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 will 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
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, Marcel 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.
What is Service Learning?

Service learning (SL) is a system of service approaches that are defined at Purdue University as a framework that combines academic learning with community engagement to promote social change. It is a teaching and learning strategy that integrates formal classroom instruction with practical experience in a community setting. Service learning is a form of experiential education that allows students to learn from real-world situations and to apply theoretical knowledge to practical problems. It is an opportunity for students to engage in meaningful and purposeful service activities while developing leadership skills, improving critical thinking abilities, and gaining a deeper understanding of social issues.

Examples of Service Learning

Service learning can take many forms, including community service, internships, research, and creative projects. Examples of service learning projects include:

- Participating in a community outreach program where students provide educational support to local children.
- Volunteering at a local animal shelter to provide care for animals in need.
- Participating in a service learning project that involves designing and implementing a new program to address a community need.
- Undertaking a research project that explores a social issue and proposes solutions.

Resources for Service Learning

Purdue University offers a variety of resources to support service learning projects, including:

- The Office of Service Learning and Community Engagement, which provides guidance and support for service learning initiatives.
- The Center for Service Learning and Community Engagement, which offers workshops and resources for faculty and students.
- The Student Affairs Office, which supports service learning through partnerships with local organizations.

Engagement Continuum

The engagement continuum is a model that describes the levels of engagement in service learning. It includes:

- Core Engagement: Students are engaged in a project that is directly related to the course content.
- Extended Engagement: Students are engaged in a project that is related to the course content but is not directly tied to the academic program.
- In-depth Engagement: Students are engaged in a project that is not directly tied to the course content but is related to the academic program.
- Intensive Engagement: Students are engaged in a project that is not directly tied to the course content and is not related to the academic program.

Service Learning Project: Kayapo Media Making

This service learning project is part of the ARTH 418 Indigenous Peoples Conservation and Development course at Purdue University. The project involves creating a media center in the Kayapo community in Brazil. The project is supported by the Kayapo people and is aimed at empowering the community through education and media literacy.

Background

The project is focused on providing the Kayapo community with the tools to produce media content that can be used for education and cultural preservation. The project is supported by the Kayapo people and is aimed at empowering the community through education and media literacy.

Objectives

- The project aims to provide the Kayapo people with the skills and resources needed to produce media content that can be used for education and cultural preservation.
- The project is aimed at empowering the community through education and media literacy.
- The project is supported by the Kayapo people and is aimed at providing the community with the tools to produce media content that can be used for education and cultural preservation.

Process

- The project began in 2016, with the establishment of a media center in the Kayapo community.
- The project continued in 2017, with the establishment of a media center in the Kayapo community.
- The project continued in 2018, with the establishment of a media center in the Kayapo community.

Challenges

- The project faced challenges related to the lack of available resources and financial support.
- The project faced challenges related to the lack of support from the local community.
- The project faced challenges related to the lack of support from the local government.

Partners

- Aliko Dangote
- UFU
- Flavio

Next Steps

- The project will continue to support the Kayapo community in their efforts to produce media content and to empower the community through education and media literacy.
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The Purdue Peace Project: Promoting Peace Through Locally Led Initiatives in West Africa

Dr. Stacey L. Connaughton, Dr. Lilian Yakowa, Jasmine Linsabury, Jessica Pundy, Jennifer Paoletti, Neva Stremberger, Daniel Bin Mustafa Kamil, Meghan Rawai, Erica Timmons

Liberia

Ghana

Nigeria

The Purdue Peace Project (PPP) connects everyday citizens to help them address immediate drivers of political instability in their communities, PPP assesses and leverages the effectiveness of these initiatives in their efforts to bring about peace. Grounded in social science, we continuously monitor and evaluate our projects to maximize our impact. Then, we share our experience and best practices with scholars and practitioners around the world.

For more information, contact Dr. Stacey Connaughton, Associate Professor, Brian Lamb School of Communication, at stacey_connaughton@purdue.edu.
Website: ch.journal.purdu.edu/ppp/index.html.
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

Mitch Daniels
President