CLA Senate Meeting, April 16, 2019, STEW 310

Nush Powell Presiding

Meeting called to order at 3:34 pm

Nush’s remarks to express gratitude. Faculty self-governance is not easy, not fun. Requires everyone to act. Grateful to senators who have taken information back to departments. Grateful to all of our hardworking committees. Glad to be leaving the Senate in excellent hands with the wonderful Stacey Connaughton.

Elections:

- Standing for Vice Chair – Shannon McMullen, VPA and American Studies. Shannon introduces herself. Has learned from agenda committee meetings – appreciates process. How important discussion is.
- Nush is standing for Secretary.
- Nominations and Elections Committee: Marlo Davis announces a vacancy for Curriculum Committee. We still need 8 people to volunteer for Grade Appeals committee. (We intentionally overload it with people so that we can avoid conflicts of interest. We will do a Qualtrics survey out to you so that all committees will be ready for the fall.)
  - NB: Committees have now been formed except for the student reps. Rosters are attached to these minutes as an appendix.

Other announcements:

Nush – please mark your calendars for Senate meetings next year. Thanks to Holly: we already have all our dates! Deadlines to get material to Agenda Committee – will be sent out to committees via email and posted on website.

  - NB: Dates are attached to these minutes as an appendix.

Question: Joel Ebarb asks what business can be put forward at a full faculty meeting?

Nush: all meetings are technically open to the full faculty, but we advertise two special meetings per year as being particularly tailored for the full faculty. Traditionally at these special meetings we have held off on having voting matters (except for approving graduation candidates), but there is no rule against conducting business there.

Joel Ebarb: so, if the Curriculum Committee had something under an urgent time constraint, could we do that at a full faculty meeting?

Nush: yes, nothing in bylaws that prevent us from doing that.

Nush: speaking of, let’s skip ahead on the agenda to our Curriculum Committee.
Report of the Curriculum Committee:

Joel Ebarb: we had a slate of courses emailed to the Senators. Joel goes over the list of courses (see list that was emailed, which is attached as an appendix). New major will go through process – ICHE’s next meeting in the Fall.

Nush: Would anyone like to pull out any of these courses for discussion.

Bob Channon: Did the agenda and all handouts come to us all? Did everyone else get them?

Nush: I emailed them out. Maybe there was a problem with the email transition?

Mark Tilton: I’m wondering about the accelerated Latin class. Can anyone read Latin in one semester?

Bob Channon: We also have it in mind to have two more courses.

Jennifer William: This course will also take the place of the graduate level 605 – we weren’t getting enough registrations to keep running that one.

Joel: Does this answer your question?

Mark: Yes, it does.

Jennifer William: We are doing this with many of our courses.

Nush: Hearing no further queries, I’ll call the question. Ayes – unanimously. Motion passes.

Joel: thanks to the curriculum committee for all their work.

Nush: Gah, whoops, we forgot the approval of the minutes – would anyone like to suggest a correction? Hearing none.

Brian Leung: Move to approve.

Nush: The minutes are entered as read.

Nush: Rosie Clawson will talk with us about the Strategic Vision Plan (SVP).

Strategic Vision Plan

Rosie: Thanks the SVP committee. Kirke Willing is the co-chair and Rab Mukerjea was the consultant.

- Since we were last here, we held an open forum with faculty and staff, met with dept. heads, sought feedback from grad students and undergrads, the CLA Advisory Board, Alumni Board, and staff.
- As we got feedback, we integrated it into the document. Went back and forth with committee over email.
• The most common encouraging feedback was: (a) people were excited about the way we conceptualized the document and the first page where we talk about transformative discovery and the other 4 areas; (b) made it clear that we valued all of these things and that we should think of them all as part of the plan; (c) an appreciation that we thought big and that there was no sense in having a Strategic Plan if we weren’t going to do big things.

• Major critiques: lots of questions etc. that asked us to tinker with language: (a) not as clear in some places; (b) questions about resources – very legitimate questions; (c) one of the biggest areas was around implementation. The committee made a conscious decision that we are not going to get into implementation in this document. We tried to be concrete in different ways. We beefed up implementation references in terms of how we thought the process could go but we did not get into the weeds. Committee will compile feedback on implementation that we received and it will go to the Dean.

• This is draft 18 (last time I was here we were on version 11). But it’s also a living document and we expect changes to be made in response to events and implementation team. It is the document that we have reported to the Dean.

• Dean Reingold asked Rosie what the process would be to finalize the document. Rosie asked the committee if the CLA Senate should have a voice – the SVP committee was unanimous that we should seek endorsement of CLA Senate before moving forward.

• Rosie is here to seek endorsement, and answer any last questions senators may have.

Nush: There’s been a proposal for a friendly amendment – the list of diversity categories, could it include veteran status?

Rosie: The same faculty member emailed me and yes, I will recommend to Dean Reingold that veteran status and other categories per Purdue statement are included. I will say that the other critique we got is that the document is too long. The Marketing and Media team in Dean Reingold’s office is going to do different things with it based on different audiences.

Brian Leung: Previously I may have sounded skeptical; I wish to strike a different tone now. I appreciate this and the 18th version genuinely. Will you remind me – going forward are we going to hear a report that says, here are, e.g., the three things out of the initiative that we are doing and here are the 5 things that sound great but I don’t know how we are going to do those yet, and here are the things that are off the table.

Rosie: The committee envisioned the process as Dean Reingold is going to work closely with department heads. There will be decisions made. This is a 5-year plan. Not all will happen in year one. Not realistic to say that all of these things will happen in 5 years. Vision of the committee is that there would be ad hoc committees and task forces put together, working closely with Dean’s Office and department heads.

Dean Reingold: If you go through the document you can find line item the efforts that need to be acted on.

Brian Leung: And you’ll identify those?
Dean: We’ll pull them out into action item lists. Some are easier than others and some are more resource intensive and we’ll need to work on those. I’m open to suggestions on how this group would like to hear about progress on this. (ETA: Dean envisions that we’d report annually if not more often.)

Rosie: One of the things that happened during the open forum is faculty volunteering to serve on various portions of the strategic plan. In addition to the Dean’s Office and Heads, we need faculty and staff. We tried to articulate in the document how much we value staff and their role in implementation. Staff need resources to be able to do the kinds of things we want to do.

Nush: Can I have a motion for the Senate to vote on the Strategic Vision Plan?

Daniel Frank: So moved

Second? Professors Dilger and Lopez seconded

Ayes have it. Applause from the CLA Senate.

Rab: This has been one of the best experiences facilitating a process like this I’ve had. I’ve worked on quite a number of these diverse committee. Why am I not in this College? 😊

Nush: introduces Associate Vice Provost for Faculty Affairs, Jessica Huber, to discuss CLA results from the COACHE survey (distributes handout).

Jessica Huber – survey out of Harvard School of Education. (PPT slides from this portion of the presentation are available here: https://www.purdue.edu/provost/faculty/documents/COACHE_2018_Town_Hall.pdf)

Harvard gives us de-identified data. We designate two staff members who can use that data to perform analyses (Craig Zywicki). Jessica can’t look at anything but means. At Purdue we blind all cells with an n less than 10. If a mean is blanked out, that is because we had fewer than 10 responses. Iowa State University, University of California Davis, Indiana University, University of Virginia, University of Arizona are peers that we chose. 60% response rate from CLA. There is an infographic, etc. on the Purdue website:


Handout – first page is a snapshot of benchmarks in COACHE, means 1-5; second page of handout looks at diversity. Jessica picked 5 questions. The third page is actual questions that show the top 10 improvements and the top 10 declines relative to 2015 data.

Al Lopez: Incremental increase from 2015 to these data. Is that due to the nature of a large institution?

Jessica: I think so. I think we are making progress – at university level, I know what we did in response to 2015. I know we can move the needle. 10-15% increases. Not a lot, but we did see ourselves move positively. Purdue as a university got better in spots: we saw increases with satisfaction with leadership. We saw gains in mentoring – Associate faculty were a little bit happier about promotion information. Assistant Professors faculty got less happy. Governance
satisfaction went down quite a bit. Salary, benefits, compensation went up a bit since 2015, but we’re still below our peers. Governance we’re in the bottom third with our peers. Diversity and inclusion and collegiality were steady spots. They are still pretty low relative to our peers and cohorts. These are areas I am committed to at the university level.

Climate – women seemed to be higher than in 2015. Faculty of color – might be an area to think about.

How to access the data – data on Provost’s website. You can use dashboards that Craig developed – you can look at items and means. University and College.

For those of us who want to use the data for a study, you can fill out data agreement and Craig can run analyses to dig deeper into dataset. Or you can write to Jessica Huber. Faculty have published off the data. COACHE can share more with us as well (i.e., different institutions).

Nush: The website is interesting to work with. The OIRAE dashboards can be found here: https://www.purdue.edu/provost/faculty/facultyInitiatives/coache.html

Jessica: Are there any things that are surprising or resonate with lived experience in Liberal Arts?

Paul Dixon: On the basis of 2015 survey, are there goals based on 2018 data?

Jessica: We usually set our goals with faculty input. We’ll do some small groups: hopefully 1 this spring and a bunch in the fall. Focus group moderator. No administration in the room. Feedback from faculty. Broken up by demographic groups and ranks and Clinical/lecturers…will lead you through exercises. In 2015 we had faculty task forces. This year trying to make it broader.

Eric Waltenberg: Looking at list of positive and negative items. Was there a threshold to make the lists?

Jessica: Just top 15 by magnitude.

Eric W: Some of them may not be statistically significant changes?

Jessica: We do effect size testing. The database on the website gives you the actual effect size. It will do the comparisons.

Jessica: Governance was definitely a big issue at the university level. There are questions on salary. Compensation = salary, retirement, health, child care, elder care, stop the clock policies. With the latter we do really well. Child care we do well according to our cohort, but it is a low satisfaction (20%) and we are still at the top relevant to our peers. Interdisciplinary collaboration was low relative to the university in this area.

Brian Leung: We are frequently reminded of our history of being a land grant and responsibility for being economic driver in state. We also might have responsibility to be a critical thinking driver in the state. How the university thinks about the COACHE survey in terms of its
boundaries. The culture we create in our university or can it address how faculty contributing to the state and culture we live in. I love my colleagues. Living in Indiana has been exceptionally difficult as a man married to a man.

Jessica: You are dead on right. We care about our state in a way that is different than a non-land grant would. Service is the only place engagement shows up, but not a lot nor well. A major negative is also where it is. As faculty I think we have a responsibility for climate at Purdue and also to the climate where Purdue lives and to make it not miserable to live here.

Marlo David: W can’t move Purdue somewhere else. How can we contribute to reshaping communities we find ourselves in here? How are we changing the communities that we live in. This is something we can be working on more.

Al Lopez: Was there a process by which Purdue is able to work with COACHE team to incorporate questions?

Jessica: We can put in 15 custom questions. We sent them in in 2015 and 2018 and COACHE administered in them 2015. But for 2018, they went through an email change and lost our questions.

Bob Channon: Were they the same 15 in both years?

Jessica: They were close. Mangala made some changes. She worked very hard.

Jessica: On the numbers for faculty/instructional staff, we are flat. Slight decline in tenure track faculty. Data Digest Purdue. You can get faculty demographic data through that. HHS has more Clinical track faculty and fewer graduate students teaching than CLA does. Teaching in CLA and HHS – doesn’t include visiting faculty. You can see that CLA has increase in tenure track faculty, lecturers, and a decline in grad students teaching 2015 – 2018. HHS doesn’t change that much over those four years.

Shannon McMullin: When we compare HHS and CLA, that affects interpretation of what that means.

Jessica: In HHS it is much rarer for grad students to provide a grade. Admittedly, the instructional load is different in CLA from HHS. Dean Reingold has asked Jessica to look into the Science data further.

Jessica: Purdue looks like this by design. Senior lecturer policy –15% cap on lecturers at Purdue.

Jessica: If there are other things I can provide, let me know.

Nush: No? Then we are up to the Core Renewal.

**Report of the Core Renewal Committee:**
Chris Yeomans – last time I was here was before Town Halls and the Qualtrics survey that was sent out. Response rate not high, but we got confirmation on what we heard at Town Hall meetings.

- Issues that were brought up – (1) the prohibition we had had on double dipping. (Having the same course count for multiple requirements.) Overwhelming consensus was to allow it. Keep things simple. We have listened to this. We have taken out all the prohibitions on double counting. The original reason to keep them distinguished was to keep University and CLA Core separate.
  - Advisors told us it was inevitable there would be overlap, and that was a fact we have to live with.
  - Our peer institutions in Big 10: 5 don’t have overlap problems because they either don’t have college core or university core; 5 of the 8 remaining have no policy against them. 3 of 8 have minimal overlap (Minnesota, MSU, Penn State)
- (2) how to count disciplinary diversity – count by school? University? SIS and VPA had valid points about this. We thought the fairest way to do this was by course prefix. Jewish Studies and American Studies are going to count as different. Advisors loved this solution. Seems easy to add in.
- (3) Transfer credit and AP transfer credit – tried to address that – checked with English and History and they were okay with their solution.
- (4) The language requirement – we’re in fairly good company – of 13 Big 10 universities, 8 have this requirement; we’re keeping it.
- (5) professional programs – when you look at core curriculum you realize how many workarounds have been allowed to make the current one work. We recognize that there are some limits – the ones that are driven by accreditation.
- **This is the final version – this is something we can vote on now. It will then go out via Qualtrics survey to the whole faculty.

Bob Channon: So, I can take Span 101, French 101, Latin 101, and I have fulfilled the CLA core and part of the University core.

Chris Yeomans: Yes.

Bob Channon: That is absurd.

Al Lopez: We thought about this. We came to the conclusion that there will always be some handful that will find a loophole.

Bob Channon: But there are some small loopholes and some large ones.

Chris Yoemans: There were varying opinions – we should keep track of these things and make changes over time as needed. I found out about so many things during this process that you couldn’t read on any document. It is up to us to be in contact with the advising office.

David Atkinson: If we have a student who will study 5 different languages by choice, wouldn’t that actually be kind of great?
Nush: Do I have a motion?

Chris Y.: Motion to endorse.

Al Lopez: Second the motion

Nush: Is there further discussion?

Venetria Patton: I fully understand the need to make exceptions for programs that have accreditation issues. I am pained that they should be exempted from social diversity. I would rather see linguistic diversity as exemption. VPA requires a level of social diversity through curriculum for accreditation.

Nush: Calls the question—We are going to count hands – high up, please.

Result: 23 Ayes / 1 Nays / 0 Abstentions

Nush: By a vote of 23-1 motion carries.

Applause.

The by-laws:

Paul Dixon: We’ve scaled back proposed changes to the bylaws. It seemed clear to the committee that there were certain parts of what we presented last time that will require a lot of discussion. We thought it would make sense to take some of the things that are matters of logic and consistency and consider them now.

1. Four meetings per semester instead of three (nomenclature);

2. Committee make up – student representation. In general, we thought there ought to be student representation on more committees. Agenda Committee and EPC – 1 grad and 1 undergrad. Nominations and Elections Committee – include FAC Dean as non-voting member/communication issue.

3. Non-excessive and consistent representation of one unit on committees.

4. How to get students to be on committees – keep that consistent across committees. Rotating appointments by department/school heads seems the best way.

5. Who will figure out the rotation? Added this under Nomination & Elections committee.

6. Deadlines for Curriculum Committee to inform Agenda Committee for items for approval. People need a chance to look at course proposals if we’re going to approve curricular changes.

Nush: Do we have any questions/comments?

Bob Channon: I’m not opposed to putting a grad student on the EPC, but the EPC doesn’t do anything that affects grad students. There isn’t a grad student on the Curriculum Committee for the same reason.
Nush: 500-level courses have to go through both CLA and Grad School approval.
Bob: Yes, because they are appropriate to both. They have to have approvals from both Grad School and Curriculum Committee. EPC deals with the Core such as it is.
Paul Dixon: There has been more to the EPC than the Core.
Bob Channon: Yes, but in the last 30 years the EPC has only dealt with the Core.
Joel Ebarb: Since sometimes grad students teach undergrad courses, I can see where they might have some interest there.
Nush: Is there any other discussion?
Paul Dixon: Moves that the CLA senate endorse the version of the bylaws that you received.
Second – Al Lopez
Results: Ayes – 23 / Nays – zero / Abstaining – 1

**Election results:**

Marlo David: Everyone was confirmed – Shannon McMullen, Nush, Richard Johnson Shehan (to the Curriculum Committee). Unanimous.

Dean Reingold: Many thanks to Rosie, Kirke, and the committee for SVP. Many thanks to Chris, Joel, and rest on Core Renewal. Nush – thank you for your service.

Motion to adjourn – Adjournment at 5 pm. That’s all for 2018-2019!