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

Minutes by Nush Powell, Secretary

JUST THE HIGHLIGHTS REEL

1. Approval of the minutes from the September 10, 2019 meeting
With no discussion or corrections, the minutes are entered as read.

2. Announcements and Chair’s Remarks (Stacey Connaughton):
   - We are delighted to report that the SVP implementation process is well underway. A number of task forces are being convened. Lori Sparger will be convening the task force committees next week.
   
   - **Full faculty meeting is next month, Nov. 19.** Dr. Theresa Mayer, our new EVPRP, will be attending. To showcase the liberal arts while she’s here, we would like to have posters and, if desired, A/V presentations from each department to display at our meeting.
   
   - Also at the **Nov. 19th meeting**, Kirke Willing will give his annual CLA fiscal presentation.
   
   - We have just received the Cornerstone Annual Report. Joel Ebarb is willing to take questions at the **November 19th meeting**. He requests that, if your questions will require additional research on his part, you please email them to him at least a few days ahead of the meeting.
   
   - COACHE survey: we had a report from Jessica Huber last year & will make those slides available to our current senators, and then pursue a further COACHE presentation if it is deemed desirable.
   
   - Finally, if there are matters you’d like us to take up, please tell us. We are your senate.

3. Dean’s Report and Discussion (David Reingold): Topic: external grant activity.
   - First, Dean Reingold notes that the CLA is proud to be the recipient of a planning grant from the Lilly Endowment to help us think through developing curriculum related to professional ethics, artificial intelligence, and big data.
   
   - Data: CLA Award Amount by Fiscal Year (source: Purdue’s data digest). The trend line suggests a stepwise decline in the amount of research monies coming into the college.
Purdue has brought in over $600 million in external grants this year, and that number is going up, even as ours declines. We are a small part of the overall picture, but we must remain active in that space.

- We do have institutional support for grant writing at this university, designed to work with faculty to reduce barriers: SPS (Sponsored Program Services), https://www.purdue.edu/business/sps/
- Martha Weise Peredo can work with the CLA: MAWeise@prf.org
- DR: If you have further thoughts, please share them with me. How do we approach the faculty mentoring question? We don’t want to undermine the role of heads or colleagues, of course.
- Stacey Connaughton: I will say that Kris Bross and I have had great luck working with Kim Powers in SPS. Highly recommend her. (765) 496-0159; powersk@purdue.edu

4. Standing Committee Business:

Educational Policy Committee: April Ginther (chair)

- We require that core courses be offered every third semester—quite a few on the core Diversity list haven’t been offered in several years.
- At the moment, the EPC is not actively excluding courses, but we believe that it’s important for departments to make ethical decisions about infrequent courses to ease the difficulties of students and their advisers.

Curriculum Committee: Taylor Davis (chair)

We have a list of courses, small changes, and one certificate.

- ENGL 110 (Introductory English class for international students: registrar asked us to remove the prerequisites)
- ENGL 390: practicum in tutoring writing (currently 2 credits). Desire is to change to 3 credits in WL; Purdue NW wants a 1-credit option—so now it’s going to be variable credit to accommodate both.
- Business French (2 courses): increased prerequisites
- GER 205: approve new course—accelerated intermediate German (201+202 in one semester)
- HIST 31205: new course, The Arab-Israeli Conflict
- MUS 351: new course in studio piano, a 2-credit practice course
- Certificate in Science, Technology, and Society (STS): 15 credit hours with one required course (ANTH 210) and three more courses with a breadth requirement. Final 3 credits are a research project in the home department with an advisory committee.
Motion to approve slate carries unanimously.

5. Presentation on CLA Pre-Law Summer Camp (Derek Pacheco):

Careers in Law (1 week, 1-credit summer camp): recruitment initiative.

- We’re in the get-the-word-out phase. If you think your unit would be interested in participating, please bring it to your head or associate head.

- Derek is asking for interested programs to develop one active learning module, to be delivered twice in about an hour. We’re planning for two sections of 20 students.

6. Old Business (5 minutes)

None

7. New Business (5 minutes)

None

9. Adjournment

Motion to adjourn is made by Nush.
Shannon seconds.

And we’re done!

(Full) Minutes by Nush Powell, Secretary

1. Approval of the minutes from the September 10, 2019 meeting
With no discussion or corrections, the minutes are entered as read.

2. Announcements and Chair’s Remarks (Stacey Connaughton):

- We are delighted to report that the SVP implementation process is well underway. A number of task forces are being convened, and their co-chairs are as follows:

  Research Academy
  Co-chairs: Jill Suitor and Cherie Maestas

  Center for Arts and Humanities
  Co-chairs: Arne Flaten and Jennifer Freeman Marshall

  Faculty Mentoring (Charged with identifying opportunities to improve faculty mentoring of graduate students)
Co-chairs: Melanie Morgan and Ken Ferraro

**Experiential Learning Programs**
Co-chairs: Al Lopez and Derek Pacheco

**Acknowledging Engagement** (Charged with identifying opportunities to generate awareness, create opportunities, and reward and recognize engagement work among the faculty)
Co-chairs: Stacey Connaughton and Fenggang Yang

**Benchmark and Advance Diversity & Inclusion**
Chair: Rachel Brooks

Lori Sparger will be convening the task force committees next week – we give our special thanks to Rosie Clawson, fellow senator and SVP mover and shaker.

- **Full faculty meeting is next month, Nov. 19.** Dr. Theresa Mayer, our new EVPRP, will be attending.
  - To showcase the liberal arts while she’s here, we would like to have posters and, if desired, A/V presentations from each department to display at our meeting. Shannon and Stacey will shortly be asking units to coordinate and send representatives with their projects.
  - We’ll set aside the first 15-20 minutes of the meeting for Dr. Mayer to see our posters and engage casually; to be followed by a formal presentation and Q&A.

- Also at the **Nov. 19th meeting**, Kirke Willing will give his annual CLA fiscal presentation.

- We have just received the Cornerstone Annual Report. We thank everyone who worked hard to put it together; we will shortly distribute the report to the senators. Joel Ebarb is willing to take questions on the report; he’s out of town today but would be happy to discuss this at the **November 19th meeting**. He requests that, if your questions will require additional research on his part, you please email them to him at least a few days ahead of the meeting so he’ll have time to address them properly.

- Some senators recently asked that a report on the COACHE survey be added to our agenda. We did have a report from Jessica Huber last year, so we’ll first make those slides available to our current senators, and then pursue a further COACHE presentation if it is still deemed desirable.

- Question: Last month, we added a highlights version of our minutes to our communications to aid in sharing business with your colleagues. Was that helpful? (A: Yes.)
• Finally, if there are matters you’d like us to take up, please tell us. We are your senate.

3. Dean’s Report and Discussion (David Reingold): Topic: external grant activity.

• First, Dean Reingold notes that the CLA is proud to be the recipient of a planning grant from the Lilly Endowment to help us think through developing curriculum related to professional ethics, artificial intelligence, and big data.
  
  
  o If anyone wants to see the grant or be part of that effort, we certainly encourage that interest, and are willing to share the proposal.

• DR: There are many important indicators of research impact and research productivity. My job this afternoon is not to go through all of those, but to focus on one of these areas, which has to do with grant writing efforts to seek and secure research grants, and generating resources from the college from the outside world.

• Data: CLA Award Amount by Fiscal Year (source: Purdue’s data digest). The trend line suggests a stepwise decline in the amount of research monies coming into the college. Purdue has brought in over $600 million in external grants this year, and that number is going up, even as ours declines. We are a small part of the overall picture, but we must remain active in that space.
  
  • Number of submitted proposals is likewise declining: 54 in 2018-19 vs. 77 in 2017-18. (Includes proposals to PRF.) Number so far this year is 10.
  
  • Grants by department: downward trend shown across the board (some exceptions, e.g., COMM). Ditto if broken down per capita.
  
  • Grants improve visibility, can help to support graduate education, and in general they are part of the system of research enterprise.
  
  • DR: would like to share this information, which is a source of concern for me, and hear your thoughts as to what might be going on, and what is it that my office can do to try to push this trend in a different direction?
  
  • Note also, SVP includes the idea of a research academy, which is an interesting idea, and which might help to mentor faculty into a grant writing space.
  
  • We do have institutional support for grant writing at this university, designed to work with faculty to reduce barriers: SPS (Sponsored Program Services), https://www.purdue.edu/business/sps/ So there’s an environment to foster this work, and yet we see trends moving in the other direction.
• Rosie Clawson (POL): Are these data counting CLA members as PI, or co-PI?
  o DR: As I understand it, it’s attached to the PI; that’s how the university seems to count it. The data systems for the university are organized to count most figures only once.

• Melissa Remis (ANTH): Some of the data shows decimals, which suggests they may be giving us credit as co-PIs.

• Taylor Davis (PHIL): I have projects that might be grant-friendly, yet it doesn’t seem like their pursuit would be helpful professionally. Even with support from the department, it’s a risk: too much time, too much work taken away from other projects, too little likelihood of payoff. What could make a huge difference would be if this were a situation where simply getting the grant, regardless of output or results, would count strongly in terms of review and promotion.

  o DR: One idea would be to address what kind of mentoring we have in place to help faculty make that decision, to explore when and if grant proposals would make sense.

• Mike Johnston (ENGL): For a lot of us in the humanities portion of the CLA, the kinds of things we’re interested gravitate toward fellowships that take us to special institutes or archives, and those aren’t necessarily grants, per se: we don’t necessarily need postdocs or labs. Many friends and colleagues have gotten prestigious fellowships, and that probably isn’t getting counted.
  o DR: That’s helpful, and there may be some ways to smooth that over. I think for example that Fulbright applications may be counted.
  o Melissa Remis (ANTH): As a rule, anything that you submit through SPS counts, but anything you do on your own, they have no way to count.
  o DR: We don’t want to create disincentives. For example, we top off salaries for, e.g., Fulbrights, so that awardees don’t have to take a pay cut.

• Dawn Marsh (HIST): My experience was being discouraged from spending too much time on grant applications when I was junior faculty. I also wonder whether we haven’t seen a decrease in the number of large grants that are available. NEH, for example, has certainly seen both a cut and a major shift in its priorities.
  o DR: Two things we did recently – I’m looking for incentives to put in play – We did alter the buy-out rate so that it’s easier to buy yourself out of courses with external grants, and our university development office hired Martha Weise Peredo as Director of Corporate and Foundation Relations. The deal we struck was that we could hold on to her as long as we could get a certain number of proposals out
the door (about $1,000,000 for a year), and we came in very far under the mark, so that position has been reabsorbed into the university development office.

- Martha is still very happy to work with the CLA as needed: MAWeise@prf.org

- Steve Visser (DAP): We’ve done corporate sponsored projects since the early 90s, bringing in moderate sums of money, and we’ve always run them through gift funds, so they don’t get counted. SPS has a new way to do corporate-sponsored projects for undergraduate students, and my experience has been that the process is slow and unwieldy. It did work, but it was far behind the operating schedule. My question is re: our gift fund projects: do we record those somehow? Or do them differently?

  - DR: The Lilly Foundation grant is counted as both a grant and a gift. I think that retroactive data entry should be possible, but we should check on that. I do know this is process can be clunky, and I ask you to continue to be persistent.

- Rosie Clawson (POL): I would encourage the college to think about helping more with cost share. Other colleges often put in substantial amounts of money.

  - DR: This is the downward spiral we’re in. Across the college, we have so little indirect cost recovery from grants that there’s not much for us to put back in.

  - Rosie Clawson: If you want those numbers to go up, making the cost share levels clear needs to happen. For example, I’m not sure the buy-out adjustment is widely known.

- Kris Bross (ENGL): I wonder if some of the downward trend might come from an overall university sense that our efforts are being directed in ways that don’t intersect with what a lot of us do. We highly appreciate the work done by the ADR office, for example, in sending out grant information—but those emails are often about, e.g., NIH and NSF or military grants, and that doesn’t hit everyone. Maybe the college could do more intellectual matchmaking? Maybe more targeted work with individuals, especially at the associate and full levels, would be productive?

  - DR: Send interested colleagues to me or Sorin, and we’ll send them directly to Martha, who is excellent.

  - Kris Bross: I appreciate that that’s there as a resource; it’s good to know. But important to note that sending out a blanket announcement won’t work as well. Individual contacts are more likely to produce effects.

- Jennifer William (SLC): Does this number only count research grants, or does it also catch engagement, curricular, etc. grants?

  - DR: It includes all grants; it’s a wide net.
• DR: If you have further thoughts, please share them with me. How do we approach the faculty mentoring question? We don’t want to undermine the role of heads or colleagues, of course.

  • Steve Visser (DAP): I’m curious. At promotion time, let’s say someone gets a $50,000 grant. In some areas of the school, that’s not much. Do you have an easy time at the university level justifying small grants as significant?

  • DR: I believe the university defers to us on how we set those standards.

• Stacey Connaughton: I will say that Kris Bross and I have had great luck working with Kim Powers in SPS. Highly recommend her. (765) 496-0159; powersk@purdue.edu

4. Standing Committee Business:

  Educational Policy Committee: April Ginther (chair)

  • Here’s our first report. The EPC has convened. The CLA has a new Core. We’ve needed to address the new Diversity category, which combines three previous categories (Other Cultures, Racial & Ethnic Diversity, Gender Issues).

  • We’re now looking into how often these classes are offered. We require that core courses be offered every third semester—quite a few on the core list haven’t been offered in several years.

    • We contacted department heads to inform them which courses were being offered and which were not.

    • Departments responded with information such as name changes and course revisions, and proposals for deletions and additions.

    • However, it is not the business of the EPC to enact course name changes; these things have regular channels.

  • At the moment, the EPC is not actively excluding courses, but we believe that it’s important for departments make ethical decisions about infrequent courses to ease the difficulties of students and their advisers.

    • Moving forward, the EPC will carefully monitor this information and make sure it is disseminated to advisors and department heads.

• Jen William (SLC): What will the process be for adding courses to the core?

  • April: It’s the same process as before.
• Jen William (SLC): Will we still have the rule that courses can’t have prereqs?
  o April: I don’t think there are rule changes.

• Steve Visser (DAP): Do we know when the new core rule will take effect?
  o Lori Sparger: Students are in the new core as of Fall 2020, and students who were here before then will be able to opt in if they want.

Curriculum Committee: Taylor Davis (chair)

We have a list of courses, small changes, and one certificate.

• ENGL 110 (Introductory English class for international students: registrar asked us to remove the prerequisites)
• ENGL 390: practicum in tutoring writing (currently 2 credits). Desire is to change to 3 credits in WL; Purdue NW wants a 1-credit option—so now it’s going to be variable credit to accommodate both.
• Business French (2 courses): increased prerequisites
• GER 205: approve new course—accelerated intermediate German (201+202 in one semester)
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• Certificate in Science, Technology, and Society (STS): 15 credit hours with one required course (ANTH 210) and three more courses with a breadth requirement. Final 3 credits are a research project in the home department with an advisory committee.

Taylor moves to approve the courses.

Ian seconds.

No courses being pulled for discussion, Stacey calls the question. Motion carries unanimously.

5. Presentation on CLA Pre-Law Summer Camp (Derek Pacheco):

Careers in Law (1 week, 1-credit summer camp): recruitment initiative.

• Program is named Careers in Law; we emphasize transferable skills and professional aspirations.
o We’re in the get-the-word-out phase. If you think your unit would be interested in participating, please bring it to your head or associate head.

o Derek is asking for interested programs to develop one active learning module, to be delivered twice in about an hour. We’re planning for two sections of 20 students.

• We can’t guarantee participation for every program, so we’re asking for interested departments and schools to strategize about what kind of module they might offer.

o Later in the semester I’ll ask interested heads to task someone in their department to run point on developing and planning the activities.

o This is ideal for people on 11- and 12-month contracts. Faculty pay would be at the department’s discretion; this is the department’s chance to display their attractions to interested high school students.

• For now I’m just asking that you share this information with your unit. Please email me (dpacheco@purdue.edu) with any questions.

o Scott Feld (SOC): Can we have grad students work on this?

○ DP: We’re not encouraging that. Some units might use graduate assistants as support, but for the lead presenter, parents want a credentialed professor for their students to meet.

• Rosie Clawson (POL): Where does the money for these courses go?

○ DP: For this particular one, to the CLA. General Studies courses go to the Provost’s Office.

6. Old Business (5 minutes)

None

7. New Business (5 minutes)

None

9. Adjournment

Motion to adjourn is made by Nush. Shannon seconds.

And we’re done!