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.

Announcement:
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

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 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).

Discussion:
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**
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:

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<th>Date</th>
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<td>Jan 28</td>
<td>Complete proposal</td>
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<tr>
<td>Early Feb</td>
<td>Share with CLA</td>
</tr>
<tr>
<td>Mid Feb – Early March</td>
<td>Online survey and 3 forums (faculty, students, staff)</td>
</tr>
<tr>
<td>March 19 (full faculty):</td>
<td>Submit to CLA senate for review and approval</td>
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<tr>
<td>Late March:</td>
<td>Submit to full faculty for review and ratification (will need to find out what exact process for approval and ratification is)</td>
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IF, above all goes well, then to prepare for the 2021 catalog:

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<td>June 1, 2020:</td>
<td>Publish CLA plans of study to reflect revised CLA Core and any POS modifications made by academic units</td>
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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 next 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
Hi!

CLA Faculty Senate
15 January 2019
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.
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:

JOIN, or DIE.

Please
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).

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 not 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.
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

Purdue has advanced an ambitious agenda that will place us among the great academic institutions of the world: Purdue Moves.

The challenges are extraordinary, but our resolve is stronger. Through these ambitious measures — affordability and accessibility, online education, STEM leadership, world-changing research and transformative education — we will forge our path of innovation, achievement and growth, and harness the unstoppable power of Purdue.
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 as a whole 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

Tentative date: 2/28, 10:30-12:00

(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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CLA Core Renewal Proposal Preview DRAFT

• University Core
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  • Must include 1 course from a Diversity Selective list
• Linguistic Diversity – proficiency through Level IV in one language
• Organized around courses, not credit hours
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