

Minutes: November 8, 2022

College of Liberal Arts Faculty Senate

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

Prepared by Ian Lindsay, Secretary <ilindsay@purdue.edu>.

Approved by Faculty Senate, December 6, 2022.

Roll

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

Guests: Matthew Allen, Dorsey Armstrong, Jamin Asay, Stephanie Ayala-Chittick, Melanie Beasley, Josh Brewer, Sherri Briller, Kristina Bross, Gaby Byrd, Elena Coda, Stacey Connaughton, Marlo David, Fritz Davis, Bradley Dilger, Joel Ebarb, Elaine Francis, Wei Hong, Sorin Matei, Trent Mize, James Mollison, Sarah Nestor, Michael Nichols, Ashley Purpura, Nick Rauh, David Reingold, Melissa Remis, Linda Renzulli, Tony Silva, Stacy Sivinski, Lori Sparger, Holly Tittle-Hudson, Tulin Tosun, Jody Watkins, Peter Watkins, William White, Kirke Willing, Laura Zanotti.

Senators absent: Browning, Clair, Harris, Marsh, Parrish, Powell, Rand, Sypher, Veldwachter, Yeomans

Professor Brian Kelly present as alternate for Beth Hoffman (Sociology); Prof. Andrew Flachs present as alternate for Sen. Amanda Veile (Anthropology); Prof. Robert Marzec present as alternate for Sen. Nancy Peterson (English); Prof. Dwayne Woods and Swati Srivastava present as alternates for Sen. Ann Clark and Melissa Will (Political Science).

1. Approval of the Minutes

Chair Johnston presented the minutes from the meeting of October 4, 2022.

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

2. Chair's Remarks – Dr. Michael Johnston

Chair Johnston opened the meeting by welcoming everyone to this Full Faculty Senate meeting, and introduces himself, Vice-Chair Kaufmann-Buhler, and Secretary Lindsay to the general faculty. He also emphasizes that though we traditionally have a Full Faculty meeting each semester, faculty are welcome and encouraged to attend all meetings of the Senate. Johnston provided a brief update on some activities on outstanding issues addressed in prior meetings. He noted that issues regarding Paid Parental Leave researched by the DEI committee will likely move forward under the Faculty Affairs Committee to develop some concrete proposals in concert with HR and Wei Hong's office. The hiring issues are ongoing as well, and the Senate may convene an ad hoc committee to discuss current hiring practices with the heads and the dean to develop a list of best practices, so there are no surprises about how these hires unfold. In addition, Dean Reingold has agreed to do a QA next spring, and we collect questions for that via a dedicated Qualtrics link. We had planned to have Provost Jay Ackridge join us for a conversation at our February meeting, but with the recent announcement that he is stepping down prior that date, it's not likely that will be happening. Next semester, the Senate leadership would also like to invite Purdue's lead legal council to discuss decision chains at the University level, regarding construction projects and funding streams.

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

3. Dean's Report

a) Kirke Willing: 2022 Annual CLA Financial Report

The College had an ending balance of \$8 million in FY 22, compared to \$3million the prior year. This resulted from a combination of lower costs from travel and hospitality, the lingering effects of hiring freezes, and not having to return money to the university. Study abroad, summer teaching, and enrollment growth help to grow revenue for CLA, close to \$84 million. Salary and wages for TT faculty have decreased while those for contingent faculty have increased. Much of our expenses involve resuming hiring, restarting grants and support, and the unusually high 4% merit pool, surplus will go toward startup for new folks too. The college has been frugal and responsible, which puts us in this position moving forward.

Questions/Discussion: Sen. Elena Benedicto asks if we are in a good budget position, how is that going to impact hiring of new graduate students, faculty raises, and other things that were cut during the pandemic. Will some of those things cut be coming back? Kirke responded that how the money is spent is up to the dean, so he defers to him on those questions. Chair Johnston suggests this could be a question for the QA with the dean in spring.

Prof. Elaine Francis asks how many of the current faculty searches are Tenure Track? Willing thinks the majority are TT, but some are clinical. Chair Johnston also says these can also be addressed during the Dean's QA in spring.

Sen Will Gray asks about the study abroad revenue, and do we want to be earning money off of this? Could we not instead lower the costs of these programs to make them more accessible to more students? Willing responds that these are actually net zero programs, since the funds go to the expenses of study abroad, which is always the goal.

A copy of [Willing's slide presentation](#) is available on the Senate website, and faculty are encouraged to share them with their departments.

4. Committee Reports

a) *Curriculum Committee Report*-presented by Assoc Dean Ebarb ([proposed course changes available on CLA Faculty Senate Website](#))

Ebarb presented the new concentration in Anthropology, and new Digital Criminology BS degree, proposed by the Curriculum Committee in place of Committee Chair, Sen Amanda Veile. Reminds everyone to review these before the meetings. Ebarb summarized the short list of changes, and Chair asked for amendments (none suggested) and then a motion to approve. Seconded by Flachs.

Chair Johnston suggests votes taken by voice vote. No objections.

Seconded: Sen Flachs

Discussion: Sen Benedicto says she couldn't see the Curriculog docs and asks for clarification in change from BA to BS in Criminology major. Sen. Flachs also asks if we are now a College of Arts and Sciences (Ebarb says no). Ebarb suggests Prof. Renzuli (Head of Sociology) can answer the BA to BS transition. She says the big difference is the BS major requires more natural science and tech specialization than the BA, including coding and cybersecurity, which is then linked to sociological theory. In most Sociology programs, you can be either BA or a BS, so it brings us in line with national trends and shows employers and grad programs that students have these skills.

Chair Johnston puts changes to a vote via voice vote. No negative votes, so motion passes.

b) *DEI Committee Report – Presented by Committee Chair Andrew Flachs*

Sen Flachs noted that DEI committee is still working on major report on sexual assault/harassment and says he's returning to us with some suggested courses of action in light of additional reporting by the University Senate and Student Government. DEI Committee identified some actionable suggestions for Senate consideration that may align with ongoing moves at the college that might require further exploration:

- 1) Develop a campaign of signage, posters, and other media (similar in scope to Protect Purdue campaign) aligned with pp.13-14 of University Safer Report policy, in coordination with other university bodies
- 2) Specific language to be used in syllabi that would define harassment and outline specific consequences for such behavior, and where to report it
- 3) Messaging and workshops that takes the onus off the victims and more on the perpetrators. The dean's office signaled support for developing a 'decision tree' type flow chart to visualize reporting mechanisms, but there is some concern among Purdue offices that certain would-be perpetrators are "targeted" by such workshops. How do you identify potential perps for such a workshop?

Sen Flachs recognized that this is imperfect language at this point, but these are issues the committee felt warranted further action. He's asking for help from the Senate to determine the best framing for these concerns, and that such action could position Purdue as a leader in student safety given that sexual harassment and assault are widespread on university nationwide.

Another issue is one of how URM faculty feel about climate and retention, and the committee wants to align with other groups on campus who are doing similar studies that remain siloed in various committees and offices. Some points of committee discussion on how to better understand how the Senate can support and serve underrepresented and minority faculty:

- 1) Conduct a study to understand the scope of faculty experiences and concerns about climate (though many may already feel similar studies in the past of gone nowhere). Some studies in this area are already happening at the university level.
- 2) Will that be traumatic for URM faculty, or repeat work already done?

- 3) Can this lead to structural changes and have an impact. As the only college with a Senate, the hope is we would not just collect information but come up with a path to structural change to act on this information.

He provided links to recent scholarship behind trainings and other DEI issues that might guide our work in this area:

https://www.chronicle.com/newsletter/race-on-campus/2022-10-25?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_5383481_nl_Academe-Today_date_20221026&cid=at&source=&sourceid=

<https://link.springer.com/article/10.1007/s11162-022-09712-9>

<https://static1.squarespace.com/static/52aa1677e4b069d1317f42d0/t/5a00d12d652deaa2d80a71ce/1510002990127/OMeara+%282014%29+To+Heaven+or+Hell.pdf>

Questions/discussion: Chair Johnston says we'll email these to the Senate to think about this more, and we can discuss this further.

5. Old Business

a) *Cornerstone Discussion with Dean Ebarb and Senator Melinda Zook*

Assoc Dean Ebarb and Sen Melinda Zook guided us through the questions sent to them from the Senate about Cornerstone. Zook briefly summarized the Cornerstone program, and they tag team back and forth on responses and follow-up discussion. Below is a summary of the conversation, but their [full written submission is also available on the CLA Senate website](#).

Q1: Hiring. A: The percentage can vary based upon the hires in any given year. Among new faculty hires for Fall 2022, 83% will have a teaching obligation in Cornerstone. In general, the contracts for all new faculty have 50% of their teaching obligation in Cornerstone. There are exceptions for those whose area of expertise falls into disciplines such as the applied arts.

Q2: Percentage of TT/non-TT faculty. Cornerstone operates below the university cap of 15% clinical faculty, since they have 11.6%. Zook refers to them as “teaching faculty”, since they are not to be confused with adjuncts or continuing lecturers as is often done. In fact, their positions are similar tenure-track faculty, except those of us with tenure track positions teach less and are primarily evaluated on scholarship; they teach more and are primarily evaluated on teaching. Like tenure track faculty, teaching faculty can be promoted from assistant to full; they too receive merit raises, along with same benefits, job security; rights, obligations, and protections.

Q3: Impact on obligations in home departments. Each semester Ebarb and Zook make sure teaching needs are met in the department. Sometimes limited term faculty are hired to fill gaps if faculty are needed in home dept. Heads can appeal to Ebarb and Zook if there is they need to hold someone back to teach in home dept. In terms of promotion, Zook put together a doc where instructors can represent their efforts on a Form 36.

Q4. Governance. How can teaching faculty raise concerns they have in the classroom to access support? Ebarb says Cornerstone faculty receive the same institutional support as non-Cornerstone faculty. At the Cornerstone Orientation and Retreat at the beginning of the fall semester, all faculty participating in Cornerstone received training on how to handle a wide variety of classroom issues. They were also introduced to Briggitta August, Director of Diversity and Inclusion Initiatives. In addition, Cornerstone has a mentorship program for both visiting instructors and clinical faculty who are full-time in the program, providing them with further support and guidance. Cornerstone faculty can go to either Zook or Ebarb, but they can also go to Wei Hong, or can go to the Peter Hollenbeck, and Inst Equity office at higher levels. Ebarb emphasizes that he wants to make sure faculty feel supported.

Q5: Academic Freedom. Some faculty have voiced concerns that Cornerstone limits what they can teach and that syllabi are reviewed. Zook says she does review them to make sure they follow guidelines and learning outcomes adhere to Cornerstone mission. Asks us to remember that the courses are assessed every 5 years, and so learning outcomes need to be aligned with UCC. So the reviews are administrative in nature.

Questions/Discussion: Sen. Flachs thanks the presenters. Asks if Cornerstone on a growth model, or will there be a time of peak Cornerstone and stop growing? Ebarb says growth in Cornerstone is tied to the growth of the university enrollments, which are growing. Demand has grown together. Asks Lori Sparger for numbers: 796 students currently enrolled in the Certificate. About 200 have completed the Certificate. Mentions that Krannert is also interested in participating in Cornerstone.

Chair Johnston reads a question directed anonymously to him via the chat: how are the syllabus reviews happening? Zook says that she gets it and reviews it, and she says never disapproves a syllabus, but if there are clarity issues she may help the faculty shape the learning objectives to follow the guidelines.

Another question from the chat is why TT faculty in Cornerstone so low? Zook says they are not low. They teach less because they teach fewer courses in the academic year. But lots of participants.

Sen. Daniel J. Olson (SLC) asks for clarity on what the guidelines for the syllabus are that receive scrutiny. Zook answers that certain basic elements are needed in the syllabus asked for by UCC, and she makes sure they have attendance policy, and things like that.

Dean Ebarb jumps in to remind them that clinical/teaching faculty are in fact faculty, not “less than.” Lecturers are considered staff, but teaching faculty are considered and treated like faculty. The more we hire full time faculty, the lower the number of LTL and visiting instructors will go.

Another question from the chat: Do heads have flexibility in assigning faculty to teach in Cornerstone if one of the usual Cornerstone instructors can't do it. Zook says as long as they are trained to teach SCLA, they could swap out. Ebarb says the heads have long asked for a quota each department has, so they can decide how to apportion that labor based on teaching needs. He

say he works with the head, but they do need to be trained Cornerstone faculty, not just sending anyone in the department.

A final quick comment in the private chat, asking for a way to find that master list of texts suggested by the program.

6. Vote on Winter Graduates

Assoc Dean Ebarb says this is a formality, so that each Senator can review the list and the faculty can approve. He makes a motion, Sen. Woods seconded. No 'nay' votes, so the motion passes. The slate is officially approved.

7. New Business

a) Submit Questions for the Dean via Qualtrics (Q&A in January).

Chair Johnston reminds Senate we will circulate the survey before the semester break, so the Dean will have them over the break and we will hear from him in January. Reminds everyone the importance of sharing out our discussions with faculty colleagues in home dept.

8. Adjourn

Chair Johnston entertained a motion to adjourn at 5:00pm.

Motion to adjourn by Sen Wood, seconded by Sen Bulow.