students, that are celebrated internally and externally.

- Outstanding climate and culture of the College's integrated diversity and inclusion with equal access and opportunity for the success of all viewed as a model for land-grant institutions.

Strategic Initiatives

- Promote consistent messaging and commitment toward diversity, equity, and inclusion directed by the College administration drawing the attention of faculty, staff, students, and administrative units.

- Publicly track and benchmark College, departmental, and administrative activities in diversity and inclusion, conduct climate surveys, and develop and implement programs/curricula.

- Advance cluster hires for faculty attending to diversity, particularly for underrepresented populations, working with department heads to determine the framing of these hires.

- Significantly increase the investments in the Summer Research Opportunities Program (SROP) to expand opportunities for diverse students to prepare for graduate study.

- Develop and implement plan for recruiting diverse undergraduate students responding to changing demographics.

- Leverage relationships with on-campus cultural centers (e.g., BCC), and programs in the School of Interdisciplinary Studies to recruit, retain, and support diverse students, faculty, and staff.

TOP PRIORITIES

The top priorities of the College are identified as a selected set of the strategic initiatives. While all of the strategic initiatives are important aspects of this strategic plan, this selected set represents the most critical and salient priorities the College will address as it implements this strategic plan. The College will articulate the specific outcomes expectations of these priorities. At the big picture level, the most impactful priorities will include:

Goal-1: Transformative Discovery

- Create a **Center for Arts and Humanities** focusing on preeminent scholarship and creative activity.
- Initiate a **Research Academy**—disciplinary and Interdisciplinary—to facilitate research and mentoring of faculty.
- Establish a CLA budget for supporting **research and a grant-aid office** to assist faculty and graduate students in seeking extramural funds.

Goal-2: Innovative Undergraduate Education

- Continue to **develop grants** such as **INNOVATE**, and **2Teach**, for departments to implement innovative formats, renovate courses, and conduct pedagogical development.
- Continue to develop and expand **Cornerstone**, **Degree in three**, and **Degree+** programs.
- Further develop high-quality, educationally substantive **internships** (national and international) for all CLA students—on how to get ready for internships, and how to succeed.
- Continue to support a variety of courses in other **languages** that attune students to a multicultural globalized world, with emphasis on **intercultural competencies**.
- Increase participation of CLA students in undergraduate research, and attending conferences.
- Increase number and level of **scholarships** for high-performing students for both in-state, and out-of-state students, and expand mentoring programs for retaining students and ensuring their success.

Goal-3: Preeminent Graduate Education

- Ensure sustained competitive levels of **fellowship packages** and design a postdoctoral fellowship program promoting graduate student recruitment.
- Develop and implement a College-level program geared toward identifying **strategic hires of underrepresented minority faculty (URM)** for both tenure-track and clinical positions, thus increasing the representation of URM faculty to serve as role models for career development of URM graduate students.
- Improve faculty mentoring in step with the diverse needs of MA, MFA, and PhD student development in research, grants, creative activity, and careers, also supported by recruiting **professors of practice** and/or incentivizing **diverse career exposures**.

Goal-4: Impactful Societal Engagement

- Create a new faculty **position to lead engagement efforts at the College-level** focusing on creating opportunities and visibility for engagement.
- Expand the College **promotion and tenure (P&T) guidelines** to acknowledge, accommodate, and address engagement as a distinct performance area.
- Reward engagement with **awards and grants** that encourage faculty and graduate students to develop **partnerships** across the University and with external constituents, and recognize these accomplishments on the CLA website.

Goal-5: Integrated Diversity and Inclusion

- Implement **consistent messaging** from the Dean's Office in support of diversity, inclusion, equity, and opportunity, and provide resources (to Director of Diversity and Inclusion) to **publicly track and benchmark CLA diversity and inclusion activities and attitudes** so as to chart the course for improvement.
- Develop and implement plan for **recruiting diverse undergraduate students (particularly URM)** corresponding with the changing demographics.
- Leverage **relationships with cultural centers** on campus (i.e., AAARCC, BCC, LCC, LGBTQ, and NAECC) to recruit, retain, and support diverse students (as well as faculty and staff), linking intellectual inquiry of CLA with the cultural centers.

METRICS—KEY PERFORMANCE INDICATORS (KPI)

The following metrics will serve as the key performance indicators (KPI) to measure progress associated with each of the five goals. These metrics are consistent with those of the University and include specific metrics for the goals and initiatives of this strategic plan. The definitions of the metrics that are in common with the University's metrics will be kept consistent. The College will determine the definitions of the other metrics specific to the College. A set of **16 metrics** as the most salient and critical metrics are highlighted as the **Dashboard Metrics**.

Overarching Metrics (pertaining to all goals)
- National Rankings for Programs that are ranked.
- Records of notable/accomplished alumni (#, disciplines, trend)
- Awards, Academy Memberships, and Leadership Positions at the national/global levels (#, %).
- Private Fund Raising—Support for Students, Faculty, Staff, and Facilities/Equipment ($$).

Metrics for Goal-1: *Transformative Discovery*
- Peer-Reviewed Publications/Manuscripts (# total, high impact, # per faculty, trend).
- State-of-the-Art Facilities/Infrastructure for Discovery/Research (exemplars, trend).
- Research Awards/Expenditures, and Faculty with Active Extramural Funding ($$, #, %)

Metrics for Goal-2: *Innovative Undergraduate Education*
- Undergraduate Enrollments (#, URM, trend).
- One- and Two-year Retention Rates (%, trend).
- Four- and Six-year Undergraduate Graduation Rates (%, trend).
- Students Engaged in Experiential Learning Experiences (#, types, % students, trend).
- Cornerstone, Degree-in-3, and Degree+ programs (by category: #, # participants, # degrees, % ,)
- State-of-the-Art Facilities and Equipment for Innovative Teaching/Learning, (exemplars, trend).
- Career Placement of Graduates: Advanced Study, Business/Industry (#, %, trend).

Metrics for Goal-3: *Preeminent Graduate Education*
- Enrollments (#, URM, trend).
- Time to Degree (mean, trend).
- Career Placement of Graduates: Advanced Study, Faculty, Post-doc, Business/Industry (#, %, trend).

Metrics for Goal-4: *Impactful Societal Engagement*
- Delivery of Programs (#, types of programs, # participants, trends, revenues generated).
- Service Learning and Field Experiences for Students (#, %, trend).
- Grants and Awards for Developing and Offering Engagement Programs ($$, #, type).
- Alumni Engagement and Interaction with Students (# programs, # alumni, # students).
- Scholarship of Engagement for P&T Recognition (# total, # per faculty, trend).

Metrics for Goal-5: *Integrated Diversity and Inclusion*

- Faculty, Staff, and Student Attitudes on Climate (periodic surveys, in conjunction with CoA).
- Recruitment, Retention, Promotion of Underrepresented Faculty and Staff (#, %, by category).
- Presence of Underrepresented Populations (#, %, faculty, staff, students).
- Recruitment, Retention, Graduation of Underrepresented Students (#, %, by category).

IMPLEMENTATION

The implementation of this strategic plan will commence upon its finalization by the College. College, and Department administration will drive implementation processes with the participation of faculty, staff, students, and other stakeholders, as appropriate. Implementation plans for specific strategic initiatives will be developed by the CLA Dean in collaboration with department heads through <u>annual action planning</u>. This action planning will clarify the implementation responsibility centers—leadership, stakeholders (faculty, staff, students, alumni, others), task forces and committee structures—along with a timeline for the expected outcomes.

Comprehensive resource development will be intrinsic to enabling the implementation of this strategic plan. These areas of resources will include:

- General fund resources prioritized for academic programs and services, faculty size and reputation, student enrollment as majors, as well as courses delivered to students across the University for their curricula.

- Revenues from grants and contracts supporting the College's research, scholarship, and creative activity, and program strengths competitiveness (in the company of peer institutions).

- Robust philanthropic support toward the College's strategic plan priorities, and for securing advantageous positions in comparison with its peer institutions.

- Innovative revenue generation, particularly through wide-access programs for societal awareness and education, in the contemporary spirit of a land-grant institution.

- Demonstrable allocation and judicious utilization of resources—human, financial, scholarly, organizational, and physical facility resources—synchronized with strategic plan priorities, corresponding actions, and assessments of progress.

- Enhanced infrastructure support to carry out the plan priorities—human resources in the area of professional and technical staff; physical facilities and equipment; websites to effectively advance information dissemination, communication, and public relations; and on-line programs.

<u>The development of the annual budgets of the College will be synchronized with the annual action plans based on the strategic plan priorities</u>. <u>A key aspect of strategic plan implementation is the annual assessment of progress on strategic priorities and initiatives</u>. This assessment will be conducted to gauge progress based on the metrics identified in this plan relative to the five-year time-line. Based on this annual progress assessment, the annual action plans will be adjusted as necessary—including course corrections and realignment of timelines and resources, if any, for the strategic initiatives. As customary during the last (fifth) year of the strategic plan period, the Dean will conduct a comprehensive assessment to measure the cumulative progress during the plan period. This process will set the stage for the College to renew and/or recast its next (five-year) strategic plan.

This strategic plan charts the course for the College of Liberal Arts for five years going forward (2019—2024). It is a visionary plan that the College will implement to achieve its aspiration: *Leadership in Liberal Arts: Preeminent Scholarship with Innovative Education—Our Land-*

Grant Commitment. The plan has been developed with the participation of representative faculty and staff, and reviewed by the CLA Senate. Faculty ownership of this plan is intrinsic to its success. As the College now embarks on the implementation of this plan, it does so with commitment, enthusiasm, and collaborative participation.

Date: October 22, 2018

To: Nush Powell (ENG), Chair, College of Liberal Arts Senate

From: College of Liberal Arts Faculty Affairs Committee
               Ken Ferraro (SOC), Chair, 2018-2019; Cheryl Cooky (SIS), Chair, 2017-2018;
               Jan Cover (PHIL); Ben Lawton (SLC), Dan Morris (ENG); Whitney Walton
               (HIST); Sigrid Zahner (VPA)

Re: Executive Summary: 2018 Survey of the CLA Dean's Performance

The 2017-2018 Faculty Affairs Committee developed a brief Qualtrics survey to assess Dean Reingold's performance as the Justin S. Morrill Dean of the College of Liberal Arts. Data were collected anonymously from 214 respondents during March 2018; 68% of respondents were CLA faculty members, followed by staff (15%), administrators (9%), and graduate students (8%). Most questions were designed to solicit open-ended (textual) responses. To facilitate participation, the survey did not ask for departmental affiliation.

After the data were collected, the Dean invited Adedayo Adeniyi, Director of Leadership and Organizational Development, to consult with the Faculty Affairs Committee on the analysis and interpretation of the data pertaining to leadership principles and action steps.

Survey Findings

Responses to the fixed-response **overall rating question** revealed diverse views of the Dean's recent performance (i.e., How would you describe the Dean's performance during the past year?). More than a third of the respondents evaluated his performance as *excellent* or *outstanding,* but nearly 29% evaluated his performance as *poor* (most frequent response among faculty).

In response to the question probing the "Dean's most **meaningful accomplishments**" the responses also varied widely. There was considerable praise for the Dean's efforts to (1) direct resources to faculty and graduate students (e.g., ASPIRE and PROMISE); (2) raise graduate assistant salaries; (3) enhance CLA's reputation across campus; (4) restructure/reorganize CLA (e.g., Career Center, Job Ready); (5) promote curricular innovation (e.g., Degree in 3, Cornerstone); (6) promote diversity; and (7) set a hopeful tone (reinvigorate CLA).

The survey also solicited suggestions for one or more opportunities for the Dean to **improve his performance**. Recurrent responses included opportunities to: (1) clarify the *reasons* (motivation) and data analysis that led to actions or policies; (2) communicate effectively with the faculty, especially those with low or declining morale, with respect to the Dean's vision for CLA; (3) revisit or better explain decisions regarding interdepartmental treatment of units (i.e., perceived unfairness); (4) spend more time in meetings *listening* to faculty; (5) improve *staff*

management and personnel relations; (6) prioritize work-life balance because the growing self-service bureaucracy makes faculty less efficient; (7) further diversify the racial and ethnic composition of the College.

Committee Recommendations for the Dean's Consideration

1. Seek ways to engage faculty to champion and lead college strategic initiatives. Seek ways to better understand faculty needs and wants and act in a fashion that builds and unites the college in a manner that improves morale while acknowledging the diversity of departments and units in the college.

2. Establish long term strategic goals including topics such as (a) cultivating faculty excellence in all units, (b) student recruitment, enrollment, and professional development, (c) the distinctive value of a liberal arts education, and (d) enhanced extramural and intramural resources for research and creative endeavor. When communicating strategic information, customize the information to align with department-level faculty concerns.

3. Seek ways to incorporate faculty goals into the college strategy and reinforce the fact that you have responded to their feedback.

4. Establish and cultivate ongoing methods for effective communication including (but not limited to) measuring faculty support for college-wide initiatives and actively responding to their advice and input.

5. Champion work-life balance within the University so that faculty can devote more of their time to excellence in discovery and learning—and less to website compliance to monitor such tasks and business operations. Call for greater attention to the electronic burden (formerly, paperwork) within Purdue's self-service bureaucracy.

Dean's Response to Committee Recommendations

Working with Adedayo Adeniyi, Director of Leadership and Organizational Development, Human Resources, Dean Reingold formulated several high-level goals in response to the FAC recommendations. He organized the goals in three groups as outlined in the attached document.

Attachment: Dean Reingold's Action Steps to the CLA-FAC Survey

cc: Dean Reingold, Justin S. Morrill Dean of the College of Liberal Arts
               2018-2019 CLA Faculty Affairs Committee

Dean Reingold's Action Steps to the CLA-FAC Survey

College of Liberal Arts, Purdue University
October 1, 2018

Group 1: Faculty involvement in strategic planning
- Establish long-term strategic goals including faculty-relevant topics such as faculty lines, student needs beyond financial, grant and funding sources and other important planning items and scale information to the departmental level. When communicating strategic information, customize the information to align with department level faculty concerns.
- Seek ways to engage faculty to champion and lead college strategic initiatives. Understand more clearly faculty wants and needs and act in a fashion that builds and unites the college in a manner that improves morale yet acknowledging the vast diversity of departments and units in the college.

    High-level Goals
    1. Work with the CLA/FAC to build faculty representation and engagement in college level strategic initiatives.
    2. Establish ongoing dialogue with faculty.

Group 2: Faculty communications and engagement
- Establish and cultivate ongoing methods for effective communication including (but not limited to) measuring faculty support for college-wide initiatives and actively respond to their advice and input.
- Seek ways to incorporate faculty goals into the college strategy and reinforce the fact that you have responded to their feedback.

    High-level Goals
    1. Develop a mechanism to collect, organize, and track progress towards faculty and student academic priorities.
    2. Assess and ensure the effectiveness of faculty communication loops.

Group 3: Leadership Development
- Provide coaching and mentorship to college leadership.

    High-level Goals
    1. Communicate CLA's review of administrative officers' processes and schedule.
    2. Solicit feedback from the FAC when updating the CLA leadership skill inventory.

THE MEETING OF THE SENATE
OF THE COLLEGE OF LIBERAL ARTS
The January 2019 meeting of the Senate of the College of Liberal Arts was held at 3:30 pm on Tuesday, January 15, 2019 in STEW Room 310, with Nush Powell presiding.

Annoucnement:
Supernumerary Meeting on Admissions: 2/28/2019 10:30 to 12pm in BRNG 2290.
All faculty are encouraged to attend: please remind them.

AGENDA
1. **Approval of minutes from the December 11 Meeting**

   Meeting called to order at 3:35.

   (An attendance sheet was circulated today. Please note if you have been left off, so that your name can be added.)

   Nush called for approval of the Minutes from December 11, 2018. There were no recommendations, emendations, or objections. The minutes were entered as read.

2. **Announcements and Chair's Remarks (15 minutes): Nush Powell**

   Four meetings are scheduled this semester.
   - Kirke Willing was scheduled to attend today's meeting, but could not make it. His financial report has been rescheduled for the February meeting.
   - The full faculty meeting is scheduled for March. Due to the positive response to the poster session during the Fall semester faculty meeting, there will be another expanded poster session in March. Please spread the word to your faculty about this opportunity and ask anyone who wants to feature work at the session to send an email to Nush Powell or Stacey Connaughton.

   Chair's remarks (please see attached PowerPoint slides for more information):

   SLIDE 1
   COACHE Survey results will be released January 25.
   A discussion of the results will take place in Stew Center Room 206. Jessica Huber will facilitate. Last survey results were taken seriously by the Provost's office and programs were developed and implemented as a result.

   SLIDE 2
   Safe Zone Training (https://www.purdue.edu/lgbtq/training/safe_zone.php) – training and support program that empowers participants to support LGBTQ students, staff and faculty and to create change on campus.

   There are still openings available for the six dates offered. Register on-line. Helpful training for teaching and everyday interactions.

   SLIDE 3

Green Zone Training (https://www.purdue.edu/veterans/resources/greenzonetraining.php) – focuses on challenges faced by veteran and military students. Trainings in Jan, Feb, & April. Student panel March 22. Register online.

SLIDE 4
Update: Resolution on Health Care Plan
The resolution was shared on Dec 12 with the University Senate Chair and Steering Committee. The resolution will be shared with the full Senate at their meeting on January 29, 2019. In addition, the University Faculty Compensation and Benefits Committee has been tasked with further consideration of the issues raised by the resolution.

SLIDE 5
Ad hoc Committee on Bylaws
Nush has called for the formation of an Ad Hoc Committee to review the CLA Senate by-laws and make recommendations on how the Senate should govern itself. So far, many graduate students have volunteered, but not enough faculty. More faculty representation is needed. Please send an email to Nush if you would like to serve.

SLIDE 6
Cornerstone
The Cornerstone program will be expanding its seats from 1820 to 4000 beginning AY2019 - 2020. This may be something the Senate wants to discuss. (See notes below)

SLIDE 7
Admissions
Notifications go out to CLA students today – electronic notifications are live. Looks good so far – up 16%. The CLA target is 510 (in comparison to 470 last year). Admit approx. 66 yield 20.4%

SLIDE 8
Admissions
This year the admissions numbers may be represent an outlier due to admissions procedural changes. Previously, if a student applied to a closed program and was not accepted into that program, but met Purdue admissions criteria, that student was contacted and offered the opportunity to choose a second program. Now students list a first and second choice as part of the application process. This new implementation has some kinks because the application numbers will be off – applications are attributed to the actual accepting program (so in some cases, the second choice, not the first choice). If students do not list a second choice, they are not contacted about the possibility of identifying another program for consideration. Also, students cannot have two choices in the same college (cannot choose history and philosophy, for example).

Discusson:
Is this info registered through Purdue.edu?
Nush: Thinks that it is third party software. During the meeting with admissions this could be something to bring up.

SLIDE 9
Recruitment & Admissions (see: https://www.admissions.purdue.edu/majors/index.php)
We need to look at our (CLA) web presence in relation to recruitment and admissions.

For example, the Undergrad Majors suggestions page may not be representing the College of Liberal Arts well. Nush thinks that the selection principles are opaque and the results not completely reflective of what CLA has to offer. She is trying to find out who curates the page and stressed that we need to make a better case for CLA majors in relation to career goals.

SLIDE 10
Remarks: Letter from the President (see: https://www.purdue.edu/president/email/2019/1901-med-openletter-full.html)
Nush highlighted two points for discussion from President Daniel's letter:

1. Language that indicates a doubling down on the commitment to STEM at the university.
2. The way that Cornerstone is prominently featured.

Nush summarized some of the relevant issues for CLA in the letter. The letter highlights the increased emphasis on STEM. Much of the letter is devoted to demographic challenges in the Midwest – we should expect that applications from Indiana to Indiana schools are likely to go down. Decisions about growth and emphasis will affect enrollment in Colleges across the university, so this is something to pay attention to.

Cornerstone – Nush questions whether the 'value-added' (to a STEM degree) understanding of liberal arts is a way to attract students to CLA majors. The characterization of the relationship between STEM and liberal arts in the letter is worth taking a closer look at.

SLIDES 11 & 12
Remarks: Admissions
Note emphasis on Purdue as prioritizing STEM Leadership on the Purdue Moves web page. This is set, public university policy: STEM is to be the major growth area, but whether the university as a whole should continue expanding is being reconsidered by the Trustees this year. We may well be looking at a zero-sum game: more STEM means fewer students for other colleges, including CLA.

Nush: Have admissions folks been given any guidance about admissions goals for non-STEM majors? In the context of Purdue Moves and the President's letter, what kind of mandate, if any, has been provided?

SLIDE 13
A town hall has been scheduled with admissions staff members Mitch Warren and Kris Wong Davis on February 28, 2019 from 10:30 to 12:00pm in Beering 2290. Nush expressed concern that Admissions is unaware that CLA would like to partner with them on recruiting efforts. The town hall is an opportunity to ask questions and to let admissions know of the college's interest in recruitment.

3. Report from Core Renewal Committee (10 minutes): Joel Ebarb

Associate Dean Ebarb offered an update on the committee's work. The renewal proposal is unfolding slowly. The committee completed a lot of good work at the end of last semester. Joel explained that the preview of the current draft (see slide) purposely vague while the proposal is still in process. EPC committee reviewed a prior draft; recommendations have been addressed in the current revised draft.

Joel highlighted three strands that are emphasized in the current draft:

1) **University Core** – The core renewal proposal builds off of the University Core (Joel suggested that faculty please look at the University Core online, if they are not familiar with it.)
2) **Disciplinary Diversity** – A selection of courses from outside the student's primary area of study, chosen by the student in consultation with their adviser. The intention is for students to get experience outside of their discipline, which is currently not the case. Specific numbers of courses have not yet been settled on. The goal is to give students a meaningful core, but with a lot of freedom. Students should work with academic advisers and faculty mentors to develop a meaningful path. **The disciplinary diversity requirement must include 1 course from a Diversity Selective List
3) **Linguistic Diversity** – The proposed renewal maintains existing proficiency through Level IV in ONE language

Joel noted that academic advisers said that the CLA core should not organize requirements by credit hours (as is currently done). It should be organized around the number of courses and course experiences.

Preview of the Proposed Timeline for remaining work:
Jan 28:	Complete proposal
Early Feb:	Share with CLA
Mid Feb – Early March:	Online survey and 3 forums (faculty, students, staff)
March 19 (full faculty):	Submit to CLA senate for review and approval
Late March:	Submit to full faculty for review and ratification (will need to find out what exact process for approval and ratification is)

IF, above all goes well, then to prepare for the 2021 catalog:
April 2019 – December 2019:	Work to amend CLA plans of study to reflect new CLA core
January 2020 – March 2020:	Update POS for 2020 -2021 online catalog
June 1, 2020:	Publish CLA plans of study to reflect revised CLA Core and any POS modifications made by academic units

Joel also advised faculty to be aware of adding too many courses to a major. He also pointed to the importance of the Degree + program with respect to number of courses required.

Joel: At planned forums people will be invited to speak about the core and about the curriculum. Interpretations of what the new core means for programs and students will be discussed. Joel wants to hear what faculty have to say about the proposed changes.

4. Old Business
No old business.

5. New Business
No new business.

6. Dean's Report (20 minutes) (David Reingold)

The Dean was delighted to see the exchange with Rosie Clawson over the CLA strategic plan. A draft hopefully will be available in the next month. Need to clarify ratification – asked for

recommendation from the committee once able to reconvene. He feels the draft is in a good position to push forward and that this is an important effort.

In regards to Joel's report: core renewal is important to push forward on. Ratification clearly rests with the CLA Senate. There is some EPC confusion regarding where does its domain begin and end in regards to revisions. His assumption is that the draft goes to the EPC and then to the Senate. He asks, is this assumption wrong? This is a procedural issue that needs to be sorted through – talk to Dean, Associate Dean or Chris Yeomans, if you have thoughts or information. Was the approval process for the Degree+ Program a procedural mistake? The Dean is not sure. If so, he does not want to repeat this mistake.

Low enrollment courses are still a major issue, but good work has been done in units and by academic leaders. CLA now has 35% of all under-enrolled classes on a campus, down from 50%. Moving in the right direction. Where should we land? Still an open question – need to think about what the goal should be. Getting to 0 is probably not likely, but what is ultimate goal?

The Dean thanked Ass. Dean Sorin Matei and the review committee for their work on CLA grants. Outcome: 2 Global Synergy, 4 Enhancing Humanities, 3 Social Science and 2 Faculty development grants.

There are 3 Head searches under way: History (campus visits approved & 4 candidates coming); Political Science (2 finalists scheduled to come); Rueff School (working with outside firm – close to a finished position description and developing an applicant pool).

The Dean also announced upcoming visitors to campus: Francis Fukuyama, inaugural speaker; Neil Maher Stover lecture; Colson Whitehead, Annual Literary Awards dinner

In regards to the enrollment issues raised by Nush – The Dean is happy to see an admissions discussion is planned.

QUESTIONS AND DISCUSSION:
Brian Leung: Does CREATE not count as an internal grant?
Dean: Yes –sorry to have omitted; will announce awardees next time.

Exchange over the President's annual letter to Purdue community:
Brian Leung noted to the Dean that reading the entire letter made him feel unwanted here (Purdue). [Raising the issue of how CLA is viewed at Purdue by the President.]

Dean: Did you communicate that to him?
Brian indicated that the letter did not make him feel as if a response were invited.
Dean suggested direct engagement with President through email and/or attending breakfasts hosted at his residence (Brian attends regularly). The Dean also noted that the President had referenced the college during a recent radio appearance and noted that there are other places 'to find us in the heart of things' as it relates to the university. The Dean reiterated that there are venues such as the breakfasts to directly communicate with the President.

Exchanges related to Cornerstone:
Nancy Peterson: SCLA 101 and 102 are being referred to as Cornerstone but that is not the case. Cornerstone is a full program with a wide selection of wonderful courses beyond 101 & 102.

English, like History and other departments, is developing courses and new course development is getting a good response, but this is not being highlighted.

Dean: Talking about this a lot in his office. This is year one for the certificate; while there has been an administratively driven rush of students to get into the introductory Cornerstone classes, not enough time has passed yet to gauge the effects of the full certificate program and the more advanced courses. Asking for patience and wisdom on how to encourage the pivot. Close to 1000 students are in the first-year classes and everyone who signed up for the first also signed up for the next class even though they are not compelled to take the second class. The Dean is pleasantly surprised by this development and understands it as a positive response to the first semester. He thought there would be a funneling of students enrolled. Dean believes 50% of students start in one major and then finish in another. Cornerstone is one method for laying a series of breadcrumbs to allow students to find us – whether it happens is still an open question; The Dean's office will be tracking [whether Cornerstone brings students into CLA majors]. Once students have the opportunity to move into the certificate, he believes students will move in that direction.

Nush: How are we staffing 4000 seats nest year? (indicating the increase in Cornerstone sections being offered next academic year)

Dean: We have 30 current faculty (Nush – Have they all committed to coming back?). Dean remarks that there are about 15 faculty searches currently being conducted with ½ of the teaching attached to Cornerstone. Approximately 60 sections will be offered. New faculty are being recruited. There are about 20 sections covered. Some new faculty are stepping forward saying they want to be involved. We are still in planning stage and looking also to what incoming class size will be. We have close to 50 sections covered.

Nush: But to get to 60 sections /semester?

Dean: Says he needs to check; not sure. Even with new faculty and existing faculty, this is still a stretch goal and still trying to figure out how many seats are needed. Campus does not have a process for managing capacities. The Dean is working to establish a process for a shared understanding of number of seats in what categories.

Nush: The 4000 number came from Melinda Zook at yesterday's Cornerstone luncheon.

Dean: Remains unsure about the number; assumes 30 students per section. His understanding is that we are at 971 seats now and the idea is to double it (this number is slightly different than Melissa Zook's number)

Paul Dixon: What is being done to determine whether the Cornerstone courses are accomplishing what they need to accomplish?

Dean: Melinda is working on a semester report. Also, colleagues from General Ed Assessment Group are trying to put together an assessment plan for those first classes in Cornerstone. The certificate is a bigger question. The Dean expresses that he is taking it seriously. Currently, we have course evaluations as an imperfect measure and enrollment numbers for the second class, which he interprets as very positive. Nevertheless, he is mindful of the need for assessment and pushing faculty to work on a more systematic assessment plan. Additionally, as part of the core curriculum, those classes are subject to university core curriculum assessment.

Paul: Seems as if we should have a better feel for the assessment outcomes before doubling the size of the program.

Dean: Reasonable warning.

Nush: Writing instruction is being reviewed by university curriculum committee this year, which is tasked with examining the core-required first-year writing experience.

Paul: This is important because they [Cornerstone courses] are substitutions (Joel: options; Paul: alternatives).

Bradley Dilger: Could you tell us more about the assessment group?

Dean: We're looking at the AACU journal—General Education Journal—edited by Chris Long, Dean of College of Arts and Letters at Michigan State. (This is the group that the Dean referenced earlier.) Conversations with the Mellon foundation, which is potentially interested in investing in Cornerstone (very preliminary). Mellon might be interested in replicating the Cornerstone model. If funded this would include monies for assessment. No promises – not clear whether Mellon is really interested, but relatively optimistic that conversations will take place in the spring.

Nush: You're referring to the journal *Liberal Education*?

Dean: Maybe.

Discussion of possibility for sharing Melinda Zook's teaching report for Cornerstone:

Paul: Will Melinda's report be available to senate?

Dean: The report is mostly teaching-related. Can we share? (Directed to Joel.)

Joel: If formatted correctly, it could be shared.

Some conversation back and forth (Nush, Paul and Dean) about what could be shared from the report. Faculty is interested in overall evaluation of the program, not individual teaching evaluations. Dean is concerned about appropriateness of sharing evaluations and protected individual faculty identities; all agree these should remain confidential.

Nush: Cornerstone should be giving regular reports to the Senate. This is something the ad hoc committee will take up.

Professor Paul Dixon will join the Ad Hoc committee.

Joel: He has said all along we need to collect assessment data to provide an overall evaluation because Cornerstone will need to be reviewed every 3 years. Joel has instructed Melinda to collect data, keep examples of assignments (high, medium, and low), so that Cornerstone will be ready for the first review. Joel thinks that progress can be presented in some way to the senate.

Dean: Did Melinda at that meeting have a timeline for the 4000?

Joel: Working with the number 2000 + 2000; waiting on number of seats requested from university for oral and written communication; also need to secure all the people to teach the sections.

Dean: If you look at seats in those buckets we are at an all-time high as far as I can tell, as university is growing the number of seats is growing in the aggregate. This affects math, chemistry and biology as well, not just CLA (those providing foundational learning experiences). Dealing with the scaling up of Purdue university, it is a big lift to up the number of seats across those domains. The campus Provost's office has been working with deans on planning docs for what kind of investments are required to grow the campus—from housing and food to health services to educational requirements--lot of pieces—space component. We as a campus are as big as we were when at our peak in 2008 in overall enrollment. Growth at this point and beyond requires much investment.

Nush: Registrar's projection is up 250 student beginners from this year. Cornerstone projected growth is far beyond university projected growth.

Dean: Transferring credits in from outside has been growing exponentially.

Nush: Yes, meaning fewer students need first-year writing here, so why a bigger Cornerstone?

Dean: University is growing enough and transferring in is not offsetting all the need. There are conversations on campus about whether transferring credits is okay or not.

Nush: Yes – seat projection is definitely difficult. Doubling something is a lot, given that enrollment is not going up that much and there are transferring credits.

Joel offered clarification—SCLA 101 and 102 specifically.

Dean: This is in response to other parts of campus. Reduction in the number of graduate students in the CLA – rebalancing. Making tremendous progress on that front. There is a big question about the appropriate carrying rate—How full should classes be? 80-85% has been the campus comfortable rate, but that is inefficient—we're much better off at 95% (Nush: Yes, we are at 96% now). Need to manage expectations about carrying rate. Frustrating: no internal or campus culture of analyzing and modeling these questions.

Nush: I want to see the math.

Dean: So do I.

Brian: (clarification of carrying rate requested)

Dean: Like airplane seating—doing the math to figure out the best carrying rate for a given capacity and population. I used to do this kind of modeling for questions somewhat like this – efficiency questions like this. Operations research modeling – what are the different choices to be made and how to do forecasting? Have offered Director of admissions/enrollment management assistance. I would be happy to join in hiring someone to do this. The offer has not been taken up. Trying to get this to be a more rational process to work through and share. Most

of our peers in this space take this approach, not the tacit approach of what feels right. Trying to evolve the process – welcome help in encouraging this approach.

Nush reminds everyone about the attendance sheet. Thanks Dean Reingold.

Motion to adjourn – moved and seconded

7. Adjournment

Post-adjournment note from Nush: Bob Channon also volunteered for the by-laws committee

CLA Faculty Senate

15 January 2019

Hi!

Agenda

1. Approval of minutes from the December 11 Meeting

2. Announcements and Chair's Remarks (15 minutes): Nush Powell

3. Report from Core Renewal Committee (10 minutes): Joel Ebarb

4. Old Business

5. New Business

6. Dean's Report (20 minutes)

7. Adjournment

The semester ahead:

- **Kirke Willing will give his annual financial report in the February meeting.**

- **March is our full faculty meeting. We'll be expanding the poster session. We'll also be discussing the by-laws preliminary to a vote in April.**

- **We'll be hearing more about the proposed revisions to the core, with a possible vote later in the spring.**

- **We'll be scheduling a supernumerary / town hall-style meeting with admissions officials. Tentative date 2/28, 10:30-12:00. Place TBA. Stay tuned.**

Announcement: COACHE Survey results

9-10:30 a.m. Jan. 25 in Stewart Center, Room 206

- **Data presented at the town hall will focus on results from tenure-track faculty and will be compared with results from the 2015 survey, as well as data from peer universities.**

- **"Faculty who attend the presentation will get an overview of the findings and an opportunity to discuss the results. We'll also provide them with a URL so they can access the data on their own and give us their input. Later this spring, we'll convene in targeted working groups to suggest ways to address the findings and make improvements."**

- **Jessica Huber is also available to present COACHE results to departments, colleges or other faculty groups.**

Announcement:
Safe Zone Training

SAFE ZONE

Safe Zone is a training and support program that empowers participants to support LGBTQ students, staff and faculty and to create change on campus.

Program attendees:

- Develop an understanding of LGBTQ terminology and history
- Learn about the concepts of privilege and identity development
- Interact with a panel of LGBTQ speakers
- Build skills for identifying and interrupting language and behavior that may be discriminatory
- Share campus resources and reporting processes

Feb. 5

Feb. 21

March 20

March 31

April 8

June 18

Announcement: Green Zone Training

GREEN ZONE TRAINING

Veteran and military students face unique challenges such as difficulty navigating earned benefits across multiple agencies—including the GIBILL, transitioning from the military to a campus environment, and hurdles related to being nontraditional students. Green Zone awareness training is designed to provide faculty and staff with a deeper understanding and appreciation of the veteran and military experience as well as develop tools to better serve these students. At the end of the training you will receive a badge you can display indicating you are a trained member of the Green Zone.

Offered in the Fall and Spring is a Green Zone Student Panel. The panel is made up of students from varying backgrounds; veteran, active duty, reserve or National Guard, ROTC, and family member. The panel is moderated with an opportunity for Q&A.

Jan. 16
Feb. 19
April 10

Student Panel:
March 22

Update: Resolution on Health Care Plan

- **Shared with University Senate Chair & the Steering Committee on Dec. 12**

- **Resolution will be shared with full Senate at their meeting 1/28**

- **University Faculty Compensation and Benefits Committee has been tasked with its further consideration**
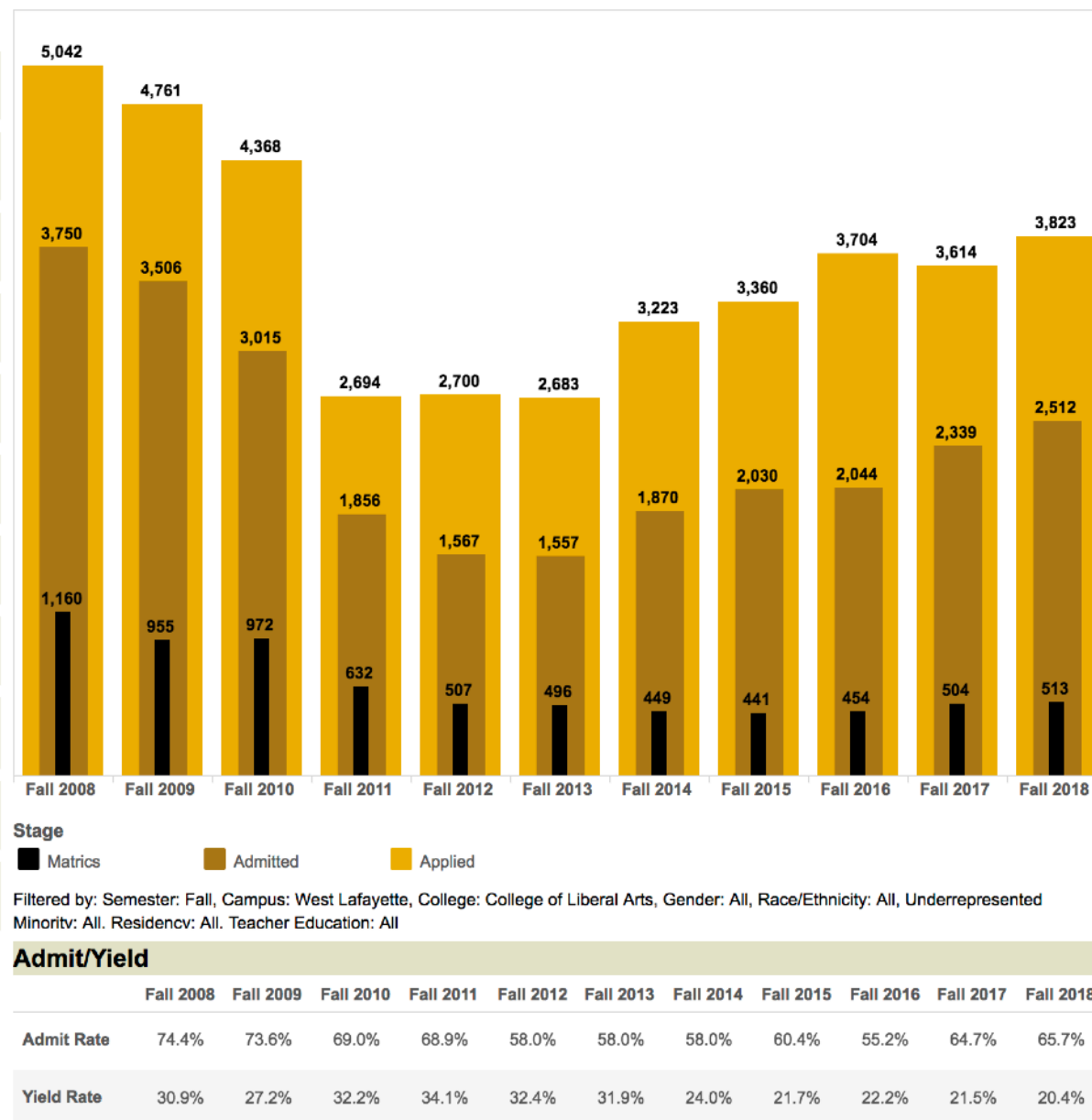
Ad hoc Committee on Bylaws:

Announcement: Cornerstone

SCLA 101& 102 are expanding from
1,800 to 4,000
seats in AY2019-2020

Remarks: Admissions

- **Admissions notifications to CLA students go out today.**
- **So far, so good: CLA is up 16% over last year.**
- **We're in good shape for our target, which is 510 (last year: 470).**

Filtered by: Semester: Fall, Campus: West Lafayette, College: College of Liberal Arts, Gender: All, Race/Ethnicity: All, Underrepresented Minority: All, Residency: All, Teacher Education: All

Admit/Yield

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Admit Rate	74.4%	73.6%	69.0%	68.9%	58.0%	58.0%	58.0%	60.4%	55.2%	64.7%	65.7%
Yield Rate	30.9%	27.2%	32.2%	34.1%	32.4%	31.9%	24.0%	21.7%	22.2%	21.5%	20.4%

**Fall 2018:
3823 applied
2512 admitted
513 matric.
admit rate: 65.7%
yield: 20.4%**

Remarks: Admissions

But: Take these numbers with a grain of salt; this year will be weird.

- Admissions changed their procedure. (And only just told the faculty.)

- All students are now invited to list a 2nd-choice major, and this may have some odd consequences:

    - Some application numbers may look artificially down (ENG, CS); others artificially up.

    - Students who do <u>not</u> list a second-choice are no longer invited to find a different home at Purdue; they're simply rejected.

    - Students who list a first choice in the CLA cannot list a second choice that's also in the CLA (seems to be the case for some other schools as well).

Also, we need to look at our web presence.

Remarks:
Letter from President Daniels

1) We're doubling down on the STEM commitment:

"When the Moves began, Purdue was already one of the nation's most STEM-centric schools. … Becoming even more concentrated in any one area involved some degree of risk, and we did not undertake it lightly, but looking back we believe that the choice has been validated by its outcomes."

"The fundamental question facing us is the optimal future size for the university, and how we expect that population to be distributed across our various colleges. Purdue in 2018 is the largest it has ever been, in both undergraduate and graduate populations. … The heightened interest in STEM majors has more than matched our 2013 projections."

2) Cornerstone is prominently featured — as a valued-added for STEM folks.

"Engineering has devised "Do More in Four" through which students can add an MS, or a skill-specific certificate, or the Cornerstone package of liberal arts courses to the prized badge of a Purdue engineering diploma."

"The Polytechnic Institute … is enlisting hundreds from each of its incoming classes into Cornerstone, furnishing them a quality liberal arts grounding to balance their STEM experience."

Remarks: Admissions

Remarks: Admissions

The growth in STEM majors has been deliberate, and looks to continue. C.f. Purdue Moves:

Since the beginning of its five-year expansion plan in 2013, the College of Engineering has grown its student population by 2,135 and its faculty by 163.

But it's not at all clear that the University <u>as a whole</u> is going to keep growing, given the demographic concerns raised by President Daniels. Where does this leave the non-STEM colleges?

ENGINEERING PREEMINENCE AT SCALE

A 2011 presidential commission identified a dearth of engineering talent as the nation's number one economic shortcoming and called for 10,000 more engineering graduates annually. Purdue is answering that call by dramatically growing our engineering enrollment and thereby enhancing our state and national capacity for innovation and economic growth. Now, as the largest engineering college among the top 10 in the nation, we are seizing the opportunities enabled by scale.

Goals

- Grow dramatically our engineering enrollment.

Town-Hall on Admissions
w/ Mitch Warren & Kris Wong Davis

(1) We'd like to understand more about the sorting mechanisms for applicants: what goes into making sure there's a larger ratio of STEM folks in any given pool?

(2) Where do our yearly target numbers come from, how are they determined, and with what goals in mind? What is the desired relationship between the CLA and the Purdue undergraduate body (we are 9%) as a whole?

(3) How do you see yourselves recruiting for Liberal Arts in the future, and how can the faculty in CLA best partner with admissions to assist and further that goal?

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3. Report from Core Renewal Committee (10 minutes): Joel Ebarb

4. Old Business

5. New Business

6. Dean's Report (20 minutes)

7. Adjournment

CLA Core Renewal Proposal Preview DRAFT

- University Core
- Disciplinary Diversity – a selection of courses from outside the student's primary area of study, chosen by the student in consultation with their advisor
  - Must include 1 course from a Diversity Selective list
- Linguistic Diversity – proficiency through Level IV in <u>one</u> language

- Organized around courses, not credit hours

CLA Core Renewal Working Group completes proposal	January 28, 2019
CLA Core Proposal is shared with the college	Early February 2019
Online survey and faculty, staff, and student forums	Mid February through Early March 2019
Submit to CLA Senate for review and approval	March 19, 2019 (Full Faculty Meeting)
Submit to full faculty for review and ratification	Late March, 2019
Work to amend CLA plans of study to reflect new CLA core Update POS for 2020-2021 online catalog	April 2019 – December 2019 January 2020 – March 2020
Publish CLA plans of study to reflect revised CLA Core and any POS modifications made by academic units	June 1, 2020

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CLA Senate Meeting

February 19, 2019

STEW 202

Nush called the meeting to order at 3:30 pm.

Attendance sheet circulating.

Approval of minutes from Jan. 15 meeting. Nush asks for feedback on minutes. Minutes are entered as read after no objections.

Nush's remarks – James R. Dammon passed away. 1943-2019. He was responsible for the Dammon Dean's scholars program in CLA. In lieu of flowers, the family asks that donations be made to the Dammon Deans Scholars program. Nush will circulate this information to the departments.

Nush gives a reminder to Standing Committees – documentation must go through the Agenda Committee before circulating to the Senate at large as per our by-laws.

Nush reminds Senators that the Town Hall Meeting on Admissions is coming up Thurs., Feb. 28, 10:30 am – Noon. She asks that Senators please make sure that departments are aware of this. Kris Wong-Davis and Mitch Warren will be in attendance. Nush goes over goals for this meeting. How do you see yourself recruiting for CLA. Nush encourages attendance. Notes from the meeting will be circulated to CLA faculty.

Nush announces that the Full Faculty Meeting is scheduled for March 19. She encourages us to bring posters on outreach, engagement, service learning. If you'd like to have department represented, let Nush know.

Nush reminds us that the Core Curriculum presentation will take place on March 19 in the CLA Senate meeting. The ad hoc committee on CLA Senate bylaws will also make a presentation on March 19 to the CLA Senate. These are discussion only. The vote will happen on these in April, if then.

Nush reviews a few other possible agenda items for CLA Senate meetings. We could talk about the Graduate Bill of Rights; it has the support of the Graduate Dean's Office. If we'd like Nush to reach out to Taylor and PGSG, please let her know. We could also talk more about Cornerstone and specifically, how many students will we be expecting for the main body courses (NOT SCLA 101 & 102)? Let Nush or Stacey know if these ideas sound good.

Nush discusses the recent COACHE survey: Town Hall was not well attended. As a result of the information presented, Jessica Huber will come back to the CLA Senate in April and go over the results as they pertain to CLA. The CLA FAC is liaising with Jessica Huber on this. The data are available online for faculty, heads, and deans (from this COACHE survey and the prior one). Just google "Purdue COACHE survey." Nush gives some examples of data on diversity, inclusion, and collegiality. We are lagging a bit behind our peers. Faculty as a whole report greater satisfaction than underrepresented minorities. People seem happier with departments and department heads than with the institution as a whole. Nush goes through examples of data you can pull off the site. In general, the level of satisfaction with support for research has gone up notably since 2015. However, non-URM faculty report higher levels of satisfaction than URM faculty do. Since 2015, satisfaction with faculty leadership (University Senate) has

fallen in two areas: communication of priorities and stated priorities. If we aren't performing well in these areas in the CLA Senate, please let us know. More people expressed greater dissatisfaction with faculty governance across the board since 2015. Data from CLA suggests we like the CLA and our colleagues; not happy with living in Indiana or levels of diversity.

Town Hall on Civics Requirement - Nush has been asked to make sure everyone knows this is coming up. Town Hall Meeting, March 1, 10 am – Noon, North Ballroom, PMU. Graduation requirements go through faculty at Purdue; this is coming from the appropriate faculty committees on the University Senate. Please fill out the survey sent to you by the University Senate –open to grad and undergrad students as well. Nush goes over other information related to civics requirement proposal. National Association of Scholars makes recommendations to state legislators: mandate a course in traditional American civics as a requirement for graduation. Is this in any way linked to the current Civics push? Full report is free online (see attached slide for more). Another report that came out from the NAS recommends that all universities close Confucius Institutes; of concern as CLA has a thriving one.

Kirke Willing – Director of Finance for CLA – makes his report on CLA finances. Last year for the first time, he came to the CLA Senate and walked us through annual report. This is something we want to do each year, Kirke notes.

- The FY 2018 Annual Report gives us a short synopsis of how CLA Is doing financially (revenues vs. expenses) and a comparison of how we did this year versus last year and an estimate of next year.
- Ending balance FY 2018 +$150,000. That was down from 2017 ($175,000). Part of that is because PLACE had been funded through Purdue Moves but funding ended in 2017. CLA agreed to continue the program, that helps explain the difference. 2019 going forward there is a modest fee in place to fund the program through the international students it serves.
- FY 2019 we are projecting a $350,000 positive balance when finish FY 19. The College had just under $71.5 million in revenue. FY 19 budget we're looking at $75.9 million.
- The main drivers of revenue increase - $1.8 million increase from Central funding in allocation. The biggest driver is how revenue gets counted in online masters programs. Prior to 2017, all revenue was going directly to Digital Education and then all bills were paid over there, including the Wiley contract. Once they netted fees they would transfer dollars over to us. In FY 18, the tuition goes directly from Bursar's Office to CLA. That also means CLA gets the bills.
- FY 19 we'll also see a revenue increase due to the PLACE program. FY 18 Transfers – those are coming in from EVPRP, Provost's office, etc. but in FY 18 we saw our transfers go way down. This goes back to the change from how we are seeing funds from Digital Education.
- For expenses in FY 18, we finished with $77.7 million in expenses (3.3% increase) – attributed to us having to pay the Wiley contract. CLA is in a good position.
- For FY 19 we are projecting a positive balance $250,000 (put that together 6 months ago) and that may be conservative $400,000.

David Atkinson – Q: what is the benefit of having a positive balance?

Kirke – A: you want to have a positive balance, but not a huge one. $250/500/600k is appropriate. It's going to fluctuate. The university is not going to take the dollars back. It will stay in the College.

Steve Viser – Q: The fee from PLACE – is that a new fee or something else?

Kirke – that is an international student fee.

Steve – so tuition didn't go up, but fees did?

Kirke – correct

Nush – fee is around $100.

Reports of the Standing Committees

Marlo David – **Nominations & Elections** chair – we received a form related to the apportionment of Senators by unit in our email. Here to report on fact that there aren't any changes in numbers of senators from last year. Each year we determine the apportionment. Every department will have at least two senators. In coming months we'll be seeking nominations for new senators.

Nush – Marlo is making a motion.

Marlo – yes.

Shannon McMullen – second.

Nush – discussion?

What is the second one?

Marlo – Bands and Orchestras. They were added last year.

Nush – according to bylaws, each department has to have 2 senators.

Nush – call the question. All in favor of putting forth the apportionment report as put forth by NEC.

Senate unanimously voted in favor of putting forth the NEC's report.

Nush – think about how you'd like to serve your college next year; the NEC committee will be coming to ask for nominations soon!

Nush introduces Joel Ebarb, who is representing the **Curriculum Committee**.

Joel Ebarb – Announcement / reminder: If there are any questions about what is going on in your own unit or outside it, you can see it in Curriculog. Holly is an expert in Curriculog. Holly put the powerpoint together (includes in attached slides). This system does not take into account your own unit's process. How they come to be vetted in your units and come to Curriculog.

Nush – syllabi are not easy to find the first time you look, but once you figure out the system it's pretty straightforward. Nush offers to help answer questions on Curriculog.

Joel – today, this is the last approval that Senate will give for 2019 catalog (Acalog). There is no longer a print catalog; Acalog is now the official university catalog that is published June 1st every year.

Joel – scrolls through slides. Course revisions, prereqs, title changes, etc. ANTH had 1 major and now they still have 1 major and a variety of concentrations. This is similar to what COM and ENGL have done. Applied Anth, Archeaological Sciences, etc. These are all course they already have, but now they are packaged in concentrations. In addition, Parallel Cooperative Education Program (COM) this is out of COM. Undergrad students who work part time in a paid position for a local employer and there is an academic component. Marifran, Head of the Brian Lamb School of Communication, is here if you have questions about that.

Marifran Mattson – Film & Video Production – offer for collaboration. One way that we could collaborate with this course is to cross-list so that we can increase the number of students enrolled.

Joel – will let Bobby Chastain and Venetria Patton know.

Nush – Do I have a motion?

Prof. Dilger – second.

Nush – any questions or discussion.

Bob Channon – Q: French 105 and Spanish 105 are here, and unofficially we have heard that German 105 has passed but it is not on the list.

Joel – A: I can text Holly quickly. Is anyone here on the curriculum committee. Holly says: It was not turned in on time.

Nush – traditionally we don't have reports from Standing Committees during Full Faculty meeting.

Bob – but April would be too late for the catalog?

Joel – yes. The course can still run – it just won't be listed via Acalog.

Nush – call the question. All in favor of adopting these courses as put forth by Curriculum Committee, please say aye.

CLA Senate unanimously votes in favor of adopting these courses.

Nush: Rosie Clawson has asked me to remind you all that we have a Town Hall on SVP. Tues. Feb. 26, LWSN 1142 3:30 pm – 5:00 pm. Encourage faculty members to go and gather information.

Nush presents an **Agenda Committee resolution**. Concern about how the Strategic Vision Plan (SVP) process was presented to us. It seems to be the position of a fair number of Senators that the process was unclear. Resolution asking that the Senate vote on the final version of the SVP before implementation begins. The resolution was emailed to you and we'll make it available in the minutes. The Agenda Committee has moved that this be adopted.

Brian Leung seconds the motion.

Discussion?

Brian: – I think it is a reasonable request to have the plan come before this body particularly because there is some concern about level of faculty governance. The SVP also eventually touches on curriculum. So it would be a mistake for CLA to adopt this without taking into account the will of the Senate. Have the vote of the Senate on record is important.

Steve Visser: – Is the strategic plan committee an ad hoc committee?

Nush – it is an ad hoc committee appointed by the Dean's Office. Kirke Wiling and Rosie Clawson are co-chairs.

Chris Yeomans: I can't say that I support this resolution. The committee has representatives from every unit in the college. There has been plenty of opportunity for people to weigh in on it. I don't think the CLA Senate is a more representative body than any other. As a member of the SVP, I don't see the plan touching on curriculum.

Daniel Frank: how does this work? Does the Senate cherry pick parts of it?

Nush – Senate hasn't seen final document.

Daniel – again, the document will be big. Is the CLA Senate going to comment on each little part?

Nush – depends on how big it is.

Daniel – has Rosie been consulted about the resolution?

Nush – Rosie is aware.

Daniel – to second what Prof. Yeomans said a moment ago, perhaps the most representative body in the college would be a sample of the Deans and Heads. That would be more representative than the Senate.

Nush – thank you for your comment. It is not immediately obvious to me how a body of the Deans and Heads is more representative than the elected faculty of the Senate. The draft that we were shown testifies that the faculty members have ownership about collaborating on the plan.

Daniel - It speaks of annual assessment. What do you think that means?

Nush – I would like to know what that means. Presumably it is driven by department heads.

Chris – are you suggesting that the CLA Senate would develop the implementation?

Nush – no, but we would like to endorse something that we all love. If the plan states it has endorsement by the faculty (as it does in the draft we most recently saw), then there should be a mechanism for doing that.

Chris – the only thing I would say is that Rosie came and there were very few questions that were posed to Rosie. I wouldn't see that as being necessarily different the next time. A vote by the CLA Senate is not necessarily the way to ensure faculty buy in.

Silvia Mitchell – we have not discussed it in our department. I don't know why.

Chris – people talking about it in faculty meetings is a very good idea. Bringing input to the committee that way.

Brian Leung – I appreciate the work of the committee. My sense is that now that there is a final product, I was hoping that CLA faculty would be able to see it and then go to their faculty senators and we could talk about those concerns here.

Nush – members of the committee present, can you clarify that – is there a final product?

Chris – what Rosie brought, that appears to be close to the final product. There hasn't been a lot of activity on it lately. An executive summary will be appended.

Dorsey Armstrong – when will that be available?

Chris – I'm not sure. I don't know when the committee met last. I don't know if information from the Town Hall will be used to develop the Executive Summary.

Daniel – the Town Hall is a chance for input.

Paul Dixon – I would think that the people who put the SVP would want the Senate to approve it if you are really interested in ownership by the faculty. What have you got to lose?

Dorsey – so, there will be a Town Hall, discussion will happen, and then what is next?

Nush – that is what is unknown. We would like to see that what nest part before the SVP is implemented.

Marifran – what if we don't endorse it? What happens?

Nush – the committee is an independent committee; they can do what they want to do. We hope that they would revise it based on the feedback from the Senate before presenting it to Dean Reingold.

David – Perhaps this resolution is too early in the process then. The Town Hall may educate the faculty. If it becomes necessary in 2 senate meetings we can revisit the Resolution.

Nush – we aren't demanding that anything happens before the Town Hall.

David – this still strikes me as preempting the Town Hall.

Daniel – is this a non-binding Resolution?

Nush – it is a request that would be sent to the SVP committee. It is an action item. The committee could refuse to come before the Senate.

Bob – Apart from this resolution and the role of the Senate, what if this discussion hadn't come up? What is the mechanism for the report to be put into place without the Senate?

Nush – the SVP committee would adopt it and Dean's Office would put it into place.

Daniel – the Dean's office in collaboration with the department heads.

Shannon McMullin – Timeline: I'm so happy that we are having an opportunity to discuss this before the Town Hall. The next meeting isn't until March. This sounds like an opportunity to provide input.

David – Makes a motion to table the resolution.

Nush – put hands up if you are in agreement.

Ayes: 11; Opposed: 9; Abstaining: 4

<mark>Motion is tabled until March.</mark>

Brian Leung – What is the quorum number for this body?

Nush – 50%, and we're over it: my practice is not to convene until quorum is reached [29 of 40 senators present at the time of the vote].

Nush – Old Business?

Joel – **Core Renewal**. Monday morning you should have received an email on this. Please discuss it at department levels. Chris Yeomans is the faculty co-chair and Joel is the administrative co-chair. Core/Disciplinary Diversity/Linguistic Diversity. Proposal is by course and not credit hour. Certain number of courses and not credits. There are opportunities for you to respond. Aiming for March 1st for online survey. Students' voices will be heard on March 4. March 6 and 8 open meetings with faculty to give feedback. We hope to bring it for discussion at Full Faculty Senate meeting in March. The plan was that we would go through Senate and then Full Faculty vote would happen in April. CIE is sending out the full faculty vote – the Dean's Office is not running it.

Steve – at what point would we recommend changes to this?

Joel – can do that now. Discuss it at unit level first. Stronger voice if it can come from the School/department.

Chris – there will be a spot on the feedback form where it will be distributed.

Steve – right now it is pushing us up with the numbers.

Joel – any other questions?

Dorsey – the vote is March 19th?

Joel – we'll discuss it on March 19th CLA full faculty Senate meeting. At the next Senate meeting (April) CLA Senate will vote on whether to recommend. Then full faculty will vote.

Nush – at the moment, no one is voting on anything in March. In April much voting will happen.

Steve – if we want to put in an amendment, is it the full faculty meeting that we would propose that at? Can we do it now?

Chris – Rich is your representative – talk to him.

Dean Reingold's remarks –

- With regard to the Strategic Planning Committee please reach out to Rosie and Kirke and make suggestions about kinds of engagement you'd like to see. We have the public forum scheduled. Minimal engagement but there are other opportunities. Let's make sure the sentiments of this group are reflected in that committee. I feel confident that we can get there in terms of incorporating and reflecting this document. Faculty as large as ours it is a real challenge. I want to thank Rosie and Kirke. What was shared in December is virtually what the document is. It's not a done deal. We are going to roll it out and incorporate as much feedback as we can. They are going to analyze and assess that. I'm hoping that as we capture input that we'll arrive at a consensus point. There will be a couple iterations to it.
- If we get to a point where no one is saying "we object" or if committee and faculty are not seeing eye to eye, then I'll ask the committee what they recommend and we'll take that into consideration.
- We could put it up for a vote among all faculty in the college. I've seen it done different ways in different organizations. One of the challenges we have as a college is we don't have a pattern with something like this. I hope we can get it to a point where we all feel positive and where we can embrace this document.
- Forum session is on Feb. 26 3:30 pm and 5:00 pm LWSN 1142. Please come and ask others to come. I'll encourage the committee to seek additional opportunities for input.

Dean Reingold notes that Head Search efforts continue – History has 2nd candidate here out of four candidates. Political Science has 2 candidates visiting next week. VPA is still in progress. If anyone has a good candidate for the head of VPA, please let Marifran Mattson know as she is chairing that search committee.

Nush – if I understand you correctly, the finishing mechanism for the SVP is up in the air?

Dean Reingold – I have not had that conversation with the committee. I would like to get across the finish line with the plan. There are a number of ways we could implement. More natural ways to do it in terms of how we are organized. We don't have a blue print to follow from the past. I am open to suggestions. As you look through all goals and objectives, not every unit will be able to move forward on all of them. Let's let this process unfold, see how this goes. There are well-intentioned people on the SVP committee.

David – I do feel a sense of urgency. That is based on the concern about what happens if we don't act. At the same time, I'm mindful that having patience to get it right is also important. It is hard to digest this document in a power point presentation. There is room in the document for creativity. There will be hopefully be discussion around how to make progress in these areas. I have confidence in the creativity of our colleagues.

Shannon – motions to adjourn.

Chris –seconds the motion.

Meeting adjourned at 4:57 pm.

Minutes taken by Stacey Connaughton, Vice Chair CLA Senate.

The February 2019 meeting of the Senate of the College of Liberal Arts: 2_19_19

Hi!

THE MEETING OF THE SENATE
OF THE COLLEGE OF LIBERAL ARTS

The February 2019 meeting of the Senate of the College of Liberal Arts will be held at 3:30 pm on Tuesday, February 19, 2019 in STEW Room 202, with Nush Powell presiding.

AGENDA

1. Approval of minutes from the January 15 Meeting

2. Announcements and Chair's Remarks (15 minutes): Nush Powell

3. CLA Financial Report (20 minutes): Kirke Willing

4. Report of the Standing Committees

   Curriculum Committee: Joel Ebarb (10 minutes)

   Nominating and Elections Committee: TBD (annual senate reapportionment memo: 10 minutes)

5. Senate Resolution re: CLA Strategic Vision Plan (10 minutes)

6. Old Business

7. New Business

8. Dean's Report (20 minutes)

9. Adjournment

James R. Dammon, 1943-2019

James R. Dammon, 75, passed away February 17, 2019 in his home. His 16-year-long struggle with motor neuron disease ended peacefully with family by his side.

Jim and his partner Marilynn made a deferred gift to Purdue University in 2003 that endowed the Dammon Dean's Scholars Program in the School of Liberal Arts.

Memorial visitation will be at Hippensteel Funeral Home in Lafayette on Friday, February 22, 2019 from 5:00 - 7:00pm. A private family memorial service will precede the visitation.

In lieu of flowers, memorial contributions may be made to the Dammon Dean's Scholars Program in the College of Liberal Arts or the Bottomley Scholars Program in the School of Mechanical Engineering. Checks should be made payable to the Purdue Foundation and sent to the Dammon Dean's Scholars Program or the Bottomley Scholars Program, 403 West Wood Street, West Lafayette, IN 47907-2007.

A Friendly Reminder to our Much Beloved and Highly Appreciated Standing Committees, Long May They Reign:

Documentation to be presented to the CLA Senate <u>must go through the Agenda Committee</u>, as per our by-laws.

Please schedule accordingly.

Thank you.

We love you. <3

Town Hall Meeting on Admissions

Thursday, 28 February
BRNG 2290
10:30-12:00

Speakers:

Kris Wong Davis, Vice Provost for Enrollment Management
Mitch Warren, Director of Admissions

The following are the main topics we have asked to see addressed, but please bring your own questions and quests as well:

1.   We'd like to understand more about the sorting mechanisms for applicants: what goes into making sure there's a larger ratio of STEM folks in any given pool?

2.   Where do our yearly target numbers come from, how are they determined, and with what goals in mind? What is the desired relationship between the CLA and the Purdue undergraduate body (we are 9%) as a whole?

3.   How do you see yourselves recruiting for Liberal Arts in the future, and how can the faculty in CLA best partner with admissions to assist and further that goal?

Full Faculty Meeting: 3/19

Bring to us your finest posters! (email Nush)

Core Curriculum presentation (discussion only)

By-laws presentation (discussion only)

Other possibilities:

Presentation by PGSG re: Graduate Bill of Rights (?)

Presentation re: Cornerstone enrollment (NOT SCLA 101 & 102) — what should departments expect in terms of their courses? (?)

COACHE Survey

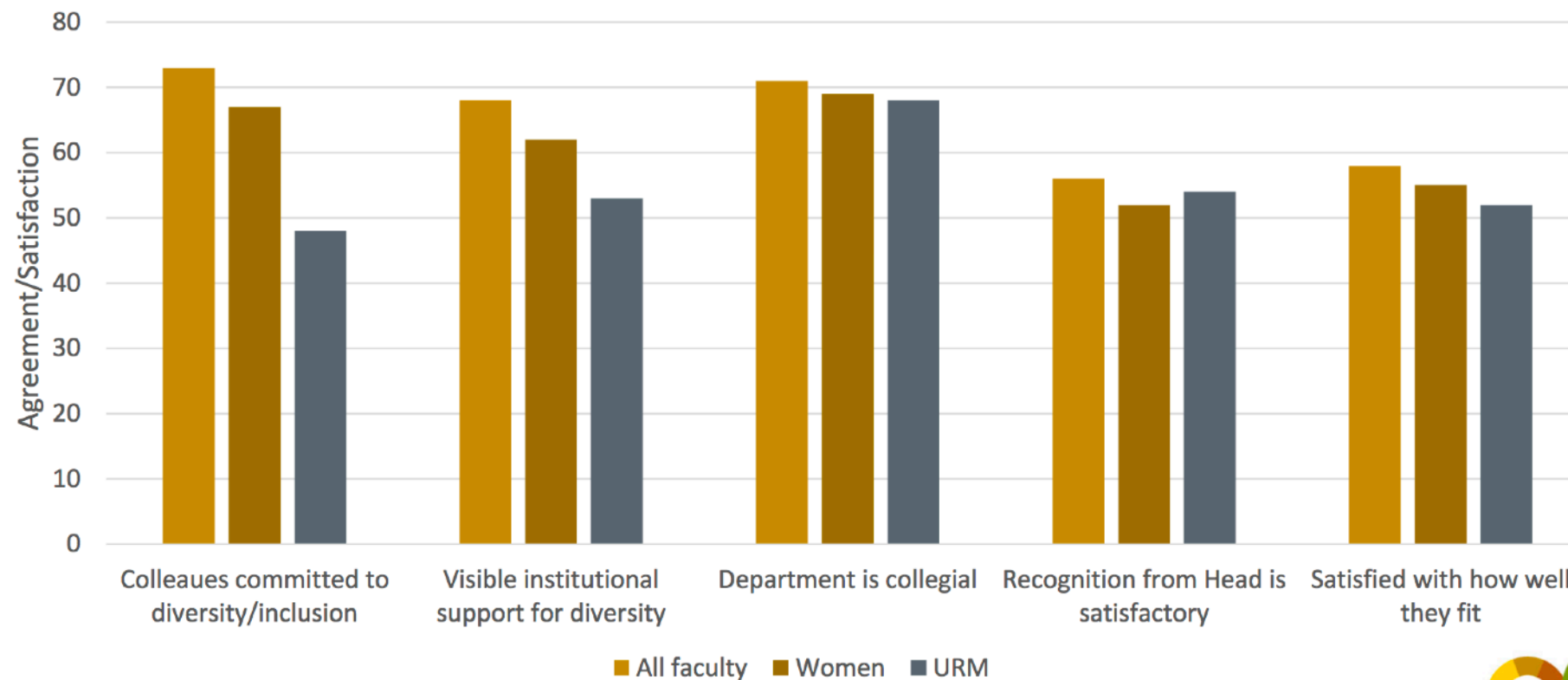Jessica Huber will present to the CLA Senate in April on findings specific to the CLA.

The FAC Committee is running point on liaising with Jessica.

Data is available online for faculty, heads, and deans:

https://www.purdue.edu/provost/faculty/documents/coache2018Report.pdf

Example: support for research, 2018 vs. 2015 overall and filtered by URM

Item Level Details for _"Support for research [Q80D]"_

| | | Distribution by Survey Year | | | | | | | | Comparison between Survey Years | |
| | | 2018 | | | | 2015 | | | | | |
COACHE Item Prompt	Demographic Comparison	Response Count	Median	Mn	S.D.	Response Count	Median	Mn	S.D.	Mean Diff	Effect Size Value
Support for research [Q80D]	non-URM	129	4.0	3.7	1.15	128	3.0	3.0	1.05	0.67	0.61
	Unknown	12	3.5	3.3	1.60	11	2.0	2.5	0.82	0.80	0.62
	URM	18	3.0	3.3	1.14	13	3.0	2.7	1.32	0.64	0.52
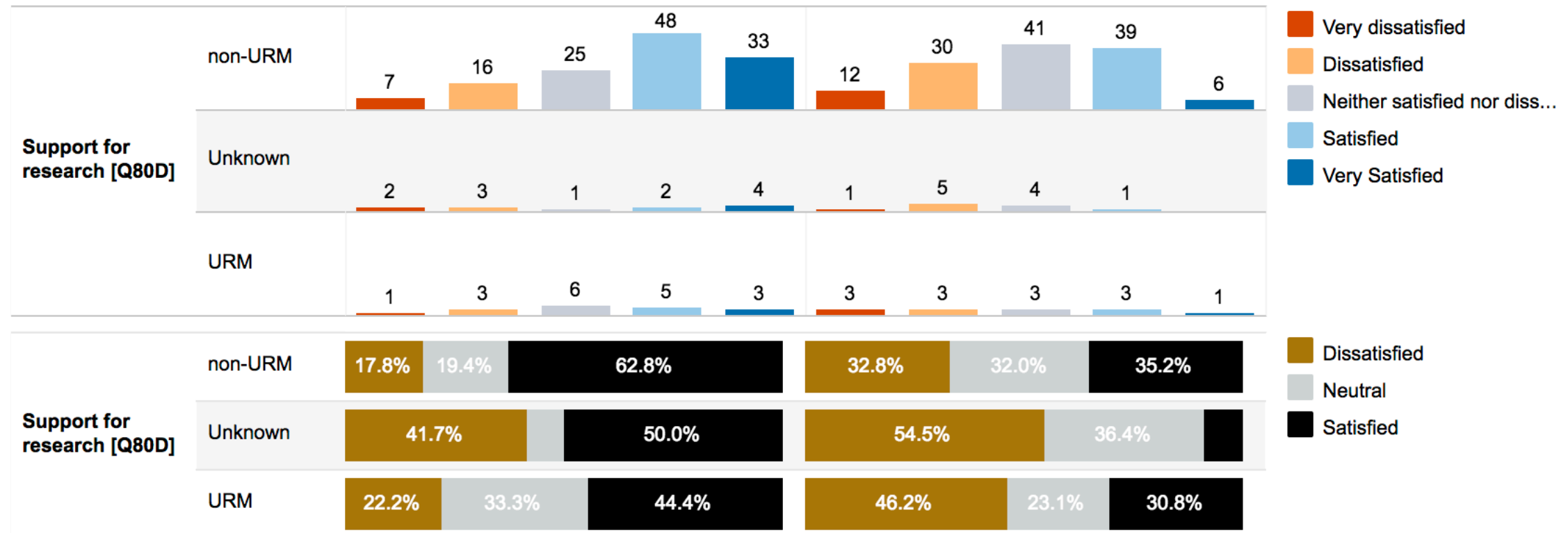
ACCESS By: mnpowell. VIEW RESPONSES FOR: College of Liberal Arts. DEMOGRAPHIC COMPARISON BY: URM. FILTERED BY: Survey Theme: Nature of Work: Research; Gender/Sex: All; URM: All; Tenure Status: All.

Declines Since 2015

- Satisfaction with faculty leadership (University Senate) fell in two areas:
  - Communication of priorities **–8%**
  - Stated priorities **–5%**

- Ratings of shared governance as effective decreased **–6%**

2018 is on the left & 2015 on the right

			2018	2015
Faculty Ldrshp: Pace of dec..	Satisfaction	None	3.0	3.1
Faculty Ldrshp: Stated prior..	Satisfaction	None	3.1	3.4
Faculty Ldrshp: Communica..	Satisfaction	None	3.1	3.4
Faculty Ldrshp: Ensuring fa..	Satisfaction	None	3.1	3.4

- **In CLA we love our houses and our colleagues.**
- **We aren't thrilled with Indiana, our administration, or levels of diversity.**

Best and Worst Aspects of Working at Purdue

Best Aspects

Aspect	Value
cost of living [Q267_21]	48
quality of colleagues [Q267_1]	34
support of colleagues [Q267_2]	32
teaching load [Q267_23]	28
academic freedom [Q267_28]	27
support for research/creative work [Q267_7]	26
compensation [Q267_14]	20
quality of graduate students [Q267_4]	20
quality of undergraduate students [Q267_5]	20
support for professional development [Q267_9]	9
commute [Q267_20]	8
spousal/partner hiring program [Q267_13]	8
quality of the facilities [Q267_6]	7
opportunities to collaborate with colleagues [Q267_3]	6

Worst Aspects

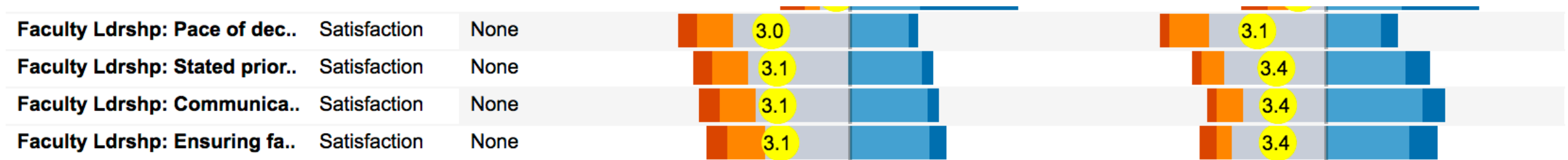| Aspect	Value
geographic location [Q267_15]	44
quality of leadership [Q267_30]	40
diversity [Q267_16]	26
protections from service/assignments [Q267_19]	23
compensation [Q267_14]	21
quality of the facilities [Q267_6]	16
support for research/creative work [Q267_7]	12
teaching load [Q267_23]	10
commute [Q267_20]	9
quality of colleagues [Q267_1]	9
quality of graduate students [Q267_4]	9
my sense of "fit" here [Q267_18]	8
presence of others like me [Q267_17]	8
support of colleagues [Q267_2]	7
manageable pressure to perform [Q267_27]	6
spousal/partner hiring program [Q267_13]	6
support for teaching [Q267_8]	6
there are no positive aspects [Q267_99]	6
t/p clarity or requirements [Q267_29]	5

ACCESS By: mnpowell. **VIEW RESPONSES FOR:** College of Liberal Arts. **DEMOGRAPHIC COMPARISON BY:** URM. **FILTERED BY:** Survey Year: 2018; Faculty Rank: All; **Gender/Sex:** All; **URM:** All; **Tenure Status:** All.

Town Hall on Civics Requirement

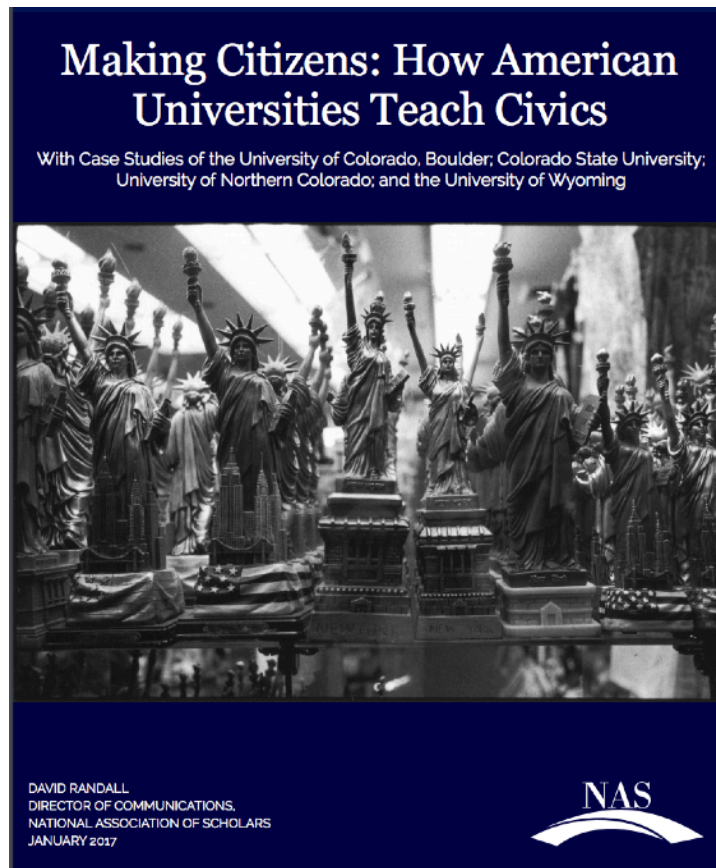**The University Senate is considering proposals and possibilities for whether a *requirement for graduation from Purdue* should be implemented, and if so what would this requirement look like.**

Given this is a major change affecting the campus, the University Senate thought it best to solicit input from the faculty as a whole.

**Town Hall Meeting
March 1
10:00-12:00
North Ballroom, PMU**

Proposal related to a civics requirement:

Making Citizens: How American Universities Teach Civics

With Case Studies of the University of Colorado, Boulder; Colorado State University; University of Northern Colorado; and the University of Wyoming

DAVID RANDALL
DIRECTOR OF COMMUNICATIONS,
NATIONAL ASSOCIATION OF SCHOLARS
JANUARY 2017

NAS

A REPORT BY THE NATIONAL ASSOCIATION OF SCHOLARS | 10

We make four recommendations to state legislators across the country:

1. Mandate a course in traditional American civics as a graduation requirement at all colleges and universities that receive public funding. If the institution itself is unwilling or unable to offer such a course, students must be permitted without penalty to meet the requirement by taking a qualified civics course at another institution.

2. Establish a public body to set the guidelines for the required civics course, which should at a minimum teach the history, nature, and functions of our institutions of self-government, and which should aim to foster commitment to our form of self-government. The public body should also be charged with reviewing and approving civics textbooks to be used in these courses.

3. Require that the traditional civics requirement be met only through classroom instruction. Service learning, civic engagement, or analogous extra-curricular activities will not be accepted as a substitute, supplement, or alternative.

4. End funding for service-learning and civic engagement programs and bureaucracies.

https://www.nas.org/images/documents/NAS_makingCitizens_fullReport.pdf
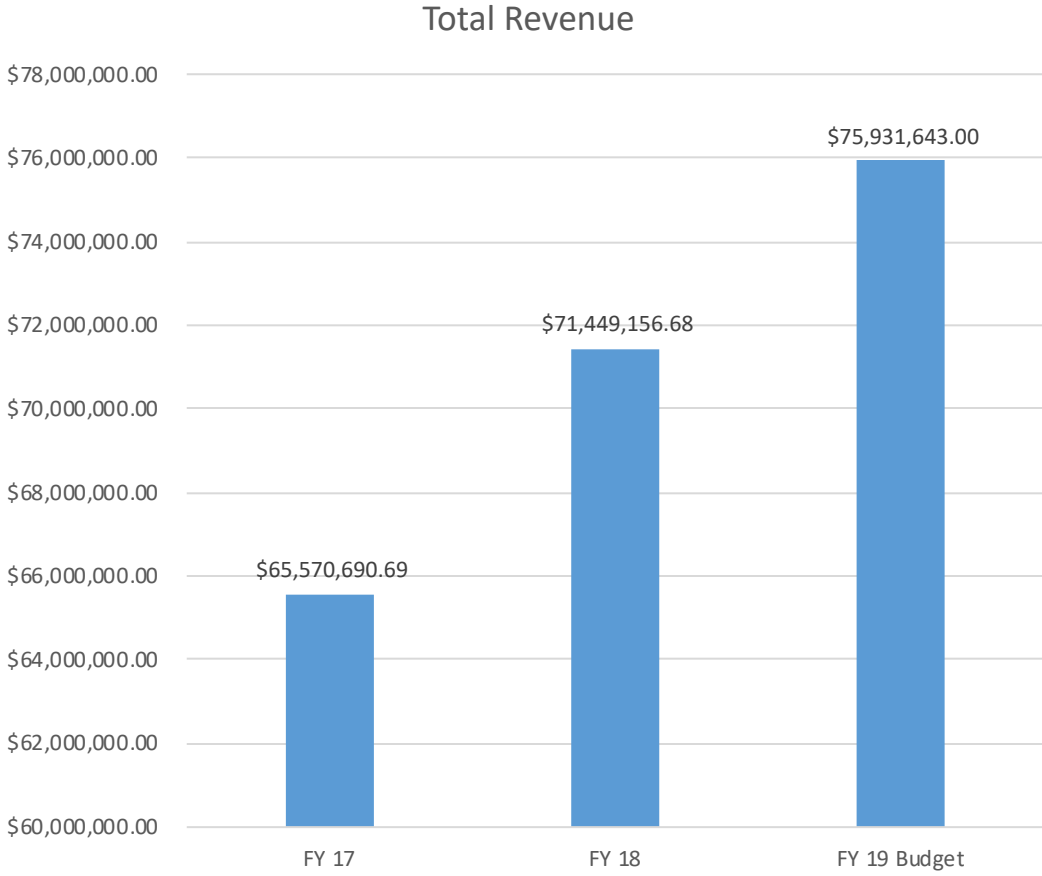
College of Liberal Arts

Fiscal Year 2018 Annual Report

CLA Ending Balance 6-30-18

Ending Balance
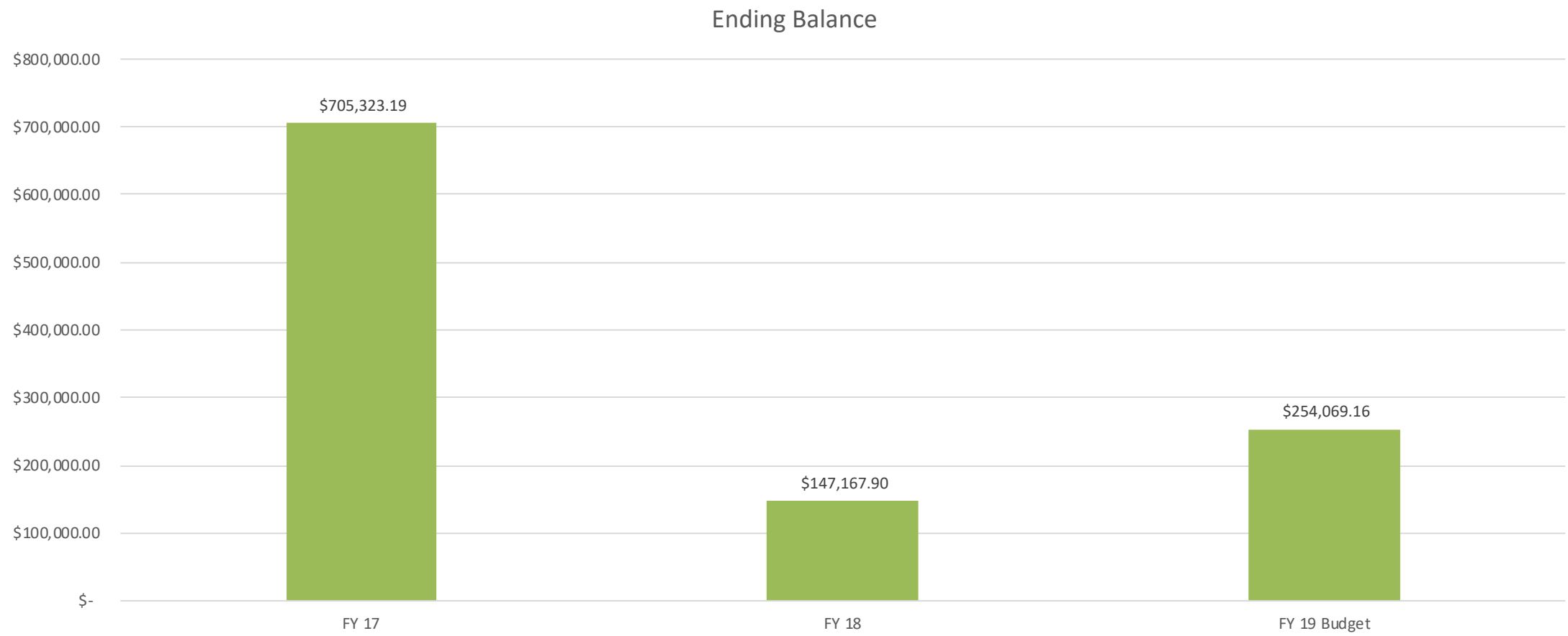
FY 18 Revenue

- For FY 18 the College ended the year with a revenue total of just under $71.5 million.

- Incomaprison to FY 17 this is an increase of $5.9 million.

- For FY 19 Budget we are estimating our total revenue to be $75.9 million.

Total Revenue

$78,000,000.00	
$76,000,000.00	$75,931,643.00
$74,000,000.00	
$72,000,000.00	$71,449,156.68
$70,000,000.00	
$68,000,000.00	
$66,000,000.00	$65,570,690.69
$64,000,000.00	
$62,000,000.00	
$60,000,000.00	FY 17 FY 18 FY 19 Budget

Tuition and Fees Increase for FY 18

- The large increase in revenue can be attributed to:
  - $1.8 million increase in central allocation
  - Change in how Revenue is accounted for with online Master's Program
 - FY 19 will see larger revenue increase due to PLaCE Program Revenue

Tuition & Fees

$6,000,000.00

$5,000,000.00

$4,000,000.00

$3,000,000.00

$2,000,000.00

$1,000,000.00

$-

$1,010,541.73 FY 17

$5,255,191.03 FY 18
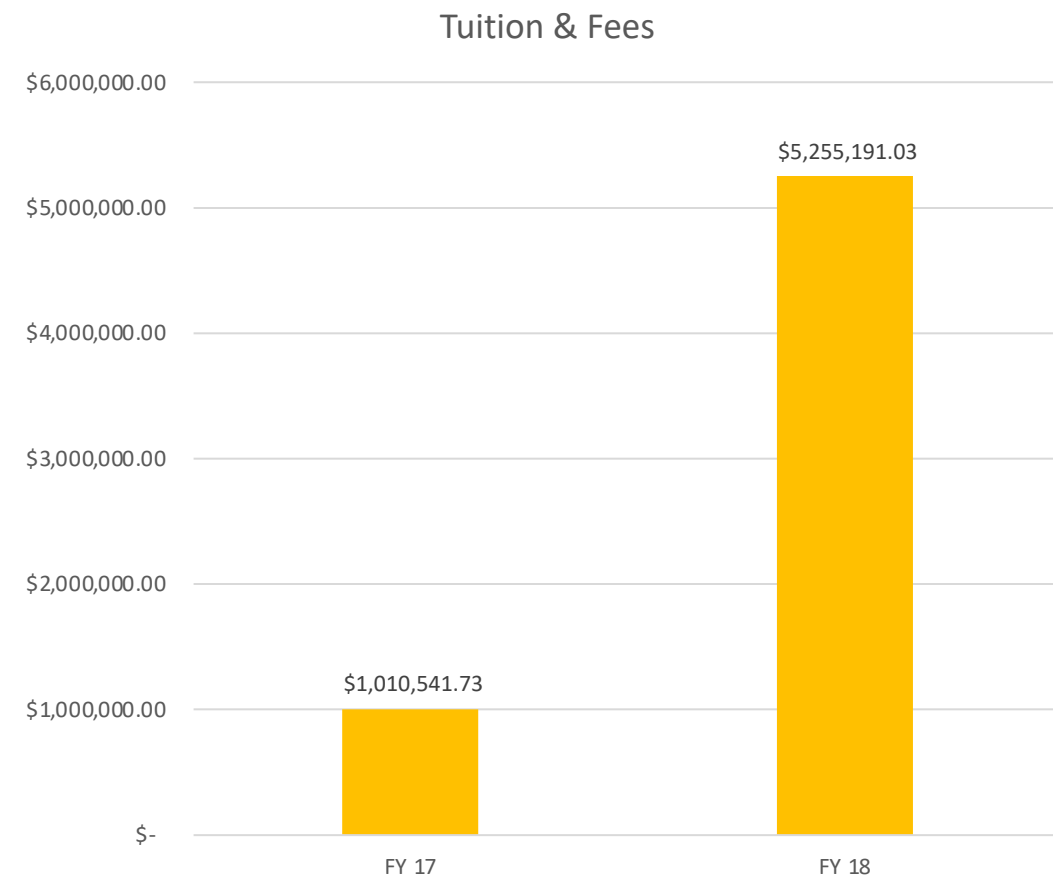
FY 18 Transfers

- Transfers for FY 18 were down $1,867,000 form FY 17.

- This decrease can be attributed to the change in income distribution form Digital Education for the Online Masters Program

Funding Transfers
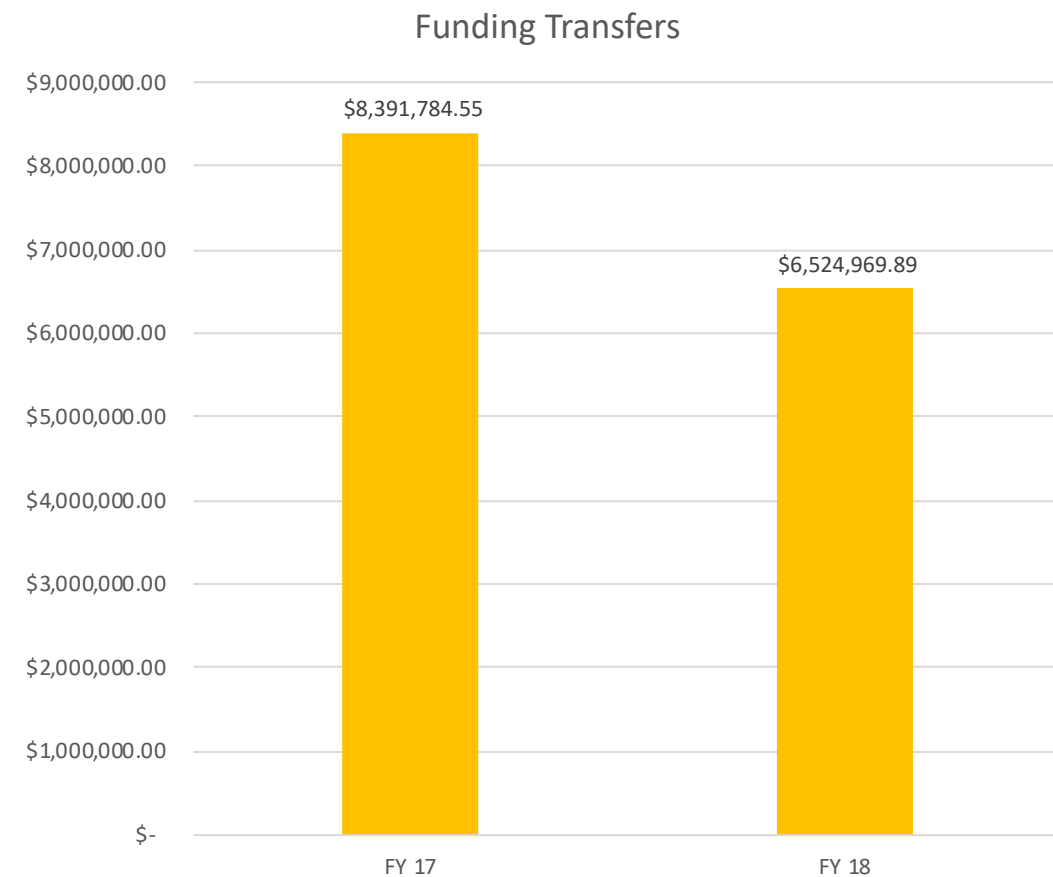
FY 18 Expenses

- The College finished the year with total expenses coming in just under $77.7M

- This is a 3% increase over last years expenditure total of $75.1M

- Expense increase can be attributed to Consulting Fee for Online Masters now being paid out of CLA and not DE

- Travel Expenses continue to grow due to faculty and grad support through ASPIRE, PROMISE, and other programs

Total Expenses

|	Value
FY 17	$75,194,000.00
FY 18	$77,676,000.00
FY 19 Budget	$79,137,000.00
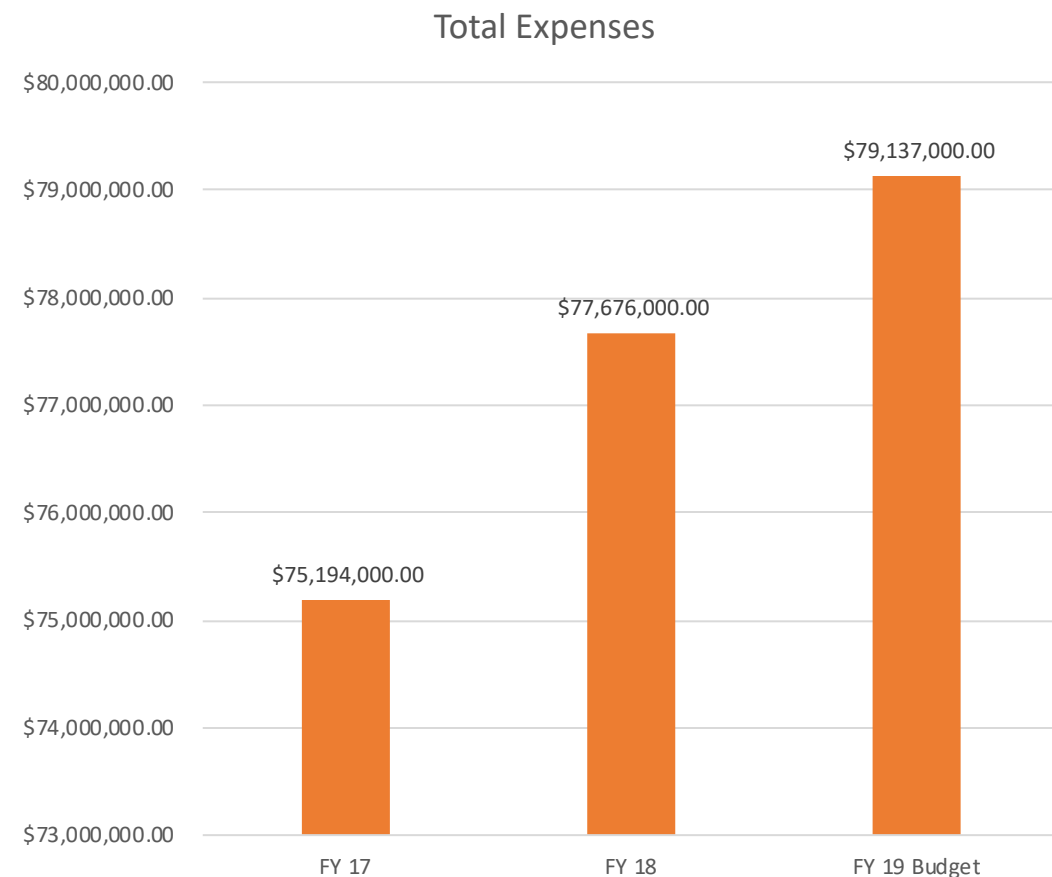
Conclusion

- In Conclusion, the College is in good financial condition.

  - Ended FY 18 with a positive balance of $147K

  - Projecting to finish FY 19 similar to FY 18 with a positive balance of $250K

Good news, you can view curriculum proposals at any time!

1. Go to https://purdue.curriculog.com/

2. Login with your Purdue Career account and password on the upper right of the screen login. On the top toolbar, select "All Proposals"
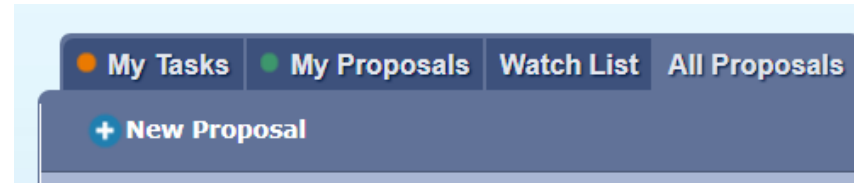
3. Select "Advanced Filter", Select "Found Under" and type "Liberal". Select the College of Liberal Arts. Check the box for "Include all childe entities"!
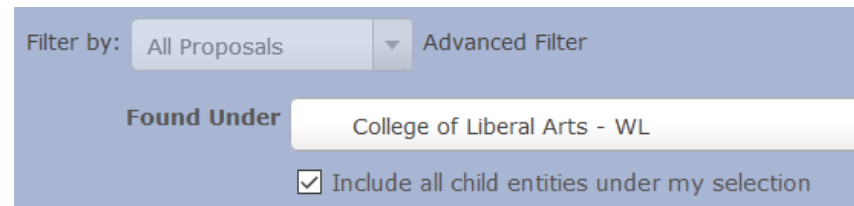
If you select "Filter Proposals" at this point you will see ALL proposals for the College of Liberal Arts, including Undergraduate and Graduate proposals.

4. If you are searching for a specific proposal, please enter a keyword such as a course designation (ANTH) or major name (Interior Design).
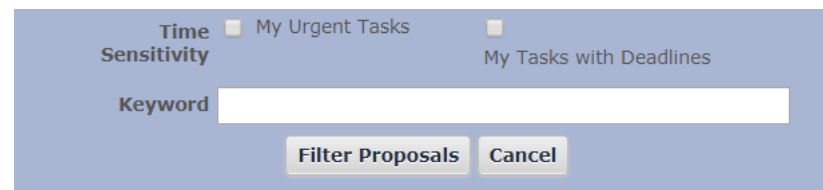
If you have any questions, please contact Holly Tittle-Hudson
htittleh@purdue.edu

Curriculum Committee

Applied Anthropology- New Concentration

Archaeological Sciences- New Concentration

Bioarchaeology- New Concentration

Biological Anthropology- New Concentration

Cultural Anthropology- New Concentration

Ecological and Environmental Anthropology- New Concentration

Parallel Cooperative Education Program (Parallel Co-op)- New Major
Cooperative Education (Co-Op) is an academic program with oversight provided by assigned Faculty Coordinators who serve as the Instructor for participating students. Parallel Co-Op program participants are undergraduate students, who work part-time (more than 11 hours per week and less than 30 hours per week) in paid positions during the academic year terms (fall and spring semesters) for an employer with a local business or office. During the summer term, Parallel Co-Op students work in part-time or full-time positions at any location offered by the employer. A minimum of a one-year commitment is required for Parallel Co-Op students and employers. During the academic year, Parallel Co-Op students register for 6 to 11 credit hours of academic course load, and also for an appropriate 0-credit hour Parallel Co-Op course that carries half-time student status to recognize the academic impact of the experience. The combination of both academic courses and Parallel Co-Op course registrations provides students with full-time status. During the summer term, Parallel Co-Op students register for a zero-credit hour Parallel Co-Op Summer course that carries full-time student status.

AD 25000- Interior Design II
Course Revision-Prerequisites
Propose to keep corequisite AD28500 and remove corequisite AD26000 from course, AD25000 - Interior Design II. AD26000 must be removed because it has been retired.

AD 28000- Human Behavior And Designed Environment
New Course
This foundation course examines issues pertaining to the environment's effects on human behavior and how humans' physiological, informational, and social needs impact the design of interior spaces. Specific topics explored include: personal and social use of space, proxemics, ergonomics, anthropometrics, cultural factors and universal design.

AD 28500- Interior Components and Materials
Course Revision- Prerequisites
Propose to remove co-requisites AD25000 and AD26000 from course.

AD 33800- Advanced Interior Design Communication
Course Revision
Update course offering to spring semester.

Curriculum Committee

ASL 36200- The Structure Of American Sign Language II: Syntax, Semantics And Language Use
New Course
This course introduces students who already have prior knowledge of linguistics (e.g., phonetics, phonology, and morphology) to three areas of study in linguistics: Syntax, Semantics, and language use. Linguistic study of ASL, including the following: Syntax includes units on basic sentence types, lexical categories, word order, time and aspect, verbs, and the function of the spaces. Semantics includes the meanings of individual signs and sentences. Language in Use includes Black ASL, Variation and Historical Change. Bilingualism and language acquisition will be also covered. ASL Discourse has the ways that signed conversations among deaf people differ from speaking conversation of hearing people, why these differences exist, and why they are culturally important. Knowledge of ASL is required.

COM 46499- Professional Practice Parallel Co-Op Semester IV
New Course
Cooperative Education (Co-Op) is an academic program with oversight provided by assigned Faculty Coordinators who serve as the Instructor for participating students. Parallel Co-Op program participants are undergraduate students, who work part-time (more than 11 hours per week and less than 30 hours per week) in paid positions during the academic year terms (fall and spring semesters) for an employer with a local business or office. During the summer term, Parallel Co-Op students work in part-time or full-time positions at any location offered by the employer. A minimum of a one-year commitment is required for Parallel Co-Op students and employers. During the academic year, Parallel Co-Op students register for 6 to 11 credit hours of academic course load, and also for an appropriate 0-credit hour Parallel Co-Op course that carries half-time student status to recognize the academic impact of the experience. The combination of both academic courses and Parallel Co-Op course registrations provides students with full-time status. During the summer term, Parallel Co-Op students register for a zero-credit hour Parallel Co-Op Summer course that carries full-time student status.

ENGL 28600- The Movies
Course Revision- Course Description
Introduction to the movies from classic to contemporary films.

FR 10500- Accelerated Basic French
New Course
French 105 is an accelerated beginning-level course designed to develop language proficiency in French. The course will help students progress toward competence in speaking, listening, reading, and writing, as well as toward knowledge of French and Francophone cultures. The course focuses on active language use. Students will interact meaningfully with classmates and develop communicative strategies. Course will be taught in French.

FR 20500- Accelerated Intermediate French
New Course
French 205 is an accelerated intermediate-level course designed to develop language proficiency in French. The course will help students progress toward competence in speaking, listening, reading and writing, as well as toward knowledge of French and Francophone cultures. The course focuses on active language use. Students will interact meaningfully with classmates and develop communicative strategies. Course will be taught in French.

Curriculum Committee

FR 24100- Introduction to the Study of French Literature
Course Revision- Prerequisite
We are adding a new course, FR 20500, which will be the equivalent of FR 201 and 202 in one semester. Students completing FR 205 will be eligible to take any course open to students completing FR 202.

FR 30100- French Level V
Course Revision- Prerequisite
We are adding a new course, FR 205, which will be the equivalent of FR 201 and 202 in one semester. Students completing FR 205 will be eligible to take any course open to students completing FR 202.

FVS 26100- Foundations of Cinema
Course Revision- Course Description, Restrictions
This experiential course furthers the students' understanding of technical video production. Production meetings, viewings, discussions, and event productions increase the students' proficiency with the technology and equipment as well as the art involved in the craft. Film Students have priority. Typically offered Fall Spring.

FVS 33200- Live Events and Sports Video Production
Course Revision- Course Description, Restrictions
The course introduces students to the principles and practice of professional video production. Through lectures, viewing, discussions, and laboratory exercises, students will acquire the tools necessary to transform their concepts, or those of their clients, into successful video productions. Film Students have priority. Typically offered Fall Spring.

HIST 38605- Land of the Indians: Native Americans in Indiana
Course Revision- Course Number
We are changing HIST 22505 to HIST 38605. Changing this course from a 200 level to 300 level will increase enrollment numbers. Currently, students enrolled in other 300 level courses in in Native American and Indigenous studies represent majors and minors from a broad spectrum of Purdue's colleges. All other 300 level course in Native American and Indigenous studies enjoy robust enrollments. The majority of students enrolling in these subject areas are not from the College of Liberal Arts. It is hoped that changing the course level will attract the same cohort of students. The History Department's Curriculum Committee and Head both discussed and concur with this change.

LATN 31500- Latin Paleography I
Course Revision- Course Description, Schedule Type
Request changing the designation for Latin 315: Paleography from a 3 credit LEC to a 3 credit LAB because the LAB designation better fits what I do in this course.

PHIL 11000- The Big Questions: Introduction to Philosophy
Course Revision- Course Title
Introduction To Philosophy to The Big Questions: Introduction to Philosophy

The rationale behind the proposed revision is that the new title will make the course more attractive to

Curriculum Committee

how has this changed over time? Topics include multiculturalism and diversity; media representations; racism and discrimination; colorism; racial hierarchies; immigration; and different domains of racial inequality.

SOC 35000- Sociology of Family
Course Revision- Course Title
Social Psychology of Marriage to Sociology of Family

SOC 37400- Medical Sociology
Course Revision- Course Description
Medical sociology provides an overview of the social determinants of health and health disparities, the experience of illness and being a patient, the organization of the medical profession, and the health care system in the United States as well as other areas of the world.

SOC 41100- Social Inequality
Course Revision- Title Change
From Social Stratification to Social Inequality

SOC 48900- Research Internship In Sociology and Law and Society
Course Revision- Course Description, Course Title
From Research Internship in Sociology to Research Internship In Sociology and Law and Society

SPAN 10500- Accelerated Basic Spanish
New Course
Accelerated Basic Spanish course that substitutes for SPAN 10100 and 10200.

FR 20500- Accelerated Intermediate Spanish
New Course
An accelerated intermediate Spanish course that substitutes for SPAN 20100 and 20200.

Annual Senate Apportionment Report

In compliance with Section 2.02 of the Liberal Arts By-Laws, the Senate must determine the apportionment of elected senators to Liberal Arts departments each calendar year. The following is a proposed reapportionment for Senate consideration. If adopted, this representation would become effective on July 1, 2019.

Department	Number of Voting Faculty Jan 2018	Number of Senators 2018-19	Number of Voting Faculty Jan 2019	Number of Senators 2019-20
Anthropology	14	2	15	2
Bands/Orchestras	6	2	6	2
Communication	24	3	25	3
English	52	6	52	6
History	30	4	30	4
Languages and Cultures	40	5	35	5
Philosophy	17	2	17	2
Political Science	21	3	21	3
Sociology	25	3	24	3
School of Interdisciplinary Studies	9	2	9	2
Visual & Performing Arts	36	5	34	5

This proposal is based on proportional representation according to the number of voting faculty, with the provision that no department shall have fewer than two (2) senators. The total number of CLA senators is at 40 which includes 37 elected from 11 units, 2 from the Heads Council and 1 Dean.

Town Hall on SVP

Resolution before the College of Liberal Arts Faculty Senate, on 19 February 2019, Regarding the CLA Strategic Vision Plan

Whereas, the Dean's Office has tasked a committee with enacting a 5-year Strategic Vision Plan for the College of Liberal Arts ("*Leadership in Liberal Arts: Preeminent Scholarship with Innovative Education—Our Land-Grant Commitment*"); and

Whereas, in the draft presented to the CLA Senate on 11 December 2018, it appears that, "The implementation of this strategic plan will commence upon its finalization by the College," and will affect resource development and allocations across the College as well as mandate that individual units create annual "action plans" based on the SVP priorities, and

Whereas, the draft states that "Faculty ownership of this plan is intrinsic to its success. As the College now embarks on the implementation of this plan, it does so with commitment, enthusiasm, and collaborative participation," it is hereby

Resolved, that the College of Liberal Arts Faculty Senate requests and requires the SVP committee to present a final draft to the Senate for a vote prior to any implementation of this plan. The CLA Faculty Senate is

Resolved, that it is not reasonable to claim "faculty ownership" of such an important plan without the formal action of the Faculty Senate. The CLA Faculty Senate agrees that a Strategic Vision Plan for the College of Liberal Arts is an important goal, and we wish to see one implemented —provided it meets the approval of the faculty.

Appendix A:

Excerpt from *Leadership in Liberal Arts: Preeminent Scholarship with Innovative Education–Our Land-Grant Commitment* as presented on 11 December 2018

IMPLEMENTATION

The implementation of this strategic plan will commence upon its finalization by the College. College, and Department administration will drive implementation processes with the participation of faculty, staff, students, and other stakeholders, as appropriate. Implementation plans for specific strategic initiatives will be developed by the CLA Dean in collaboration with department heads through annual action planning. This action planning will clarify the implementation responsibility centers—leadership, stakeholders (faculty, staff, students, alumni, others), task forces and committee structures—along with a timeline for the expected outcomes.

Comprehensive resource development will be intrinsic to enabling the implementation of this strategic plan. These areas of resources will include:

- General fund resources prioritized for academic programs and services, faculty size and reputation, student enrollment as majors, as well as courses delivered to students across the University for their curricula.

- Revenues from grants and contracts supporting the College's research, scholarship, and creative activity, and program strengths competitiveness (in the company of peer institutions).

- Robust philanthropic support toward the College's strategic plan priorities, and for securing advantageous positions in comparison with its peer institutions.

- Innovative revenue generation, particularly through wide-access programs for societal awareness and education, in the contemporary spirit of a land-grant institution.

- Demonstrable allocation and judicious utilization of resources—human, financial, scholarly, organizational, and physical facility resources—synchronized with strategic plan priorities, corresponding actions, and assessments of progress.

- Enhanced infrastructure support to carry out the plan priorities—human resources in the area of professional and technical staff; physical facilities and equipment; websites to effectively advance information dissemination, communication, and public relations; and on-line programs.

The development of the annual budgets of the College will be synchronized with the annual action plans based on the strategic plan priorities. A key aspect of strategic plan implementation is the annual assessment of progress on strategic priorities and initiatives. This assessment will be

Motion to adjourn?

Let's get out of here!!!

CLA SENATE MEETING: 19 March 2019
Stacey Connaughton presiding
Shannon McMullen recording minutes

3:30pm
Sign in sheet circulating.
Before calling to order – encouraged attendees to circulate and discuss engagement posters from around the College.

3:45
Approval of minutes – Entered as read.

Announcements on behalf of Nush:
SVP Update (slide)
Many thanks for participation town hall
SVP will recommend to Dean Reingold that he bring the final plan to the CLA Senate for a vote.
- No final word yet from committee participants present (Chris Yeomans, Elena Benedicto) about whether this is indeed the case

Chair's Notes:
Admissions town hall
Overall impression: the town hall was informative.

Stacey: I felt there was a lot of appreciation for Kristy Foster and colleagues for the work they do. Also got the sense that Mitch and Kris are open to our ideas for participation.

Discussion of 2018 Admissions numbers included the following observations:
Joel Ebarb's assessment: We can yield as many as we yield. Applicants will not be turned away, but our target is 1%.

Recruiting messages and practices start as early as 7th and 8th grade.

Discussion regarding a predicted drop-off in pool of applicants:
In about 2025 there a large drop-off in population of college applicants.
In response to Bob Channon's question about the cause of the drop off, Joel Ebarb responded: This is due to a general decline in population following the economic crash in 2008. The only place where that may not be the case is South and Southwest.

Lori Sparger confirmed: Southwest, and contributed that an added difficult is that it is harder to judge the intent [to enroll or not] because it is now easier for students to submit multiple applications at one time due to the common app system.

Joel Ebarb: Purdue's in-state yield has been pretty flat for several years; we'll probably still take in same percentage of total, but that total will be smaller.

Associate Dean Joel Ebarb presented 3 Items:

1. **Approval of students for graduation**; Joel passed around a folder with the list of candidates (452 for May 2019 and approximately 90 projected for August) for each attendee to view prior to the call for approval at the end of the meeting.

2. **UPDATE: Plan of Study approvals**
    a. Curriculog (add change or modify) and Acculog (online catalog, repository for Plans of Study and descriptions)
        i. Each year the course catalog is recreated and republished; Plans of Study need to be examined line by line and then approved before sending to the registrar; final catalog will be published June 1
        ii. Anything not completed by February will not be in the 2019-20 catalog; courses can be offered and exist but will not be listed on the Plan of Study
        iii. Plans of Study are approved once a year
        iv. Joel thanked all who have participated in the process for this cycle. The process will start up for 2020 -2021 on April 1, 2019; anything POS-wise submitted in April will become visible in 2020-2021

Joel asked for questions and also noted that there were some things about the curriculum process that he wanted to bring up when the Ad-hoc Committee for Bylaws gave their report.

Channon: If changes are made between times, are they effective at the time of approval?

Ebarb: If the new catalog has been processed by registrar then no; but if caught before the new catalog goes to the registrar then they can be entered.

Channon: 19-20 cannot be changed anymore? If something approved in April 2019 won't appear until 20-21 will advisers use it in advising?

Ebarb: Even if approved in April, it won't go into effect until 20-21 and active

3. **CLA CORE RENEWAL**
    (draft shown on screen)
    Draft has been sent out to college and two forums have been conducted (notes shared during this meeting)

    Online survey still needs to go out and will happen soon.

    The CLA Core Renewal Committee will receive notes and survey results and the committee will respond.

Joel reports that the committee hopes to present the Core Renewal plan to the senate this academic year, but emphasized that if it needs to wait [in order to have time to respond to feedback and incorporate any changes] until Fall that is also okay. Approval needs to be done by October, because that is when the core is pulled out and put in a holding bin until published in next version of the catalog.

Before sharing information from a Core Renewal FAQ sheet, Joel reviewed and summarized the proposed changes to the CLA core.
Attached to end of minutes: FAQ Sheet Joel sent out via email

Joel then shared the primary notes and comments gathered from forums.
Attached to end of minutes: notes that were sent out to all of CLA by Joel Ebarb

Following Joel's presentation of the notes, Joel asked Chris Yeomans to come forward to lead discussion around responses to the forum findings. Joel took notes of the discussion.

There were several issues raised and discussed:

Bob Channon: What I understood is that double-dipping will disappear
Yeomans: No, double-dipping will be allowed
Channon: No limits were stated and that is what I want to address;
Channon suggests that there should be no UCC core and CLA core. Double-dipping between major and minor is okay. But if you double-dip between UCC and CLA you will end up taking away from the CLA core.
Chris: If there are no limits on double-dipping, then CLA classes in the UCC will be prioritized.

Marlo David: What is the thinking regarding no use of cross-listed courses?
Yeomans: Another thing where details need to be worked out.

Yeomans explained that the committee is worried about a major taking only courses that are cross-listed with their major in other departments. However, advisors say looking for a problem that doesn't exist; maybe not a problem;

Christine Wuenschel asked a question related to double-dipping and BFA requirements. Both Ebarb and Yeomans indicated that the BFA will need its own solution.

Stacey Winchell: Capping credits that can be double-dipped – has this been discussed?
Yeomans: No. 3 drafts ago double-dipping was fine. Then it wasn't b/c that would cause problems and now it is clear that it still needs to be looked at. Double-dipping is prioritizing the bolded courses in the UCC.

Ebarb: Andrae Sailes can help offer solutions when the committee reconvenes and will help answer that question.

Nancy Peterson has no strict preference regarding double-dipping, but 2-3 minors combined with English is not uncommon. Peterson likes to encourage these minors, so she expresses here wish to be sure that policy does allow students to continue to do that.

Yeomans: Yes, we want to encourage students to follow their interests and not just follow core requirements. Initially, the committee thought chopping down the number of courses would help. Feedback shows the need to fine tune.

Bill Mullen gave a short presentation about the AAUP at Purdue.
- AAUP is an advocacy group tries to speak for all classifications
- Purdue is the biggest chapter in Indiana, but they want to get bigger
- AAUP has personnel to work on solutions with faculty who come to AAUP with problems
  Example: Committee A helped with constructing principles of academic freedom and tenure
- Committee A is also an ad-hoc grievance committee to help with a variety of problems
- AAUP is an independent dues-paying entity, but working in parallel with Senates
  Examples: Purdue Global Issues related to non-disclosure agreement; mandatory arbitration for students

Currently, the AAUP is looking at 4 issues:
1. Faculty have asked about Purdue Global transfer credits; process still being delineated; working with Senate to get clarification important to teaching, graduation requirements
2. Faculty concerns across state about intellectual property rights – ownership
   a. through Purdue Global and Purdue online this is an issue
3. Optics and classification of Clinical Faculty (in CLA and Honors college)
   a. concerned for rights of faculty because Clinical Faculty do not have the same rights of tenured faculty
   b. pathway to getting rid of tenure?
4. Campus Climate – diversity
   a. looking to do an internal survey and workshopping to learn how faculty feel about these issues

If you would to join, you can do so at the website, or talk to one of the following faculty members:
- Valeria Sinclair
- Alice Pawley
- Bill Mullen

Mullen: grad students can also join AAUP; a lot of their issues are our issues, too

Paul Dixon (SLC) By-laws Adhoc Committee Executive Summary
<mark>(Attached to minutes: Copy of the Executive Summary)</mark>
Ad-hoc Committee members include:
- Eric Waltenburg
- Robert Channon
- Jennifer Sdunzik
- Marcela Poirier
- Aidan Holtan
- Robert Nyaga
- Nush Powell

CLA Senate Chair Nush Powell thought that the senate by-laws in their previous iteration had some gaps. These were addressed by the ad-hoc committee. Email with proposed revisions as attachment – please look at this information. Discussion only at this meeting. No vote at this time.

The executive summary is a guide to reading through the proposed revised by-laws. Reading through them page 1-8 is not a good way to understand the changes that have been proposed.

What the ad-hoc committee hopes to address/revise/amend:
- Frequency of meetings – Amend to state that there are four, not three, meetings per semester. (Technicality because we have 3 senate meetings and 1 CLA faculty meeting – proposing to just call it as it is treated)

- Committee composition – some committees call for student representation and some not. The ad-hoc committee examined standing committees to determine for which it would be appropriate to have student representatives. In some cases, it would not be appropriate (e.g. Promotion and Tenure). In some cases, it would be important to have student representation (e.g. grade appeals). Ad-hoc committee also proposes adding students to the Agenda Committee and the EPC.

- Nominations and Elections Committee: clarifying that the Associate Dean for Faculty Affairs is non-voting member of the Nominations and Elections Committee.

- Stricter language to make sure representation (including Dean's appointments) are not concentrated in any one department.

- Proposed changes to committee responsibilities:
  - Add Cornerstone to list of programs for EPC.

- Strengthen language to empower EPC to approve major educational and programmatic changes to recommend or request policy changes.
- Empower curriculum committee to hear and decide on appeals related to previously approved courses. This would allow for course correction on approved courses and institute the possibility of appeals. If there is an objection to a course because it is no longer following the path of what it was approved to do, then committee can examine this course.
- Institute specified deadlines for curriculum committee to inform agenda committee of times for approval

Some remaining questions:

How to assign students to committees – no guidance except for liberal arts student council which currently is not functioning; best reliable way to provide for student representation is to create a rotating system where Heads of Schools and Departments make assignments. The nominations and elections committee would be responsible for supervising heads' appointment of student reps for CLA committees.

Lengthy discussion ensued around the following questions and issues (Note: I have grouped related questions together – SM).

1. Appeals to curriculum committee
   a. Who has the right or ability to make an appeal and what power does the committee have upon decision? (B. Channon)
   b. Who decides that the course has deviated from its original intent? And how are similar courses evaluated? (B. Lawton)
   c. Is there a problem that we are having the we are trying to address? Concern that a student might bring an appeal simply because they do not like the course. How can we decide who would be qualified to decide what constitutes a valid appeal? Can courses and programs be targeted? (M. David)

2. I wonder why Cornerstone was added to the list of things overseen by the EPC? Does EPC control certificate questions, and if so why not list them all? (M.Zook)

3. Joel Ebarb, Associate Dean raised three issues related to the proposed changes:
   - Curriculum Committee – Ebarb would be delighted to have all courses include learning outcomes that can be assessed; 800 courses do not have learning outcomes; would like to see this process supported.

   - What is the definition of major changes? What does approve mean? Are we not duplicating changes of curriculum committee? Joel Ebarb works with Holly Tittle-Hudson to decide whether changes go to the curriculum committee. Ebarb is worried about timeliness. If faculty don't want the Assoc. Dean to decide what goes through the curriculum committee then will need to define the process.

- Concern that a two-week lead before review of curriculum changes by the Curriculum Committee will reduce flexibility and last-minute needs will not be able to be accommodated.

Channon: question even though on committee; appeals to curriculum committee who has right or ability to make an appeal and what power does committee have upon decision?

Dixon: not sure that; what power does any committee have? depends on a degree of cooperation between committees and those making teaching assignments, schedules, etc. if committee decides course not meeting stated objectives, should be a process by which there is an agreement with head and committee and dean

Channon: gave analogy of new course process; suppose there is an objection and committee agrees what then happens?

Dixon: there is a process for removing courses (courses not taught for 5 years)

Who gets to appeal? Model he likes is court of appeals; anyone can make an appeal but court/committee gets to decide whether to take up

Eric: anyone can appeal, but committee does not have to take up if it thinks there are not grounds

Dixon: person appealing has to be persuasive

Ben Lawton: who decides that the course has deviated and what happens if I teach a course that is similar/analogous course (this is based on experience) – i.e. use this as a way to eliminated competing courses to someone's advantage

Dixon: example of SLC teaching Italian history

Lawton: takes up Italian history course example

Dixon: committee will try to figure out what the vested interests are and then adjudicate. thinks this is more routine

4. Dan Frank w/ question re: core questions being assigned to the EPC?

Nush: The EPC is working with Core Renewal. The EPC has always had charge of changes to the CLA core; if this is no longer to be the case, then we need to amend the by-laws, because that's been very consistent in past years.

Dan: this was not in the last iteration; core changes and cornerstone added why?

Nush: bob can you speak to this?

Channon: until a couple of years ago only the CLA core existed; now we have UCC, so now we need to amend.

Dan: is that for sure (i.e. no proposals of change to UCC)

Channon: not the intention; dealing with the CLA Core

Joel: it did start at point that core was created and then given to EPC to manage

Channon: no. The EPC has purview over core prior to new CLA core (we had one prior to this, too). Bylaws rerefer to the CLA core, not the University Core. The word "major" was intended to indicate "substantial," not an undergraduate major

"EPC" is a gross misnomer: in practice it has never had anything to do with educational policy. Its function has only been to regulate the core. If it's going to be EPC then it should do so; major changes to educational policy (e.g., core, cornerstone) have entirely bypassed the EPC in recent years. If this committee is going to be as titled then it should be allowed to review or propose changes in education policy.

EPC has many other things in its description that in practice they have not been allowed to deal with.

Continuing discussion: Certificate programs have gone through the Senate but not the EPC; this may be in error. Further study of the issue seems warranted.

any old business: none

any new business: none

Motion to approve nominees for graduation:
motion: B. Channon
second: N. Powell

Joel Ebarb announced the **TWO CLA Murphy award winners**: Yvonne Pitts and Derek Pacheco!

N. Powell expressed gratitude to Joel Ebarb for making the winning case for our teachers in CLA.

Motion to adjourn?
Motioned: yes
Adjourned: 5:08

CLA Core Renewal Proposal: UCC Plus   FAQ   2.14.19

The CLA Core Renewal Committee proposes the creation of UCC Plus, the result of its more than yearlong review of the 20+ year old CLA Core Curriculum.

Who created this proposal for UCC Plus?

Al Lopez, Interdisciplinary Studies. Nancy Gabin, History. Andrew Flachs, Anthropology. Rich Rand, Rueff School. Warren Dukes, Sociology. Keith Shimko, Political Science. Derek Pacheco/Barbara Dixon, English. Felicia Roberts, Lamb School. Elena Coda, Languages and Cultures. Chris Yeomans, Philosophy (committee co-chair). Joel Ebarb, CLA Administration (co-chair, non-voting ex officio)

How is UCC Plus different from the current CLA Core?

The current CLA Core is organized into 13 themed categories. UCC Plus is divided into three categories: the university core (UCC); Liberal Arts Core I for disciplinary and social diversity (5 courses of the student's choosing outside of their major, including one from the Diversity Selective List); and Liberal Arts Core II for linguistic diversity (proficiency through Level IV in one language).

What does it mean to take one (1) course in each of five (5) different schools/departments outside of the student's major?

Students must complete five courses of their choosing outside of their major, from five different schools/departments within the College of Liberal Arts to satisfy the Liberal Arts Core I requirement.

For example, a History major might take courses in 1) Political Science 2) Sociology 3) Philosophy 4) English and 5) Anthropology.

These courses must be both outside their home major and outside their home academic unit. Cross-listed courses are not eligible to complete this requirement. One of these five courses must come from the CLA Diversity Selective list.

What is the Diversity Selective List?

The Diversity Selective List would include any course on the current *Other Cultures, Racial & Ethnic Diversity*, or *Gender Issues* category of the existing CLA Core. New courses could be added or deleted according to CLA Educational Policy Committee policies. The student is required to include one of the courses from the Diversity Selective List in the five courses selected from outside their major for Liberal Arts Core I. A student may take as many courses from the list as they wish as electives.

Example: I am a WGSS Women's, Gender, and Sexuality Studies major, I will take many classes from the diversity selective list. However, the WGSS classes I take could not count for the diversity selective because they would be within my major. So I would need to take a diversity selective from outside WGSS to fulfill this requirement.

Who helps the student decide what courses to take? Who keeps track of what courses the student has taken and their progress towards graduation?

The student's academic advisor will work with the student to select the necessary courses. The advisor will alert the students to issues re: pre-requisites and courses restricted to majors-only. Academic

advisors assist students with developing a plan to progress towards graduation. In addition, each student's plan of study is built into their My Purdue Plan account.

What does "no double-dipping" mean?

No double-dipping is allowed between the three broad categories (UCC, Liberal Arts Core I, and Liberal Arts Core II), although some double-dipping may occur between a student's major and the core areas. UCC Plus is a strict addition to the UCC. Language courses may be used to satisfy the Liberal Arts Core I requirements, but the same course cannot satisfy both the Liberal Arts Core I and II requirements. A student's selection from the Diversity Selective List may not also fulfill a requirement for their major. If the student is pursuing multiple CLA majors, the five courses must be outside of both/all majors.

UCC Plus requires fewer courses than the current CLA Core. How does that impact our students?

Students may continue to pursue minors, certificates, additional majors, or electives that contribute to their educational and professional goals and help fulfill Purdue degree requirements.

What happens next? How can I be involved?

There will be two open forums for faculty and staff to respond to the proposal, and one for students. All meetings are scheduled for 2:30PM-4:00PM (90 minutes) in Beering 1255.

Monday, March 4: Students
Wednesday, March 6: Faculty and Staff
Friday, March 8: Faculty and Staff

There will also be an online survey available to collect feedback. The survey will be available to faculty, staff, and students in the College of Liberal Arts. The survey will open on March 1.

The goal is to submit the proposal to the CLA Senate for review and possible approval in time for the full faculty meeting of March 19, and then submit to the full faculty for review and ratification in late March.

When would UCC Plus be implemented?

If approved, UCC Plus would be listed in the 2020-21 University Catalog. All new beginner students entering the College in Fall 2020 would enter under the UCC Plus catalog term. All CLA plans of study would be modified during the 2019-2020 academic year to reflect UCC Plus.

What about current CLA students? What college core will they follow?

Current CLA students would continue to follow the CLA Core. If they wish, a student could change their plan of study in order to follow UCC Plus, but this would only occur after a consultation with their academic advisor to determine if the change was in the best interest of the student.

CLA Core Renewal Proposal: UCC Plus   DRAFT 2/14/2019
Chris Yeomans & Joel Ebarb, Co-Chairs

Preamble: The CLA Core is designed to be experiential, informative, and relevant to life in a rapidly changing universe. Course work is integrative and collaborative and fosters insight, understanding, independence, initiative and the desire to reach across divides and redefine our relationship to the peoples and the worlds that surround us.

Category	Qualifying Departments or Courses	Notes
University Core	Human Cultures: Behavioral/Social Sciences Human Cultures: Humanities Information Literacy Oral Communication Quantitative Reasoning Science Science, Technology, and Society Written Communication	The core curriculum is a set of common learning outcomes required of all undergraduate students. It acts as a mechanism by which all Purdue University students share a similar educational experience and, in doing so, achieve a set of common goals. https://www.purdue.edu/provost/students/s-initiatives/curriculum/coreCurriculum.html
Liberal Arts Core I (Disciplinary & Social Diversity)	**a. Disciplinary Diversity:** one course in each of five different schools/departments outside of the student's major	'Outside of the student's major' also excludes courses that are cross-listed with the student's major department from counting towards the Liberal Arts Core. Otherwise course prefixes in different schools and departments is sufficient to establish the difference required.
	b. Social Diversity: one of the five courses must be from the Diversity Selective List.	The Diversity Selective List would include any course on the current Other Cultures, Racial & Ethnic Diversity, or Gender Issues category of the current CLA Core. New courses could be added or deleted according to current EPC policies.
Liberal Arts Core II (Linguistic Diversity)	**Proficiency through Level IV in one language**	

Notes:
1. No double-dipping is allowed between the three broad categories (UCC, Liberal Arts Core I, and Liberal Arts Core II). **The Liberal Arts Core is a strict addition to the UCC**. Language courses may be used to satisfy the Liberal Arts Core I requirements, but the same course cannot satisfy both the Liberal Arts Core I and II requirements.

.

2. Rationale: The College of Liberal Arts is the college of human cultures and languages. It fosters the intercultural understanding of human capabilities and expressions in their varied contexts. The following proposal promotes these aims by adding requirements to the UCC to generate a unified core for the College. In doing so it attempts to restructure the CLA Core in order to promote its original objectives in the new institutional context that has developed since its inception. The CLA Core was the only Core Curriculum governing CLA students when it was established in 1993. In 2012, the University Core Curriculum was established which duplicated many of the categories of the CLA Core. This proposal eliminates this duplication by acknowledging the UCC and then adding additional CLA-specific requirements. These requirements promote the original objectives of the CLA Core: to prepare the next generation of engaged citizens for our modern pluralistic world. In keeping with this mission, the proposal adds to the UCC three different diversity requirements: social diversity, disciplinary diversity, and linguistic diversity.

Appendix C: Executive Summary: Proposed Changes to CLA Bylaws, March 2019

Frequency of meetings:
- Four per semester instead of three

Committee makeup
- Student representatives (one undergraduate, one graduate) added to Agenda Committee and Educational Policy Committee.
- Nominations and Elections Committee: Specify non-voting representation by Associate Dean for Faculty Affairs, instead of any faculty member appointed by the Dean.
- Stricter language to make sure representation (including Dean's appointment) is not concentrated in any department or school.

Student representation on committees
- Establishes system of rotating appointments by department / school heads

Committee responsibilities
- Adds Cornerstone to list of programs to be overseen by the Educational Policy Committee
- Strengthens language to empower the EPC to approve major educational and programmatic changes, and to recommend or request policy changes
- Empowers Curriculum Committee to hear and decide on appeals of previously approved courses
- Specifies deadlines for Curriculum Committee to inform Agenda Committee of items for approval
- Gives Nomination and Elections committee responsibility for supervising heads' appointment of student representatives for CLA committees

CLA Faculty Senate

19 March 2019

Say hi to Stacey!

AGENDA

1. Interact with the authors of the engagement posters displayed around the room! (15 minutes)

2. Approval of minutes from the February 19 Meeting

3. Announcements and Chair's Remarks (10 minutes): Stacey Connaughton

4. Presentation of May 2019 spring semester graduation candidates from CLA for faculty approval (2 minutes): Joel Ebarb

5. Update on curriculum and plan of study procedures (5 minutes): Joel Ebarb

6. Presentation of CLA Core Renewal/UPP Plus proposal (20 minutes): Joel Ebarb

7. Presentation on Purdue AAUP (10 minutes): Bill Mullen

8. Presentation from the Ad Hoc Committee on CLA Senate Bylaws (20 minutes): Paul Dixon

9. Old Business

10. New Business

11. Dean's Report (10 minutes)

12. Vote on the May 2019 spring semester graduation candidates from CLA (2 minutes): Joel Ebarb

13. Adjournment

The Minutes: Do We Approve?

SVP update

- **Many, many thanks to everyone who gave feedback and / or attended the Strategic Vision Plan Town Hall. The committee is hard at work making some final changes based on what you shared.**

- **The SVP will recommend to Dean Reingold that he take the final CLA Strategic Plan to the CLA Senate for endorsement.**

  - **We're cautiously hopeful that will be this April.**
  - **Go Rosie & co!! You can get it done!!**

Admissions Town-Hall

The major takeaways:

1) Because of recent growth & esp. the huge incoming class that started in 2018, we're not going to be allowed to grow demonstrably in the immediate future (being held to within 1% of last year's target).

2) We can still work on marketing and recruiting, in part because good recruiting practices start well before a student is a junior or senior in high school — as early as 7th or 8th grade.

3) We need to be thinking aggressively about the demographic shift that's coming five years from now (ca. 2025), when there's a large drop-off predicted for in-state and local-area college applicants. The CLA, more than some other areas, has a much higher yield from in-state applications; this could potentially hit us hard.

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Indiana AAUP Chapters Help Restore Student Rights at Purdue University Global

Submitted by AAUP Purdue on Mon, 02/25/2019 - 21:11

February 25, 2019

Contact:

Dave Nalbone, Indiana AAUP President, dnalbone@gmail.com;

Bill Mullen, AAUP-Purdue Vice-President, bill.mullen2@gmail.com

For Immediate Release

Indiana AAUP Chapters Help Restore Student Rights at Purdue University Global

West Lafayette, IN -- Indiana chapters of the American Association of University Professors (AAUP) won a major victory for students and faculty in Indiana by forcing the online public university, Purdue University Global (PUG), to withdraw a mandatory arbitration clause that stripped students of legal rights.

Tags

press release

Purdue Global

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Other AAUP Chapters

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Rutgers Council of AAUP Chapters

University of Illinois at Urbana-

www.aauppurdue.org" in a new tab

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Upcoming Events

Community in West Lafayette, Indiana

Community   See All

👥 **Invite your friends** to like this Page

👍 26 people like this

🔊 27 people follow this

👥 **Mathew Dittmann** and **6 other friends** like this

Chat (249)

The By-laws: Let's Discuss

Let's graduate some seniors!

CLA Senate Meeting, April 16, 2019, STEW 310

Nush Powell Presiding

Meeting called to order at 3:34 pm

Nush's remarks to express gratitude. Faculty self-governance is not easy, not fun. Requires everyone to act. Grateful to senators who have taken information back to departments. Grateful to all of our hardworking committees. Glad to be leaving the Senate in excellent hands with the wonderful Stacey Connaughton.

Elections:

- Standing for Vice Chair – Shannon McMullen, VPA and American Studies. Shannon introduces herself. Has learned from agenda committee meetings – appreciates process. How important discussion is.
- Nush is standing for Secretary.
- Nominations and Elections Committee: Marlo Davis announces a vacancy for Curriculum Committee. We still need 8 people to volunteer for Grade Appeals committee. (We intentionally overload it with people so that we can avoid conflicts of interest. We will do a Qualtrics survey out to you so that all committees will be ready for the fall.)
    - o NB: Committees have now been formed except for the student reps. Rosters are attached to these minutes as an appendix.

Other announcements:

Nush – please mark your calendars for Senate meetings next year. Thanks to Holly: we already have all our dates! Deadlines to get material to Agenda Committee – will be sent out to committees via email and posted on website.

- o NB: Dates are attached to these minutes as an appendix.

Question: Joel Ebarb asks what business can be put forward at a full faculty meeting?

Nush: all meetings are technically open to the full faculty, but we advertise two special meetings per year as being particularly tailored for the full faculty. Traditionally at these special meetings we have held off on having voting matters (except for approving graduation candidates), but there is no rule against conducting business there.

Joel Ebarb: so, if the Curriculum Committee had something under an urgent time constraint, could we do that at a full faculty meeting?

Nush: yes, nothing in bylaws that prevent us from doing that.

Nush: speaking of, let's skip ahead on the agenda to our Curriculum Committee.

Report of the Curriculum Committee:

Joel Ebarb: we had a slate of courses emailed to the Senators. Joel goes over the list of courses (see list that was emailed, which is attached as an appendix). New major will go through process – ICHE's next meeting in the Fall.

Nush: Would anyone like to pull out any of these courses for discussion.

Bob Channon: Did the agenda and all handouts come to us all? Did everyone else get them?

Nush: I emailed them out. Maybe there was a problem with the email transition?

Mark Tilton: I'm wondering about the accelerated Latin class. Can anyone read Latin in one semester?

Bob Channon: We also have it in mind to have two more courses.

Jennifer William: This course will also take the place of the graduate level 605 – we weren't getting enough registrations to keep running that one.

Joel: Does this answer your question?

Mark: Yes, it does.

Jennifer William: We are doing this with many of our courses.

Nush: Hearing no further queries, I'll call the question. **Ayes – unanimously. Motion passes.**

Joel: thanks to the curriculum committee for all their work.

Nush: Gah, whoops, we forgot the approval of the minutes – would anyone like to suggest a correction? Hearing none.

Brian Leung: Move to approve.

Nush: The minutes are entered as read.

Nush: Rosie Clawson will talk with us about the Strategic Vision Plan (SVP).

Strategic Vision Plan

Rosie: Thanks the SVP committee. Kirke Willing is the co-chair and Rab Mukerjea was the consultant.

- Since we were last here, we held an open forum with faculty and staff, met with dept. heads, sought feedback from grad students and undergrads, the CLA Advisory Board, Alumni Board, and staff.
- As we got feedback, we integrated it into the document. Went back and forth with committee over email.

- The most common encouraging feedback was: (a) people were excited about the way we conceptualized the document and the first page where we talk about transformative discovery and the other 4 areas; (b) made it clear that we valued all of these things and that we should think of them all as part of the plan; (c) an appreciation that we thought big and that there was no sense in having a Strategic Plan if we weren't going to do big things.
- Major critiques: lots of questions etc. that asked us to tinker with language: (a) not as clear in some places; (b) questions about resources – very legitimate questions; (c) one of the biggest areas was around implementation. The committee made a conscious decision that we are not going to get into implementation in this document. We tried to be concrete in different ways. We beefed up implementation references in terms of how we thought the process could go but we did not get into the weeds. Committee will compile feedback on implementation that we received and it will go to the Dean.
- This is draft 18 (last time I was here we were on version 11). But it's also a living document and we expect changes to be made in response to events and implementation team. It is the document that we have reported to the Dean.
- Dean Reingold asked Rosie what the process would be to finalize the document. Rosie asked the committee if the CLA Senate should have a voice – the SVP committee was unanimous that we should seek endorsement of CLA Senate before moving forward.
- Rosie is here to seek endorsement, and answer any last questions senators may have.

Nush: There's been a proposal for a friendly amendment – the list of diversity categories, could it include veteran status?

Rosie: The same faculty member emailed me and yes, I will recommend to Dean Reingold that veteran status and other categories per Purdue statement are included. I will say that the other critique we got is that the document is too long. The Marketing and Media team in Dean Reingold's office is going to do different things with it based on different audiences.

Brian Leung: Previously I may have sounded skeptical; I wish to strike a different tone now. I appreciate this and the 18th version genuinely. Will you remind me – going forward are we going to hear a report that says, here are, e.g., the three things out of the initiative that we are doing and here are the 5 things that sound great but I don't know how we are going to do those yet, and here are the things that are off the table.

Rosie: The committee envisioned the process as Dean Reingold is going to work closely with department heads. There will be decisions made. This is a 5-year plan. Not all will happen in year one. Not realistic to say that all of these things will happen in 5 years. Vision of the committee is that there would be ad hoc committees and task forces put together, working closely with Dean's Office and department heads.

Dean Reingold: If you go through the document you can find line item the efforts that need to be acted on.

Brian Leung: And you'll identify those?

Dean: We'll pull them out into action item lists. Some are easier than others and some are more resource intensive and we'll need to work on those. I'm open to suggestions on how this group would like to hear about progress on this. (ETA: Dean envisions that we'd report annually if not more often.)

Rosie: One of the things that happened during the open forum is faculty volunteering to serve on various portions of the strategic plan. In addition to the Dean's Office and Heads, we need faculty and staff. We tried to articulate in the document how much we value staff and their role in implementation. Staff need resources to be able to do the kinds of things we want to do.

Nush: Can I have a motion for the Senate to vote on the Strategic Vision Plan?

Daniel Frank: So moved

Second? Professors Dilger and Lopez seconded

Ayes have it. Applause from the CLA Senate.

Rab: This has been one of the best experiences facilitating a process like this I've had. I've worked on quite a number of these diverse committee. Why am I not in this College? ☺

Nush: introduces Associate Vice Provost for Faculty Affairs, Jessica Huber, to discuss CLA results from the COACHE survey (distributes handout).

Jessica Huber – survey out of Harvard School of Education. (PPT slides from this portion of the presentation are available here:
https://www.purdue.edu/provost/faculty/documents/COACHE_2018_Town_Hall.pdf)

Harvard gives us de-identified data. We designate two staff members who can use that data to perform analyses (Craig Zywicki). Jessica can't look at anything but means. At Purdue we blind all cells with an n less than 10. If a mean is blanked out, that is because we had fewer than 10 responses. Iowa State University, University of California Davis, Indiana University, University of Virginia, University of Arizona are peers that we chose. 60% response rate from CLA. There is an infographic, etc. on the Purdue website:

https://www.purdue.edu/provost/faculty/documents/COACHE_2018_Flier.pdf

Handout – first page is a snapshot of benchmarks in COACHE, means 1-5; second page of handout looks at diversity. Jessica picked 5 questions. The third page is actual questions that show the top 10 improvements and the top 10 declines relative to 2015 data.

Al Lopez: Incremental increase from 2015 to these data. Is that due to the nature of a large institution?

Jessica: I think so. I think we are making progress – at university level, I know what we did in response to 2015. I know we can move the needle. 10-15% increases. Not a lot, but we did see ourselves move positively. Purdue as a university got better in spots: we saw increases with satisfaction with leadership. We saw gains in mentoring – Associate faculty were a little bit happier about promotion information. Assistant Professors faculty got less happy. Governance

satisfaction went down quite a bit. Salary, benefits, compensation went up a bit since 2015, but we're still below our peers. Governance we're in the bottom third with our peers. Diversity and inclusion and collegiality were steady spots. They are still pretty low relative to our peers and cohorts. These are areas I am committed to at the university level.

Climate – women seemed to be higher than in 2015. Faculty of color – might be an area to think about.

How to access the data – data on Provost's website. You can use dashboards that Craig developed – you can look at items and means. University and College.

For those of us who want to use the data for a study, you can fill out data agreement and Craig can run analyses to dig deeper into dataset. Or you can write to Jessica Huber. Faculty have published off the data. COACHE can share more with us as well (i.e., different institutions).

Nush: The website is interesting to work with. The OIRAE dashboards can be found here:

https://www.purdue.edu/provost/faculty/facultyInitiatives/coache.html

Jessica: Are there any things that are surprising or resonate with lived experience in Liberal Arts?

Paul Dixon: On the basis of 2015 survey, are there goals based on 2018 data?

Jessica: We usually set our goals with faculty input. We'll do some small groups: hopefully 1 this spring and a bunch in the fall. Focus group moderator. No administration in the room. Feedback from faculty. Broken up by demographic groups and ranks and Clinical/lecturers…will lead you through exercises. In 2015 we had faculty task forces. This year trying to make it broader.

Eric Waltenberg: Looking at list of positive and negative items. Was there a threshold to make the lists?

Jessica: Just top 15 by magnitude.

Eric W: Some of them may not be statistically significant changes?

Jessica: We do effect size testing. The database on the website gives you the actual effect size. It will do the comparisons.

Jessica: Governance was definitely a big issue at the university level. There are questions on salary. Compensation = salary, retirement, health, child care, elder care, stop the clock policies. With the latter we do really well. Child care we do well according to our cohort, but it is a low satisfaction (20%) and we are still at the top relevant to our peers. Interdisciplinary collaboration was low relative to the university in this area.

Brian Leung: We are frequently reminded of our history of being a land grant and responsibility for being economic driver in state. We also might have responsibility to be a critical thinking driver in the state. How the university thinks about the COACHE survey in terms of its

boundaries. The culture we create in our university or can it address how faculty contributing to the state and culture we live in. I love my colleagues. Living in Indiana has been exceptionally difficult as a man married to a man.

Jessica: You are dead on right. We care about our state in a way that is different than a non-land grant would. Service is the only place engagement shows up, but not a lot nor well. A major negative is also where it is. As faculty I think we have a responsibility for climate at Purdue and also to the climate where Purdue lives and to make it not miserable to live here.

Marlo David: W can't move Purdue somewhere else. How can we contribute to reshaping communities we find ourselves in here? How are we changing the communities that we live in. This is something we can be working on more.

Al Lopez: Was there a process by which Purdue is able to work with COACHE team to incorporate questions?

Jessica: We can put in 15 custom questions. We sent them in in 2015 and 2018 and COACHE administered in them 2015. But for 2018, they went through an email change and lost our questions.

Bob Channon: Were they the same 15 in both years?

Jessica: They were close. Mangala made some changes. She worked very hard.

Jessica: On the numbers for faculty/instructional staff, we are flat. Slight decline in tenure track faculty. Data Digest Purdue. You can get faculty demographic data through that. HHS has more Clinical track faculty and fewer graduate students teaching than CLA does. Teaching in CLA and HHS – doesn't include visiting faculty. You can see that CLA has increase in tenure track faculty, lecturers, and a decline in grad students teaching 2015 – 2018. HHS doesn't change that much over those four years.

Shannon McMullin: When we compare HHS and CLA, that affects interpretation of what that means.

Jessica: In HHS it is much rarer for grad students to provide a grade. Admittedly, the instructional load is different in CLA from HHS. Dean Reingold has asked Jessica to look into the Science data further.

Jessica: Purdue looks like this by design. Senior lecturer policy –15% cap on lecturers at Purdue.

Jessica: If there are other things I can provide, let me know.

Nush: No? Then we are up to the Core Renewal.

Report of the Core Renewal Committee:

Chris Yeomans – last time I was here was before Town Halls and the Qualtrics survey that was sent out. Response rate not high, but we got confirmation on what we heard at Town Hall meetings.

- Issues that were brought up – (1) the prohibition we had had on double dipping. (Having the same course count for multiple requirements.) Overwhelming consensus was to allow it. Keep things simple. We have listened to this. We have taken out all the prohibitions on double counting. The original reason to keep them distinguished was to keep University and CLA Core separate.
    - Advisors told us it was inevitable there would be overlap, and that was a fact we have to live with.
    - Our peer institutions in Big 10: 5 don't have overlap problems because they either don't have college core or university core; 5 of the 8 remaining have no policy against them. 3 of 8 have minimal overlap (Minnesota, MSU, Penn State)
- (2) how to count disciplinary diversity – count by school? University? SIS and VPA had valid points about this. We thought the fairest way to do this was by course prefix. Jewish Studies and American Studies are going to count as different. Advisors loved this solution. Seems easy to add in.
- (3) Transfer credit and AP transfer credit – tried to address that – checked with English and History and they were okay with their solution.
- (4) The language requirement – we're in fairly good company – of 13 Big 10 universities, 8 have this requirement; we're keeping it.
- (5) professional programs – when you look at core curriculum you realize how many workarounds have been allowed to make the current one work. We recognize that there are some limits – the ones that are driven by accreditation.
- **This is the final version – this is something we can vote on now. It will then go out via Qualtrics survey to the whole faculty.

Bob Channon: So, I can take Span 101, French 101, Latin 101, and I have fulfilled the CLA core and part of the University core.

Chris Yeomans: Yes.

Bob Channon: That is absurd.

Al Lopez: We thought about this. We came to the conclusion that there will always be some handful that will find a loophole.

Bob Channon: But there are some small loopholes and some large ones.

Chris Yoemans: There were varying opinions – we should keep track of these things and make changes over time as needed. I found out about so many things during this process that you couldn't read on any document. It is up to us to be in contact with the advising office.

David Atkinson: If we have a student who will study 5 different languages by choice, wouldn't that actually be kind of great?

Nush: Do I have a motion?

Chris Y.: Motion to endorse.

Al Lopez: Second the motion

Nush: Is there further discussion?

Venetria Patton: I fully understand the need to make exceptions for programs that have accreditation issues. I am pained that they should be exempted from social diversity. I would rather see linguistic diversity as exemption. VPA requires a level of social diversity through curriculum for accreditation.

Nush: Calls the question—We are going to count hands – high up, please.

Result: 23 Ayes / 1 Nays / 0 Abstentions

Nush: By a vote of 23-1 motion carries.

Applause.

The by-laws:

Paul Dixon: We've scaled back proposed changes to the bylaws. It seemed clear to the committee that there were certain parts of what we presented last time that will require a lot of discussion. We thought it would make sense to take some of the things that are matters of logic and consistency and consider them now.

1. Four meetings per semester instead of three (nomenclature);

2. Committee make up – student representation. In general, we thought there ought to be student representation on more committees. Agenda Committee and EPC – 1 grad and 1 undergrad. Nominations and Elections Committee – include FAC Dean as non-voting member/communication issue.

3. Non-excessive and consistent representation of one unit on committees.

4. How to get students to be on committees – keep that consistent across committees. Rotating appointments by department/school heads seems the best way.

5. Who will figure out the rotation? Added this under Nomination & Elections committee.

6. Deadlines for Curriculum Committee to inform Agenda Committee for items for approval. People need a chance to look at course proposals if we're going to approve curricular changes.

Nush: Do we have any questions/comments?

Bob Channon: I'm not opposed to putting a grad student on the EPC, but the EPC doesn't do anything that affects grad students. There isn't a grad student on the Curriculum Committee for the same reason.

Nush: 500-level courses have to go through both CLA and Grad School approval.

Bob: Yes, because they are appropriate to both. They have to have approvals from both Grad School and Curriculum Committee. EPC deals with the Core such as it is.

Paul Dixon: There has been more to the EPC than the Core.

Bob Channon: Yes, but in the last 30 years the EPC has only dealt with the Core.

Joel Ebarb: Since sometimes grad students teach undergrad courses, I can see where they might have some interest there.

Nush: Is there any other discussion?

Paul Dixon: Moves that the CLA senate endorse the version of the bylaws that you received.

Second – Al Lopez

Results: Ayes – 23 / Nays – zero / Abstaining – 1

Election results:

Marlo David: Everyone was confirmed – Shannon McMullen, Nush, Richard Johnson Shehan (to the Curriculum Committee). Unanimous.

Dean Reingold: Many thanks to Rosie, Kirke, and the committee for SVP. Many thanks to Chris, Joel, and rest on Core Renewal. Nush – thank you for your service.

Motion to adjourn – Adjournment at 5 pm. That's all for 2018-2019!

LIBERAL ARTS COLLEGE AND SENATE COMMITTEES
2019 – 2020

CHAIR (one-year term)
Stacey Connaughton (COM)

VICE CHAIR (one-year term)
Shannon McMullen (SIS)

SECRETARY (one-year term)
Manushag Powell (ENGL)

AGENDA COMMITTEE (4 Senators Only)

Two-Year Term
Eric Waltenberg (POL)
Shannon McMullen (SIS/Chair)

One-Year Term
Manushag Powell (ENGL)
Stacey Connaughton (COMM)

Graduate Student
TBD

Undergraduate Student
TBD

CURRICULUM COMMITTEE (7 Senators or Faculty)

One-Year Term

Stacey Connaughton (COMM)
Lynn Hooker (DAP)
Silvia Mitchell (HIST)
James Farr (HIST/Dean's Appointee)

Three-Year Term

Richard Johnson-Sheehan (ENGL)

Two-Year Term

Taylor Davis (PHIL)
Song No (SLC)

Facilitator (Dean's Office)

Joel Ebarb

Undergraduate Student
TBD

Chair (One year term)

EDUCATIONAL POLICY COMMITTEE (7 Senators or Faculty)

Three-Year Term
Seungyoon Lee (COMM) (started Spring 19)

One-Year Term
Michael Jacovides (PHIL/Dean's Appointee)
April Ginther (ENGL)
Christine Wuenschel (DAP)
Kory Cooper (ANTH)

Last updated 7/5/2019

LIBERAL ARTS COLLEGE AND SENATE COMMITTEES
2019 – 2020 (continued)

Two-Year Term

Robert Channon (SLC)

Ariel de la Fuente (HIST)

Facilitator (Dean's Office)

Joel Ebarb

Graduate Student

TBD

Undergraduate Student

TBD

Chair

TBD

FACULTY AFFAIRS COMMITTEE (7 Senators or Faculty)

Three-Year Term

Keith Shimko (POL) (started in Spring 2019)

Facilitator (Dean's Office)

Wei Hong

Two-Year Term

Ralph Webb (COMM)

David Atkinson (HIST)

One-Year Term

Ken Ferraro (SOC/Dean's Appointee)

Ben Lawton (SLC)

Cheryl Cooky (SIS)

Dan Morris (ENGL)

Chair (one year term)

TBD

GRADE APPEALS COMMITTEE (8 Senators or Faculty)

One-Year Term

Bradley Dilger (ENGL)

Al Lopez (SIS)

Robert Browning (POL)

Jane Natt (COMM)

Richard Rand (DAP)

Richard Sullivan Lee (DAP)

Monica Trieu (SIS)

Dwayne Woods (POL)

Chair

Joel Ebarb

Undergraduates (4)

TBD

Graduates (4)

TBD

Last updated 7/5/2019

NOMINATING AND ELECTIONS COMMITTEE (5 Senators Only)

Three-Year Term (1 needed)
Nick Rauh (SLC) (started in Spring 19)
Scott Feld (SOC) (started in Spring 19)
Melinda Zook (HIST)

One-Year Term
Marlo David (ENGL/Chair)
Howard Sypher (COM)

Facilitator (Dean's Office)
Wei Hong

Chair (one year term)
Marlo David (ENGL)

Last updated 7/5/2019

CLA Faculty Senate
2018-2019 Meeting Dates and Locations
All Meetings 3:30PM-5:00PM

Tuesday, September 11, 2018 STEW 202

Tuesday, October 16, 2018 STEW 310

Tuesday, November 13, 2018 STEW 310-- Full Faculty

Tuesday, December 11, 2018 STEW 310

Tuesday, January 15, 2019 STEW 310

Tuesday, February 19, 2019 STEW 202

Tuesday, March 19, 2019 STEW 202-- Full Faculty

Tuesday, April 16, 2019 STEW 310

CLA Faculty Senate

16 April 2019
3:30pm, STEW 310

Our final meeting of the year!

**Happy trails and *Au revoir*,
as the French say.**

AGENDA:

1. Approval of minutes from the March 19 Meeting

2. Announcements and **Chair's Remarks** (5 minutes): Nush Powell

3. Presentation by **Vice-Chair** candidate(s) and **Secretary** candidate(s) (5 minutes max. each)

4. Presentation and discussion of **COACHE results** (25 minutes): Jessica Huber and Ken Ferraro

5. **Standing Committees**

   a. Nominations and Elections Committee (10 minutes): Marlo David

   b. Curriculum Committee (10 minutes): Joel Ebarb

6. **SVP**: presentation of final draft and vote (10 minutes): Rosie Clawson

7. Continued discussion of **CLA Core Renewal/UPP Plus** proposal and vote (15 minutes): Joel Ebarb

8. **CLA Senate Bylaws** (10 minutes): Paul Dixon

9. Old Business

10. New Business

11. **Dean's Report** (10 minutes)

12. Adjournment

Mark your calendars for next year's fun times.

CLA Senate meeting date	Agenda Committee due date
September 10, 2019	August 27, 2019
October 15, 2019	October 1, 2019
November 19, 2019 (full faculty)	November 5, 2019
December 10, 2019	November 26, 2019
January 21, 2020	January 7, 2020
February 11, 2020	January 28, 2020
March 24, 2020 (full faculty)	March 10, 2020
April 14, 2020 (elections)	Mach 31, 2020

LIBERAL ARTS FACULTY SENATE ROSTER
2019-2020

Elected by unit

ANTHROPOLOGY (2)
Lindsay, Ian.................................. 1
Lindshield, Stacy 2

BANDS&ORCHESTRAS (2)
Bodony, Adam 2
Trout, Mo 3

COMMUNICATION (3)
Reimer, Torsten…………..…….3
Connaughton, Stacey………… 1
Sypher, Howard………………. .1

ENGLISH (6)
Bross, Kristina..…………………3
Johnston, Michael...……………. 3
Powell, Manushag………… ..….1
David, Marlo………………...… .1
Leung, Brian………………...… .2
Allen, Emily………………… ...1

HISTORY (4)
Zook, Melinda............................. 3
Tillman, Margaret 1
Marsh, Dawn 1
Mitchell, Silvia........................... 1

INTERDISCIPLINARY STUDIES (2)
McMullen, Shannon ………….…2
Lopez, Alfred 3

LANGUAGES & CULTURES (5)
Lawton, Benjamin....................... 3
Channon, Robert 3
Rauh, Nick ………………….....2
Dixon, Paul …………………….2
Leverage, Paula……………... 2

*The number after each name refers to the number of years remaining in each senator's three-year term. The number after each department refers to the number of senators required.

PHILOSOPHY (2)
Davis, Taylor…………………2
Draper, Paul……………..……3

POLITICAL SCIENCE (3)
Waltenburg, Eric………………...2
Clawson, Rosalee……...............3
McCann, James………………….3

SOCIOLOGY (3)
Bauldry, Shawn………………… 1
Headworth, Spencer……………...1
Feld, Scott ……………………… 2

Rueff School of Design, Art and Performance (5)
Wuenschel, Christine ………….. .1
Visser, Steve ……………………1
Qian, Zhen Yu (Cheryl)………….1
Hooker, Lynn…………………….2
Sullivan-Lee, Richard……………2

DEPARTMENT HEADS (2)
William, Jen…………………1
Remis, Melissa …………. ……1

ALTERNATES

Heads----Venetria Patton
Anthropology---Amanda Veile
Communication---Brian Smith
English---Dan Morris
SIS---Tithi Bhattacharya
SLC---Paula Leverage for Daniel Hsieh; Cara Kinnally to replace Benjamin Lawton in Spring 2020
Philosophy---Dan Kelly
Political Science---Patricia Boling
Sociology---Spencer Headworth for Dan Winchester
DAP---TJ Kim

Presentations for Vice-Chair and Secretary Candidates, 2019-2020

(IN BRIEF)

Nominations & Elections: please mark your ballots!

(Only if you are a voting senator.)

We still need volunteers:

Grade Appeals (8)

Nominations & Elections (just 1: not SLC, SOC, ENGL, or COM)

You have been emailed. Please answer the call.

While N&E tallies, let's hear about the COACHE survey!

AMST 33000- American Car Culture
New Course
The automobile has become one of the most influential technologies of the 20th century, and continues to American life in the 21st. This course will examine the immense social, political, technological, and environmental impacts of the car on American culture; and take an interdisciplinary approach to the understanding the automobile industry, its production systems, its marketing strategies, and the way automobiles reflect the changing landscapes of consumer tastes and values over time.

ANTH 10000- Being Human: Intro to Anthropology
Course Revision- Description and Title
Introduces anthropology's holistic approach to human nature and behavior. This course uses the tools of cultural, biological, archaeological, and linguistic anthropology to follow the human journey of uniformity and diversity through time and across space.

ANTH 20400- Human Origins
Course Revision- Description and Title
Surveys our evolutionary journey, from fossil primates to modern humans, through a review of evolutionary theory and genetics, the fossil evidence for current theories in human evolution with insight from modern non-human primates, and the influence of environmental stressors on modern human biological variation.

ANTH 20500- Human Cultural Diversity
Course Revision- Description and Title
Offers an engaging introduction to concepts, themes, methods, and ethical concerns that guide research and analysis in cultural anthropology. Students will learn how to identify and interpret the complexities of human culture - what makes cultures different, and in what ways are they more alike than we might assume? Topics include: race and racism; ethnicity and nationalism; gender; sexuality; kinship, family, and marriage; class and inequality; the global economy; politics and power; religion; and health and illness.

Digital Criminology
New Major
Digital Criminology is a multidisciplinary program utilizing criminological theories and understandings on human behaviors, coupled with philosophies law and legal principles with the sciences of cyber security as an investigative tool for mapping digital crimes.

IDIS 20100- Introduction to Digital Humanities
New Course
This is an interdisciplinary foundational course that combines theory and practice to teach students in and about digitally mediated culture. Accordingly, this course fosters a critical understanding of the digital and its implication for the development of a technologically driven society. Students will be introduced to digital inquiry and critical practice and explore the ways that the digital transforms knowledge acquisition and production across the humanities, social sciences and sciences. Students will engage in readings and activities that help them form substantive perspectives on the digital's formulation and practice through digital technologies and tools. Students will also experiment with digital methods and tools by building a digital project. This course places an emphasis on engaged learning through online and in-class discussion, digital activities, and collaborative work.

LATN 10500- Accelerated Basic Latin
New Course
Foundational Latin grammar course designed to prepare students to read classical and post-classical Latin in a single intensive semester. Focus on grammar, syntax, vocabulary, and elementary readings. The accelerated Latin course

assumes *no* previous knowledge of Latin and makes it possible for the diligent student to be able to read *any* Latin prose or poetry (with a dictionary) after a single semester. (Upon completion students will be prepared to enroll in Latin 201.)

LC 33800- Language Through Films
New Course
The course critically explores Language(s) via the medium of Cinema where *Language* plays a key role in the film. It is intended to introduce students to the fundamental place language occupies within human experience, to advance knowledge of some of the features of the system of language, develop a sharper ear for language, a better understanding of its nature, and a livelier interest in all its manifestations. The course will be taught in English and films will be shown with subtitles.

MUS 10100- Recitals Class
New Course
Students will regularly attend recitals and presentations of their peers and faculty.

MUS 29200- Music, Media, And Technology
New Course
This course explores the broad dimensions of technology and media as they impact the lives of music and society. Elements of recorded and live music making and performance will be analyzed. An attempt will be made to become more aware of other technologies that hold promise for performance, entertainment, and distribution. The end goal of this course is to have each student become a reflective music consumer, producer, and curator, curious about technological possibilities of media and music, willing to explore its many dimensions.

PHIL 21900- Philosophy and the Meaning of Life
Course Revision- Course Description
Does life have meaning? If so, in what sense? If *not*, does this matter? Does the answer depend on the existence of God and an afterlife? What, if anything, makes existence worthwhile? Might the question – 'does life have meaning?' – be malformed? This course explores these and related questions, as well as answers to them, with the aim of teaching students to think critically and rigorously about matters of perennial existential importance. In previous iterations of this course, readings have been chosen from the following writers: Kierkegaard, Nietzsche, Dostoevsky, Kafka Marcel, Heidegger, Camus, Sartre, Jaspers, de Beauvoir, Ortega, and Merleau-Ponty.

SOC 41100- Social Inequality
Course Revision- Course Title
Examination of systems of class and caste, with special attention to the United States; status, occupation, income, and other elements in stratification.

SPAN 32500- Spanish for Engineering and Technology
New Course
This is an intermediate level course directed towards the use of Spanish in Engineering and Technology professions. It covers specialized vocabulary from the different technical areas, as well as grammar and syntax with the goal of developing speaking, listening, reading, and writing abilities. Students will have the opportunity to apply their skills in practical contexts, including job interviews, internships, formal presentations and communication in the workplace.

Leadership in Liberal Arts

Preeminent Scholarship with Innovative Education

Our Land-Grant Commitment

- *Transformative Discovery*
- *Innovative Undergraduate Education*
- *Preeminent Graduate Education*
- *Influential Societal Engagement*
- *Integrated Diversity and Inclusion*

Strategic Visioning / Planning 2019–2024

College of Liberal Arts

Purdue University

West Lafayette, Indiana

April 2019

Revised CLA Core Proposal   FAQ   4.12.19

The CLA Core Renewal Committee proposes a revised CLA Core Curriculum, the result of its more than yearlong review of the 20+ year old CLA Core Curriculum.

Who created this proposal for a revised CLA Core Curriculum?

Al Lopez, Interdisciplinary Studies. Nancy Gabin, History. Andrew Flachs, Anthropology. Rich Rand, Rueff School. Warren Dukes, Sociology. Keith Shimko, Political Science. Derek Pacheco/Barbara Dixon, English. Felicia Roberts, Lamb School. Elena Coda, Languages and Cultures. Chris Yeomans, Philosophy (committee co-chair). Joel Ebarb, CLA Administration (co-chair, non-voting ex officio)

How is the revised CLA Core Curriculum Plus different from the current CLA Core?

The current CLA Core is organized into 13 themed categories. UCC Plus is divided into four categories: the university core (UCC); Liberal Arts Core I for disciplinary diversity (one course in six different disciplines); Liberal Arts Core II for social diversity; and Liberal Arts Core III for linguistic diversity (proficiency through Level IV in one language).

What does it mean to take one (1) course in each of six (6) different disciplines?

For the purposes of the CLA Core, disciplines are defined by course prefix, rather than by school or department. Example: a student could satisfy this requirement by taking courses with prefixes LAS, AAS, SPAN, ITAL, AD, and DANC. Cross-listed courses are eligible to complete this requirement.

What is the Diversity Selective List?

The Diversity Selective List would include any course on the current *Other Cultures*, *Racial & Ethnic Diversity*, or *Gender Issues* category of the existing CLA Core. New courses could be added or deleted according to CLA Educational Policy Committee policies. The student is required to include one of the courses from the Diversity Selective List in the five courses selected from outside their major for Liberal Arts Core I. A student may take as many courses from the list as they wish as electives.

Who helps the student decide what courses to take? Who keeps track of what courses the student has taken and their progress towards graduation?

The student's academic advisor will work with the student to select the necessary courses. The advisor will alert the students to issues re: pre-requisites and courses restricted to majors-only. Academic advisors assist students with developing a plan to progress towards graduation. In addition, each student's plan of study is built into their My Purdue Plan account.

The revised CLA Core Curriculum requires fewer courses than the current CLA Core. How does that impact our students?

Students may continue to pursue minors, certificates, additional majors, or electives that contribute to their educational and professional goals and help fulfill Purdue degree requirements.

What happens next? How can I be involved?

The proposal is submitted to the CLA Senate for review and possible approval April 16, and then submit to the full faculty for review and ratification immediately afterwards.

When would UCC Plus be implemented?

If approved, the revised CLA Core Curriculum would be listed in the 2020-21 University Catalog. All new beginner students entering the College in Fall 2020 would enter under the revised CLA Core Curriculum catalog term. All CLA plans of study would be modified during the 2019-2020 academic year to reflect the revised CLA Core Curriculum.

What about current CLA students? What college core will they follow?

Current CLA students would continue to follow the CLA Core. If they wish, a student could change their plan of study in order to follow UCC Plus, but this would only occur after a consultation with their academic advisor to determine if the change was in the best interest of the student.

Revised CLA Core   **DRAFT 4/12/2019**

Preamble: The CLA Core is designed to be experiential, informative, and relevant to life in a rapidly changing universe. Course work is integrative and collaborative and fosters insight, understanding, independence, initiative and the desire to reach across divides and redefine our relationship to the peoples and the worlds that surround us.

Category	Qualifying Departments or Courses	Notes
University Core	Human Cultures: Behavioral/Social Sciences Human Cultures: Humanities Information Literacy Oral Communication Quantitative Reasoning Science Science, Technology, and Society Written Communication	The core curriculum is a set of common learning outcomes required of all undergraduate students. It acts as a mechanism by which all Purdue University students share a similar educational experience and, in doing so, achieve a set of common goals. https://www.purdue.edu/provost/students/s-initiatives/curriculum/coreCurriculum.html
Liberal Arts Core I: **Disciplinary Diversity**	1 course in 6 different disciplines within the College of Liberal Arts	Disciplines are differentiated by course prefix. Undistributed credit does not count to satisfy this requirement.
Liberal Arts Core II: **Social Diversity**	1 course from the Diversity Selective List	The Diversity Selective List would include any liberal arts course included in the Other Cultures, Racial & Ethnic Diversity, or Gender Issues category of the current CLA Core. New courses could be added or deleted according to current EPC policies.
Liberal Arts Core III: **Linguistic Diversity**	Proficiency through Level IV in one world language	

Double counting of courses is allowed across the various categories.

All accredited programs whose accreditation is threatened by CLA Core requirements, both professional BAs and BFAs, are exempt from Liberal Arts Core I & II, in order to meet accreditation standards and requirements – EXCEPT for Liberal Arts Core III: Linguistic Diversity, which is still required.

"Degree +" students (students with a second major outside of Liberal Arts) are exempt from the CLA Core.

Rationale:

The College of Liberal Arts is the college of human cultures and languages. It fosters the intercultural understanding of human capabilities and expressions in their varied contexts. The following proposal promotes these aims by adding requirements to the UCC to generate a unified core for the College. In doing so it attempts to restructure the CLA Core in order to promote its original objectives in the new institutional context that has developed since its inception. The CLA Core was the only Core Curriculum governing CLA students when it was established in 1993. In 2012, the University Core Curriculum was established which duplicated many of the categories of the CLA Core. This proposal eliminates this duplication by acknowledging the UCC and then adding additional CLA-specific requirements. These requirements promote the original objectives of the CLA Core: to prepare students for active citizenship in modern pluralistic democracies. In keeping with this mission, the proposal adds to the UCC three different diversity requirements: social diversity, disciplinary diversity, and linguistic diversity.

Executive Summary: Proposed Changes to CLA Bylaws, March 2019

Frequency of meetings:

Four per semester instead of three

Committee makeup:

Student representatives (one undergraduate, one graduate) added to Agenda Committee and Educational Policy Committee.

Nominations and Elections Committee: Specify non-voting representation by Associate Dean for Faculty Affairs, instead of any faculty member appointed by the Dean.

Cleaner language to make sure representation is not concentrated in any department or school.

Establishes system of rotating appointments by department / school heads to ensure student representation on committees

Committee responsibilities:

Specifies deadlines for Curriculum Committee to inform Agenda Committee of items for approval.

Gives Nomination and Elections committee responsibility for supervising heads' appointment of student representatives for CLA committees.

2.08.10 The *Nominating and Elections Committee* shall consist of five senators elected by the senate at the last (April) meeting of the academic year, <u>and the Associate Dean of Faculty Affairs (without vote).</u> Members shall serve for two-year terms, tenure being so arranged that the terms of two senators expire in one year and the terms of the other three the next year. The committee will designate its own chair. No department or school will have more than one member of this committee.

2.08.11 Duties and Responsibilities. The Nominating and Elections Committee shall nominate members to committees and councils of the senate and college and conduct all college elections. <u>It shall establish a rotation order for departments and programs to select year-long student representatives, and will communicate the departmental selections to the relevant committees.</u>

2.08.12 Conduct of Elections. The Nominating and Elections Committee shall organize senate leadership elections <u>during the last (April) meeting</u> of the academic year. Candidates for the position of vice-chair and, where necessary, faculty chair will be asked to address the senate before voting takes place by secret ballot.

2.08.20 The *Agenda Committee* shall consist of the senate chair, the senate vice-chair, two senators elected by the senate at the last meeting of the academic year, and a graduate student and undergraduate student. The dean or their representative shall be an *ex officio* member of this committee. Senators shall be elected so that the term of one expires in one year and the second in the following year. The vice-chair shall serve as the Agenda Committee chair. Student members are selected for one-year terms on a rotating basis by heads of departments or schools.

2.08.21 Duties and Responsibilities. The Agenda Committee shall prepare an agenda for each session of the senate and for each of the two regular faculty meetings. All documents that are to be submitted to the senate shall be submitted to the Agenda Committee for agenda assignment.

The Agenda Committee shall receive communications from any member or group of members from the CLA community who wish to present a proposal before a meeting of the senate. This communication may be placed on the agenda or referred to an appropriate committee.

3.10 The *Educational Policy Committee* shall consist of seven members of the faculty, six elected by the CLA senate and one to be appointed by the dean, as well as a graduate and an undergraduate student. No department or school shall have more than one faculty member serving on the committee; no department or school shall have more than one student serving on the committee. The chair will be elected by the committee and may not be an administrative member of the faculty. Faculty member**s** will serve three-year staggered terms. Student members are selected for one-year terms on a rotating basis by heads of departments or schools.

3.21 Duties and Responsibilities. The Curriculum Committee shall be concerned with the evaluation of new courses and programs; revisions of existing courses and programs, areas, majors, minors, and certificates; and keeping the offerings of the different departments and schools up-to-date. The Curriculum Committee will provide to the Agenda Committee proposed curricular changes (including titles, course descriptions, and learning outcomes) at least two weeks prior to the faculty senate meeting at which they will be presented.

3.40 The *Faculty Affairs Committee* shall consist of seven members of the faculty, six elected by the senate and one to be appointed by the dean. <u>No department or school shall have more than one faculty member serving on the committee.</u> Faculty members elected by the senate, or appointed by the dean, do not have to be members of the senate. The chair will be elected by the committee and may not be an administrative member of the faculty. The faculty will serve three-year staggered terms.

3.60 The *Grade Appeals Committee* shall consist of sixteen members (eight members of the instructional faculty, four undergraduate students, and four graduate students). Four members in the faculty category shall be elected annually by the senate in its April meeting. Their terms will begin at the start of the succeeding academic year. <u>Student members are selected for one-year terms on a rotating basis by heads of departments or schools.</u>

Dean's Report

So long, farewell!
It's been real.