

Minutes: October 5, 2021

College of Liberal Arts Faculty Senate

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

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Approved by Faculty Senate November 9, 2021.

Roll

The meeting was convened using Zoom at 3:33pm by Senate Chair Patricia Boling, who acknowledged the First Peoples.

Guests: Joel Ebarb, Arne Flaten, Erika Gotfredson, Tammy Hare, Wei Hong, Sorin Matei, Lori Sparger, Jen William, David Williams, Kirke Willing.

Senators absent: Channon, Kelly, Lindsay, Parrish, Reimer.

Professor Ashley Bellet present as alternate for Senator McNamara.

Professor Andrew Flachs present as alternate for Senator Lindsay.

1. Approval of the Minutes

Boling presented the minutes from the meeting of September 14, 2021.

Boling noted “hired” should be replaced by “authorized” in 3.b question 2 (page 2).

Senator Clawson noted the Political Science hires were not equity hires. Senator Woods agreed. Senator Dilger will modify 3.b Q&A (page 3) accordingly.

The minutes were approved, with corrections noted, by voice vote.

2. Chair’s Remarks – Dr. Patricia Boling

Boling asked the Senate to consider two issues.

First, she is concerned about an erosion in faculty governance at Purdue, where top down decision-making, such as in determining language in job advertisements, is more common, making searches “less collegial and less participatory.” She hopes the Senate will be able to consider these changes and act on them.

Second, Boling noted the student demonstration protesting a lack of university response to recent sexual assaults at the October 1 Purdue Board of Trustees meeting. Women protesting objected to weak punishments and blame-the-victim language, and created social media with the #MeToo hashtag. Boling observed that the University Senate is in communication with the leaders of the protest. She praised the students for their courage and the *Purdue Exponent* for its coverage. Boling asked the Senate to share their thoughts about possible action and promised a follow-up.

3. Dean's Report

The dean's report was presented in two parts.

3a. CLA Annual Financial Report: Kirke Willing, CLA

CLA Director of Financial Affairs Kirke Willing shared information about CLA finances.

Willing summarized CLA financial affairs as strong despite pressures from the Covid-19 pandemic, noting that his presentation is intentionally similar to previous years to facilitate comparison.

While CLA saw a decrease in FY21 revenue to \$70.8 million, we retained a \$3 million surplus. A surplus is also expected in FY22, at \$1.8 million.

We can expect revenue to increase for FY22: (1) no allocation return; central funding for (2) merit increases, and (3) instruction, due to enrollment increases; (4) study abroad restart. Willing projects FY22 revenue of \$79.2 million.

Summer teaching generates quite a bit of revenue; that was up \$600,000 from FY20 to FY21.

Spending was down in FY21, driven by four things: (1) continued decreases in numbers of graduate assistantships; (2) resultant decreases in fee remits, salaries, and wages; (3) travel and hospitality, because of pandemic restrictions, including lack of study abroad; (4) a University-ordered pause in repair and rehabilitation (R&R).

Travel, events, study abroad, and R&R are all slowly resuming, so we can expect expenses for FY22 to be higher than FY21. Increased hiring will also mean higher expenses, though some are offset by central funding.

New spending includes resuming faculty and graduate student support programs (Aspire, Promise, Engage and Create; \$775,000) as well as the Research Academy and Center for Arts and Humanities being created following the CLA Strategic Plan (\$300,000 each).

The floor was opened for questions.

Clawson thanked Willing for his presentation, and asked if the \$600,000 allocation for the Research Academy and Center for the Arts & Humanities was one-time or reoccurring. Willing answered that it was one time seed funding; future funding would be up to Dean Reingold.

Willing's slide deck is available on the Senate web site.

3b. Questions for Dean Reingold

Boling moderated a Q&A with Reingold, asking questions drawn from those presented to the CLA Agenda Committee via the Qualtrics submission form on the Senate web site. After each question, senators and guests had the opportunity to ask follow-up questions.

Question one: Please let us know the number and type of lines that went to each department or unit in the CLA, preferably in advance of the Senate meeting on October 5th.

Reingold shared the information:

Department	#	Hiring includes...
Anthropology	3	One clinical
Communication (Lamb School)	2	One split (PoliSci)
Design, Art, & Performance (Rueff School)	6	One split (Cornerstone)
English	0	
History	3	
Interdisciplinary Studies (SIS)	1	
Languages & Cultures (SLC)	0.5	Split with Engineering; FY21 budget
Philosophy	4	
Political Science	8	Two full, one split (Comm)
Purdue Bands & Orchestras	0	
SCLA (Cornerstone)	8	All clinical
Sociology	7	One full, one clinical, one cluster
TOTAL	42.5	

Reingold noted many of these hires include a Cornerstone teaching component.

Boling noted the number of hires had increased from 40 to 42.5.

Professor Jen William noted the SLC hire was on the FY21 budget.

Question two: It seems that the job descriptions for the current searches are being written at the level of the Dean's Office and not in the departments, which infringes on faculty autonomy. Why is that?

Reingold said he didn't think that was true. He believes the process is the same, with heads writing positions sent to the Dean's Office for approval. There is a lot more campus-level standardization due to new business procedures (SuccessFactors).

Senator Clawson asked who proposed the free inquiry language added to the announcements. Reingold explained it was added by a department, then he adopted it as standard language.

Senator Clair asked if contributions to WC and OC requirements by English and Communication (ENGL 106 and COM 114 respectively) were being counted in the same way as Cornerstone (SCLA 101 and 102). Reingold answered no, because the classes in those departments were taught mostly by graduate students.

Question three: It appears that the college wishes to shrink the departments of English and SLC. Is this a good idea at an R1 university? What does this mean for the foundational place of the humanities at the university? How were CLA faculty consulted about these decisions? How does this compare with our peer institutions?

Reingold answered that English and SLC were both very large, with the Rueff School as the three largest. Thinking of the humanities (English, History, Philosophy, SIS, and SLC), social sciences (Anthropology, Communication, Political Science and Sociology), and the arts (Rueff School),

there are currently 137, 86, and 38 faculty respectively. New hires will change that to 145, 105, and 44. He feels these numbers are well balanced and reflect key hiring criteria (majors and research impact).

Looking at peer institutions, elite private schools do not have large departments. There is more variation in public peers. For him, the Ivy League demonstrates the potential for a small faculty to have impact.

Senator Flachs asked if distribution in credit hours is driven by advisor suggestions for coursework. Reingold answered that was very difficult to measure, and asked Executive Associate Dean Ebarb to comment. Ebarb affirmed it is hard to measure, but CLA is aware of the influence advisors can have and has been trying to collaborate with them to build good relationships.

Senator Johnson-Sheehan said he was not sure how to see the English department not being shrunk. He noted its diversity and level of outside commitments in service courses such as professional writing and faculty administration such as OEPP. Retirements are making it hard to staff courses. He suggested balancing department size was not a good metric.

Reingold pointed out some units allied with English like the Writing Lab are actually administered out of the dean's office. He acknowledged that credit hours are not used as a metric for resource allocation at Purdue, though it would benefit some units. He noted that English has about 80 instructional staff, the largest in CLA.

Boling asked Reingold to say more about how faculty were consulted in these decisions. Reingold answered that heads consult with faculty and deliver requests to CLA, and he makes the allocation decisions assuming heads will represent the interests of faculty given their approach to department governance.

Boling observed that her department, Political Science, used strategic planning to do that work. Reingold noted that implementation of the CLA Strategic Plan approved in Spring 2019 was halted by the pandemic, but would be resuming immediately, including the approval of the Research Academy and Center for Arts and Humanities noted earlier by Willing. A steering committee among heads is being convened.

Question four: How many Cornerstone faculty appointments are there? How many are clinical, teaching professors, or limited term lecturers, and how many are tenure track? How many faculty have split teaching appointments between Cornerstone and their departments?

There are 74 faculty affiliated with Cornerstone: 7 clinical faculty, 45 tenured or tenure track, and 22 visiting faculty, including one limited term lecturer (LTL). 13 of the tenure track faculty split teaching between Cornerstone and tenure homes. With 35 of the new faculty teaching in Cornerstone, next year, the total number will be above 100.

Question five: We are interested in the allocation of resources to the Cornerstone program for which there seems to be little transparency. Departments have to make adjustments for their own courses and requirements. Where is the faculty voice in allocating resources between Cornerstone and departmental needs?

Reingold answered that Cornerstone administrative needs were modest, with a staff of 3. The bulk of the cost is faculty. He said that resource allocations were challenging and he took pride in keeping CLA in the black every year of his tenure.

Senator Leverage asked why Cornerstone had few limited term lecturers (LTLs) while English had 80. Reingold clarified that English did not have 80 LTLs, but 80 instructional employees overall. CLA has been trying to implement a step system to recognize lecturers' achievements by offering opportunities for promotion. He asked Ebarb to say more. Ebarb noted that enrollment growth has outpaced hiring and CLA's ability to create permanent positions. Also, CLA deliberately uses a variety of staff types to offer flexibility in balancing high delivery areas.

Professor William noted SLC has 27 FTE in continuing lecturers and 10 FTE in LTLs.

Reingold observed that getting collective input in decision-making can be challenging in a diverse college. He thought the budget report was one example of increased transparency about the financial position of CLA.

Senator Gray praised CLA for providing the financial report.

Boling thanked Reingold for answering the Senate's questions. Reingold thanked the Senate for thoughtful questions and invited more in the future.

4. Old Business

Boling noted that future Senate meetings would address the implementation of the CLA Strategic Plan approved in Spring 2019.

5. Committee Reports

Senator Viele presented for the Curriculum Committee, reviewing the curriculum changes delivered to the Senate in advance of the September 14 meeting. A copy is available on the Senate web site.

Motion to approve by Senator Davis, seconded by Senator Bulow. There was no discussion.

Motion carries 23–0. The curriculum changes are approved.

Senator Peterson reminded the Senate of the need to fill the seats on the Diversity, Equity and Inclusion (DEI) committee. She emphasized the critical importance of this committee and noted working with CLA to fill seats. She asked the Senate to nominate faculty and students to serve by emailing her (njp@purdue.edu), and reminded the Senate that anyone in CLA could serve. Senators should look for an email reminder from Peterson.

The floor was opened for questions. The Senate had none.

6. New Business

Boling presented an issue shared with the Agenda Committee via Qualtrics:

A major issue with our college is in recruiting and retaining a diverse and talented faculty. One aspect of this issue is with our parental and family leave structure. Parental leave is currently highly variable across the college with much discretion

going to unit heads. Our peer institutions offer faculty full semester leaves when they grow their families, but many units within our college offer only the six week Family & Medical Leave Act (FMLA) option, requiring combinations of overloads, returns to teaching regardless of childcare coverage, or asking other members of the department to cover courses.

Could the Senate act to create a consistent family leave policy applied equally across the college that is cognizant of the difficulties (and pedagogical futility) in teaching ten weeks of a sixteen week class, the power imbalances of asking faculty to cover classes, and the ways in which Purdue falls short of peer institutions in making this a desirable place to work?

She asked the Senate to consider this issue and seek guidance from colleagues about it. Boling will refer the question to the DEI and Faculty Affairs committees for further study, with the possibility of creating an *ad hoc* committee.

The floor was opened for questions or comments. The Senate had none.

Boling reminded the Senate to [use the Qualtrics form](#) to share ideas for future discussion and action with the Agenda Committee.

7. Adjourn

Boling suggested adjournment at 4:56pm.

Motion to adjourn by Davis, seconded by Clawson.

Adjournment was approved by voice vote.