

LIBERAL ARTS COLLEGE AND SENATE COMMITTEES
2020 – 2021

CHAIR (one-year term)
Shannon McMullen (SIS)

VICE CHAIR (one-year term)
Eric Waltenberg (POL)

SECRETARY (one-year term)
Torsten Reimer (COM)

AGENDA COMMITTEE (4 Senators Only)

Two-Year Term

Rosie Clawson (POL) (Fall only)
Torsten Reimer (COM)

Undergraduate Student

Leah Criss (ENGL)
lcrist@purdue.edu

One-Year Term

Eric Waltenberg (VChair/POL)
Shannon McMullen (Chair/SIS)

Graduate Student

Reilly Kincaid (SOC)
rkincaid@purdue.edu

CURRICULUM COMMITTEE (7 Senators or Faculty)

One-Year Term

Taylor Davis (PHIL)
Jessica Sturm (SLC)
Kevin Stainback (SOC)
Bobby Chastain (SIS)

Three-Year Term

Melinda Zook (HIST/Dean's Appointee)
Zhen Yu Qian (DAP)

Two-Year Term

Richard Johnson-Sheehan (ENGL)

Facilitator (Dean's Office)

Joel Ebarb

Undergraduate Student

Anya Welborn (COM)
awelborn@purdue.edu

Chair (One year term)

TBD

EDUCATIONAL POLICY COMMITTEE (7 Senators or Faculty)

Three-Year Term

Elaine Francis (ENGL)
Laura Zanotti (ANTH)

One-Year Term

Dan Frank (PHIL/Dean's Appointee)
Robert Channon (SLC)
Ariel de la Fuente (HIST)

Two-Year Term

Seungyoon Lee (COM) (started Spring 19/Spring only)
Carolyn Perrucci (SOC)

Facilitator (Dean's Office)

Joel Ebarb

Chair (one year term)

LIBERAL ARTS COLLEGE AND SENATE COMMITTEES
2020 – 2021 (continued)

TBD

Graduate Student

Amanda Lilly (COM)
lilly7@purdue.edu

Undergraduate Student

Liam Coyne (Bands & Orchestras, Ind. Design)
lcoyne@purdue.edu

FACULTY AFFAIRS COMMITTEE (7 Senators or Faculty)

Three-Year Term

Jill Sutor (SOC/Dean's Appointee)
Christine Wuenschel (DAP)
Dawn F Stinchcomb (SLC)
Nush Powell (ENGL)

One-Year Term

Ralph Webb (COM)
David Atkinson (HIST)

Two-Year Term

Keith Shimko (POL SCI) (started in Spring 2019)

Facilitator (Dean's Office)

Wei Hong

Chair (one year term)

K. Shimko

GRADE APPEALS COMMITTEE (8 Senators or Faculty)

One-Year Term

Richard Stockton Rand (DAP) (Fall only)
Sigrid Zahner (DAP)
Ian Lindsay (ANTH)
Jane Natt (COM)
Mo Trout (Bands & Orchestras)
Jay McCann (POL) (Fall only)
Al Lopez (SIS) (Spring only)

Chair

Joel Ebarb

Undergraduate Students (4)

Julia Ware (SOC)
ware15@purdue.edu
James Cover (PHIL)
coverc@purdue.edu
Alex Griffin Little (SIS)
griff201@purdue.edu
Warisha Aslam (POL)
waslam@purdue.edu
Alternate: Jane Koch (SLC)

Graduate Students (4)

Libby Chernouski (ENGL)
lchernou@purdue.edu
David Harmon (PHIL)

Araba Dennis (SIS)
dennis41@purdue.edu
Collin Schnakenberg (HIST)
cschnak@purdue.edu
Alternate: Janel Jett (POL)

LIBERAL ARTS COLLEGE AND SENATE COMMITTEES
2020 – 2021 (continued)

NOMINATING AND ELECTIONS COMMITTEE (5 Senators Only)

Three-Year Term

Facilitator (Dean's Office)

Wei Hong

Two-Year Term

Nick Rauh (SLC) (started in Spring 19)

Scott Feld (SOC) (started in Spring 19)

Melinda Zook (HIST)

Michael McNamara (DAP)

Brian Leung (ENGL) (Spring only)

Chair (one year term)

N. Rauh

CLA Faculty Senate Agenda
[09.08.20]

1. Approval of the Minutes
2. Chair's Remarks – Shannon McMullen (5 minutes)
3. Dean's Remarks (20 minutes)
4. Q & A (20 minutes)
5. Old Business
 - a. Discussion of Land Grant Acknowledgment language (20 minutes)
6. New Business (10 minutes)
7. Cmte Reports (10 minutes)
8. Heads Report (5 minutes)

Total Time: 90 minutes

September 2020 Curriculum

ASL & Deaf Studies- New Minor

Bachelor of Arts in Music- New Degree/ Program

DANC - 30000 Dance Production Lab- New Course

This course teaches all aspects of producing a dance performance, from backstage to onstage. Students will learn the technical aspects of creating a professional performance by both observing performance production and developing an actual performance. Students may participate in the production in a variety of active roles; however, they will be exposed to all aspects through observation and participation. Production roles include: director and assistant director, choreographer, performer, lighting design and staging, sound design and technical support, and stage crew (stage manager, house manager, ticket manager, setup and strike support).

DANC – 35000- Dance For The Camera- New Course

An introduction to the technical and aesthetic techniques to create screendance or dance film, with an emphasis on camera use, editing techniques, development and production of choreographic projects designed specifically for film format. Through this course you will develop various skills, tools, and approaches to creating dance film. Through an exploratory process, you will develop the tools to capture dance footage, learn editing techniques specifically for screendance, and conceive of choreographic projects designed for the camera. We will watch, create, develop, present, respond, and discuss screendances at various stages of completion. Additionally, students will gain knowledge of screendance through readings, screenings, written assignments and classroom discussions. Material in class builds sequentially and expands exponentially, thus emphasis will be placed on learning production and choreographic tools and strategies as they are presented in order to progress to the next phase of the choreographic process.

DANC – 35100 Intermedia Dance Technology- New Course

An introduction to dance and intermedia within the choreographic process. Integration of movement and various forms of technology which might involve digital images, film, animation, programming, sensors, sound, lighting, and/or robotics. Through this course you will expand your definition of choreography through the integration of various technologies within your compositional process. Through an exploratory process, you will investigate how these technologies expand and impact dance by creating dance in real and digital spaces. You will develop tools and skills to generate, develop, manipulate, and edit intermedia dance technology works. Within this process, you will become familiar with the incorporation of digital images, film, animation, programming, sensors, sound, lighting, and/or robotics with dance. We will create, develop, present, respond, and discuss intermedia dance technology works at various stages of completion. Additionally, students will gain knowledge of intermedia dance technology composition through concert attendance, viewing documentation of previous intermedia dance technology works, written assignments and classroom discussions.

DANC - 37800 Survey Of Concert Dance History- New Course

This course is a broad survey of concert dance history predominately in the 20th and 21st century in Western cultures. The direct relationship and influence of the culture, training, choreographic, and performative records of dance practices, to socio-political ideologies of gender, race, sexuality, and national identities will be the area of investigation. Students will read, watch, research and actively participate in discussion regarding important dance figures, movements, eras, and their social and cultural reverberations. Dance's relationship to other art practices throughout history will also be a subject of lecture and discussion.

Digital Humanities Certificate New Certificate

The Digital Humanities Certificate is a 15-credit certificate that combines course work from the College of Liberal Arts and Libraries and School of Information Studies. Its primary objective is to better prepare students in both STEM fields

and the liberal arts for the multidisciplinary demands of the 21st-century job market. The 15-credit Plan of Study consists of the required Introduction to Digital Humanities; a senior capstone project; and 9 additional credits consisting of one course from three of the following categories: Culture and Society, Digital Literacy, Programming, and Visualization.

KOR - 10100 Course Revision Adding
prereq placement test scores.

KOR - 10200 Course Revision Adding
prereq placement test scores.

KOR - 20100 Course Revision
Adding prereq placement test scores.

KOR - 20200 Course Revision
Adding prereq placement test scores.

KOR - 30100 Course Revision
Adding prereq placement test scores.

SOC – 28500 Criminal Law And Procedure - New Course

This course will introduce students to the fundamental role of law in the American criminal justice arena with an overview on general legal principles, the contemporary form and function of criminal laws in today's American society. The course provides a survey on Substantive Criminal Laws emphasizing definitions of a criminal act, elements of criminal culpability, constitutional limitations on declaring certain conduct criminal, and the purposes of punishment. An overview on criminal procedure defined through federal and state case law will guide understanding on guidelines governing lawful law enforcement procedures and practices, courtroom decorum and admissibility. Emphasis is given on the role of technology in law enforcement to include Fourth Amendment search and seizure, Fifth Amendment right of privacy and electronic surveillance, self-incrimination, and other topics concerning balance of powers pertaining to rights of citizens and rights of state.

Theatre Acting, Expire BA

Theatre Design and Production, Expire BA

CLA Faculty Senate Agenda
[10.13.20@3:30]

1. Approval of the Minutes
2. Chair's Remarks – Shannon McMullen (5 minutes)
3. Dean's Remarks (20 minutes)
 - a. Enrollment Report
4. Q & A (20 minutes)
5. New Business (10 minutes)
6. Cmte Reports (20 minutes)
 - a. Curriculum Cmte
 - b. EPC
 - c. Faculty Affairs
 - d. Grade Appeals
 - e. Nominating & Elections
7. Heads Report (5 minutes)

Total Time: 80 minutes

Voting Procedures:

To cast votes, we will use the "Raise Hand" feature in Zoom.

- a. The feature is part of the "Participants" icon (bottom center of screen).
- b. After clicking on "Participants," the "Raise Hand" button will be on the bottom right of screen.
- c. Raise your hand by clicking on the "Raise Hand" button.
- d. Wait for Shannon to report that the vote has been counted, then click on "Lower Hand."

October 2020 Curriculum

ANTH 20400- Human Origins

Course Revision

Offer Existing Course at Another Campus

ANTH 20500- Human Cultural Diversity

Course Revision

Offer Existing Course at Another Campus

CMPL/FVS 30200- Ways of Viewing

New Course

This course explores ways of seeing as specified in Martin Jay's so-called "scopic regimes" (Cartesian, Baconian, Baroque) and study basic texts on visuality. Students will view and study works from the visual and performing arts and as exemplified in a variety of international films, and examine and discuss them through several theoretical and critical lenses. The course will also will teach practical and critical viewing, presenting, and writing skills. Research topics may include the gendered gaze, perception and technology, notions of reflection and projection, modern and postmodern conditions, and approaches in visual theory.

CMPL/FVS 33000- International Cinema

New Course

This course is designed to develop students' seeing, reading, speaking, writing, and critical thinking skills, and especially to improve visual competency, awareness of visual culture, and knowledge of selected international cinema. All films will be shown with English subtitles. Typically offered Fall Spring Summer.

New Concentrations Film & Video Production

- Cinematography
- Directing
- Editing
- International Cinema
- Live Event Video Production
- Production Design
- Screenwriting

SPAN 32500- Spanish Engineering Technology

Course Revision- Prerequisite or Corequisite

The course level is designed as a continuation for students who have successfully completed, or tested out of, Spanish Level IV.

SPAN 40200- Spanish Level VIII

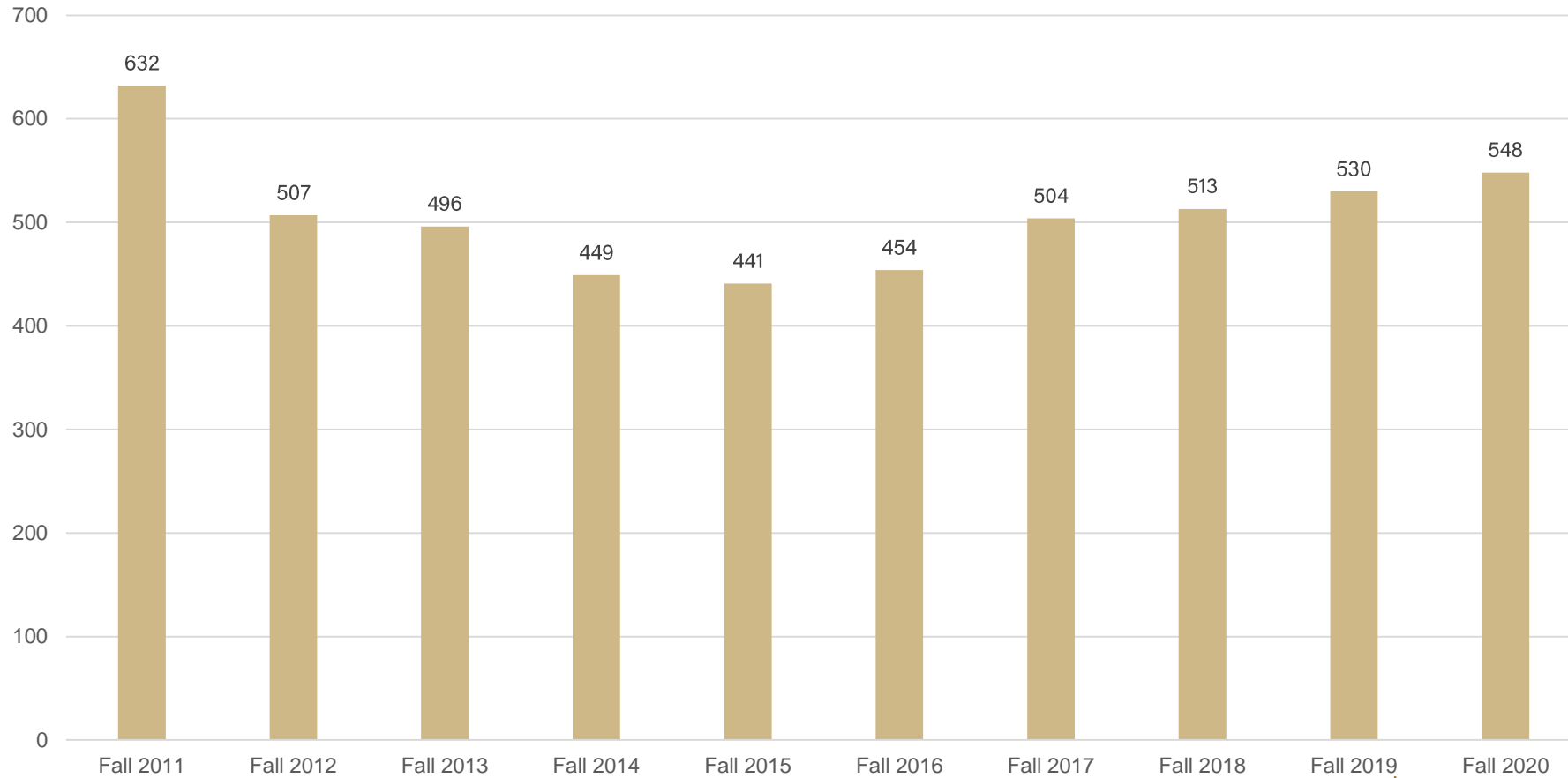
Course Revision- Prerequisite or Corequisite

COLLEGE OF LIBERAL ARTS UNDERGRAD ENROLLMENT

CLA Faculty Senate Report

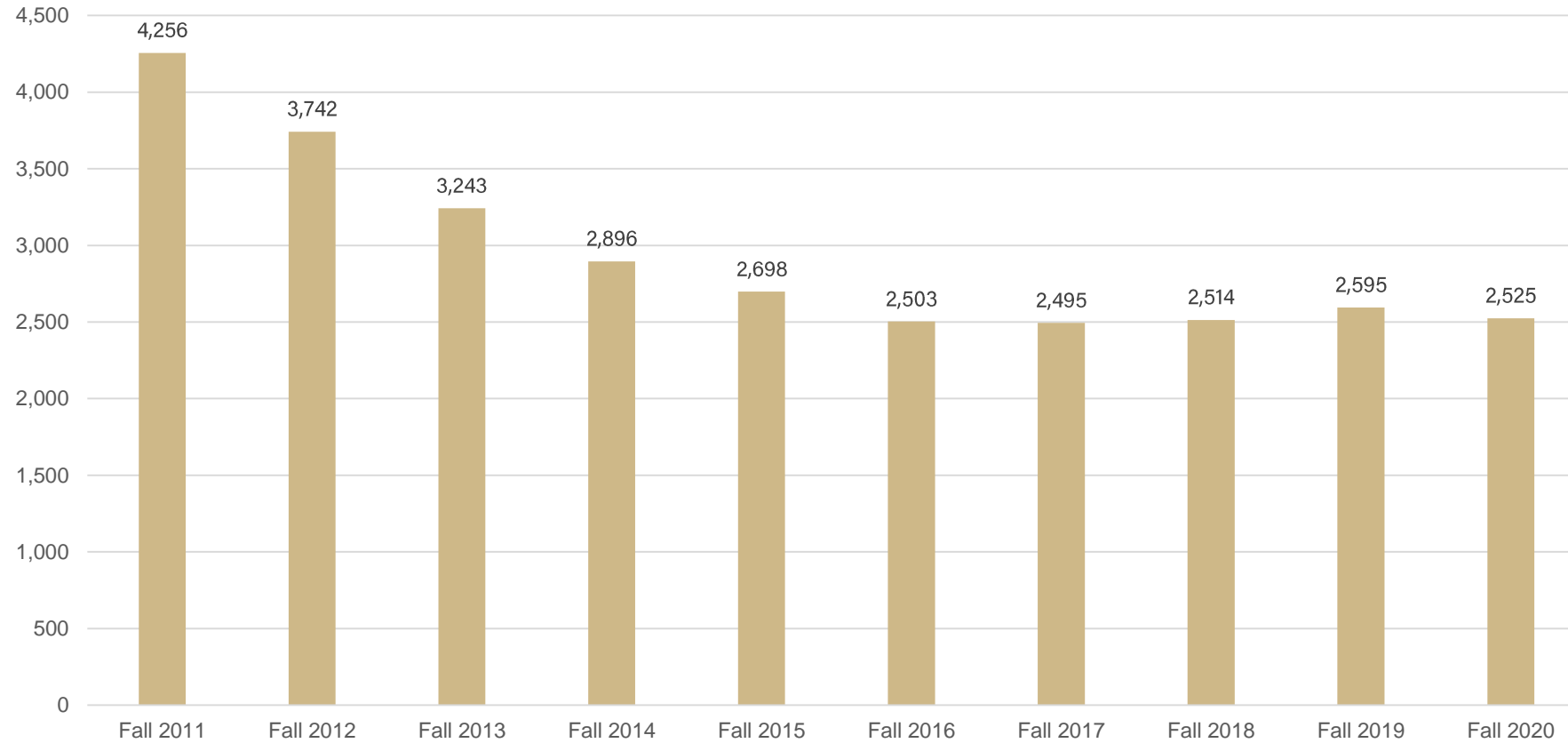
New Beginners

CLA New Beginners 2011-2020



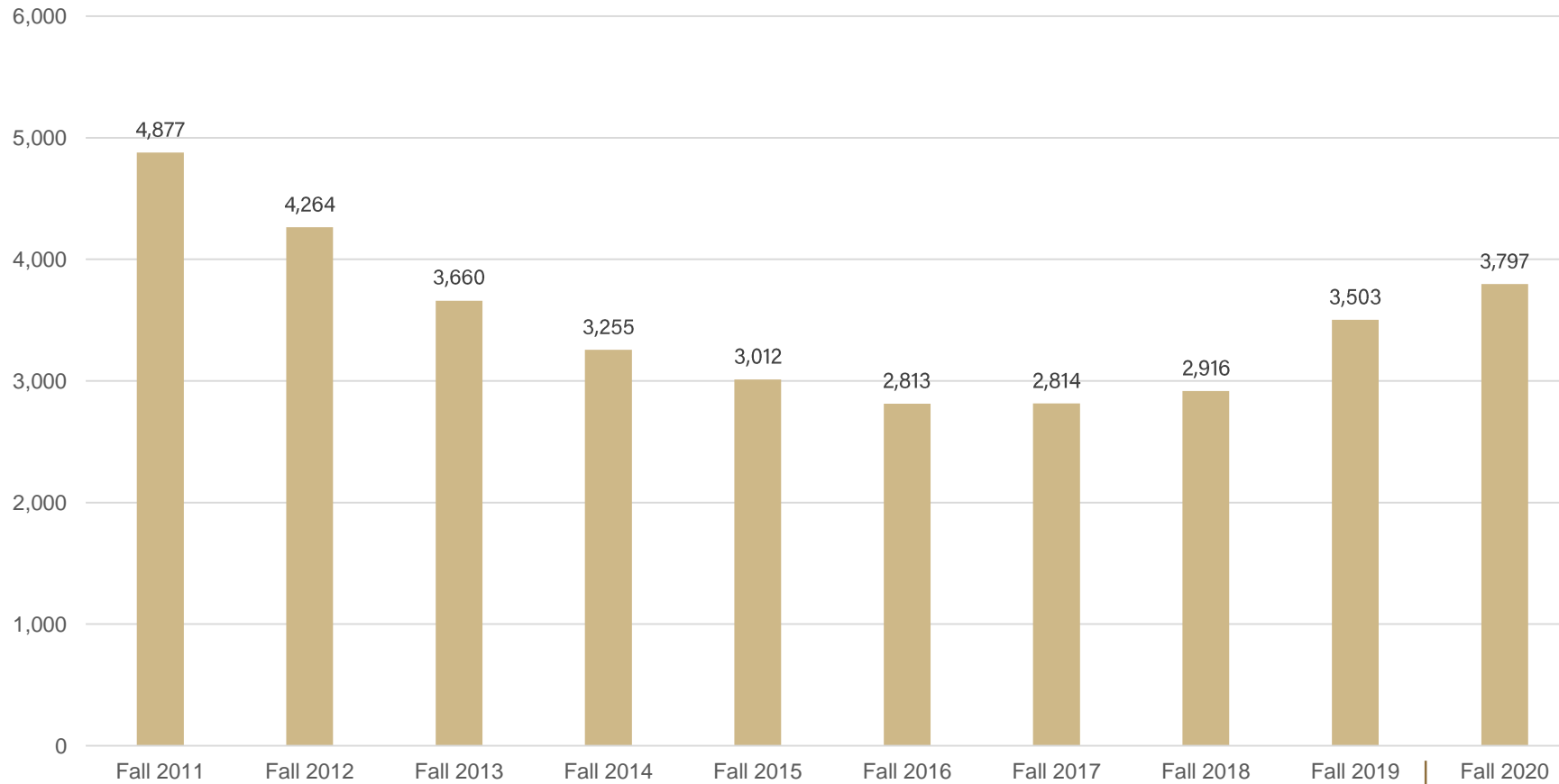
Majors

CLA Primary Majors 2011-2020



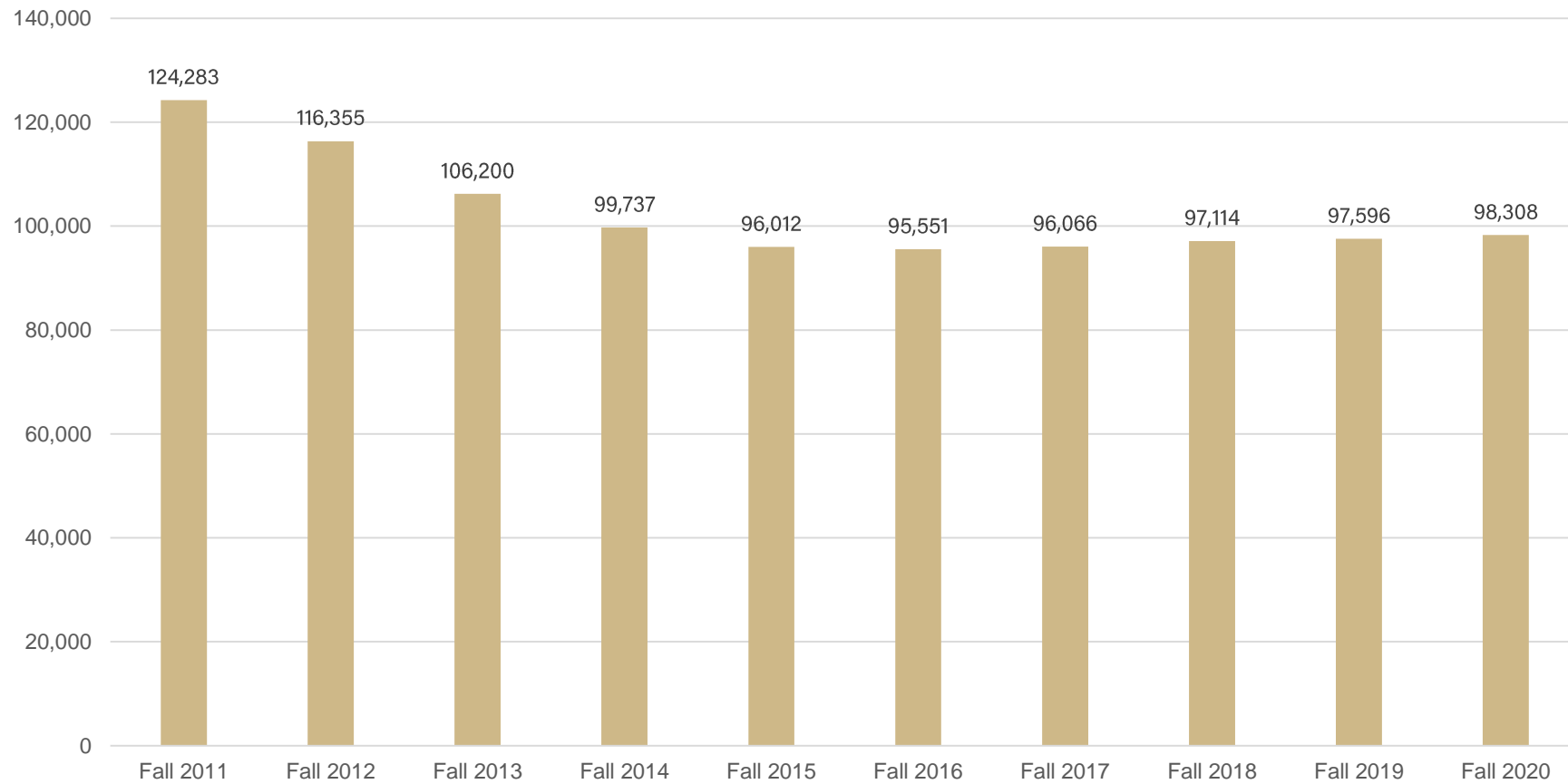
Majors

CLA Primary & Non-Primary Majors 2011-2020



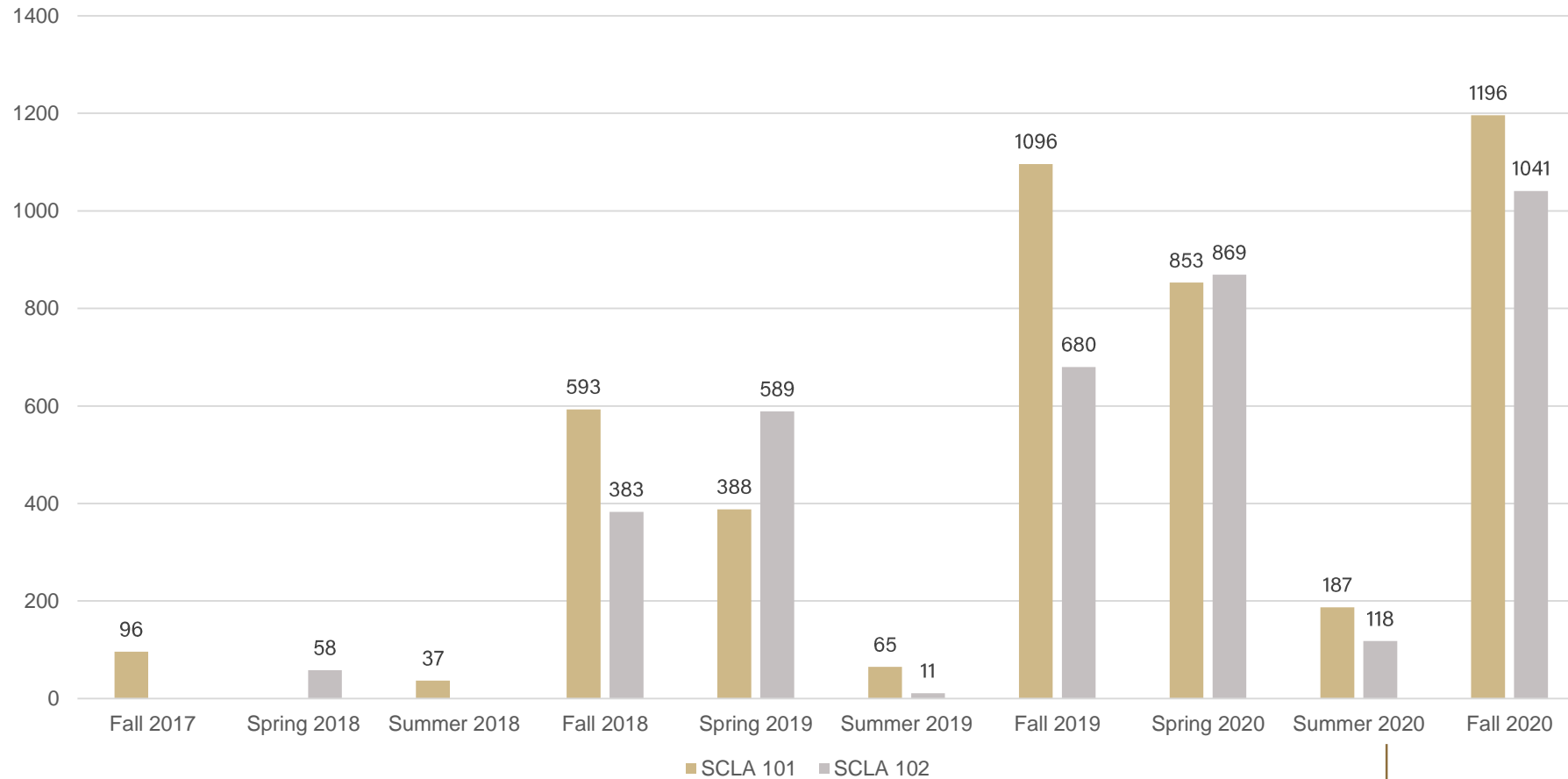
Credit Hours

CLA Credit Hour Delivery



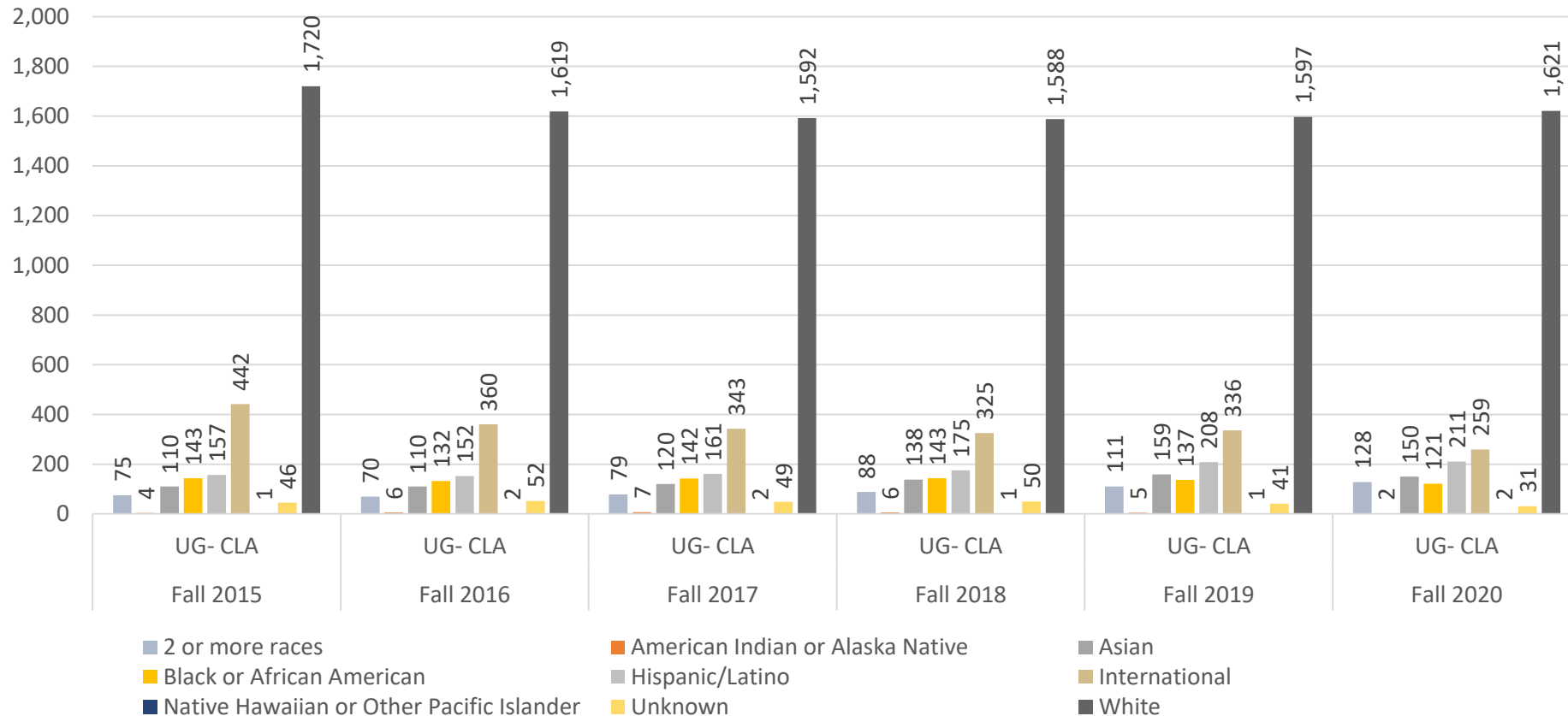
Cornerstone Integrated Liberal Arts

Cornerstone Enrollment Fall 2017-2020



UG Student Ethnicity

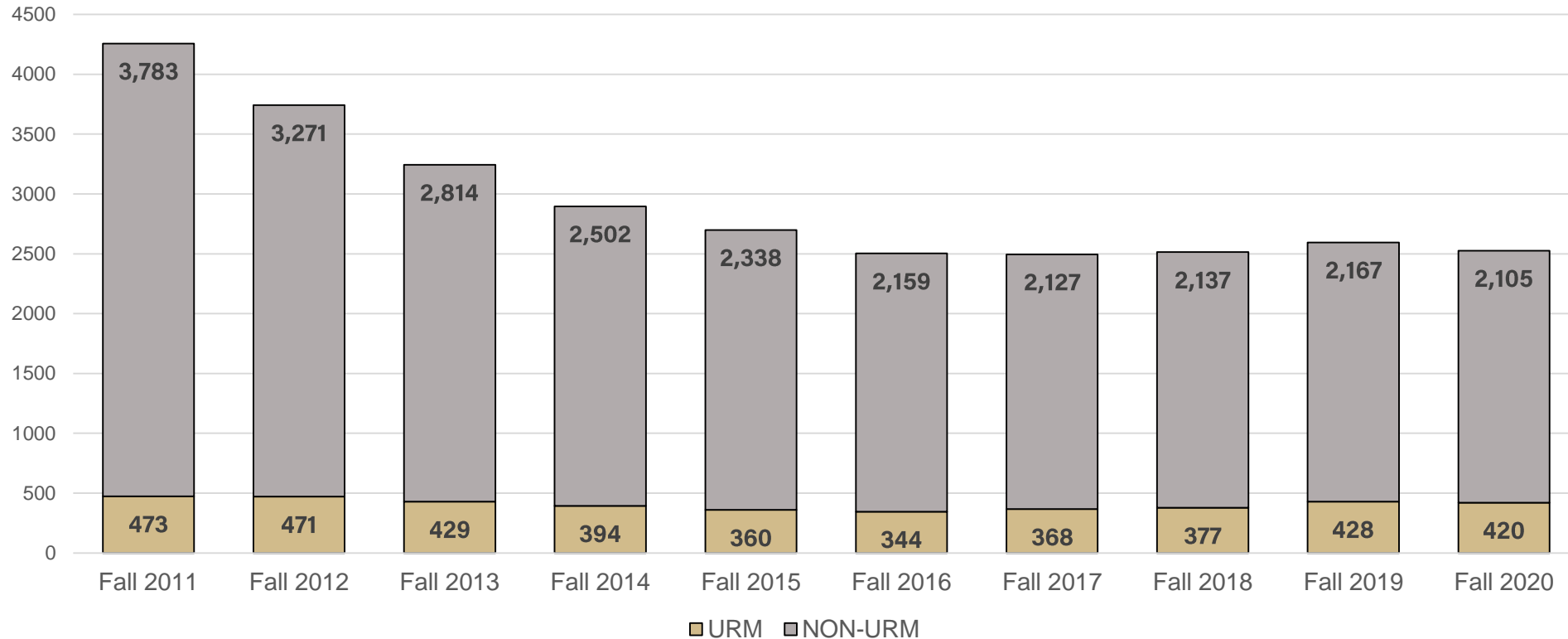
CLA Undergraduate Students by Ethnicity



All ethnicity data is self-reported in response to federal ethnicity and race questions. Source: www.purdue.edu/datadigest.

UG Student Ethnicity

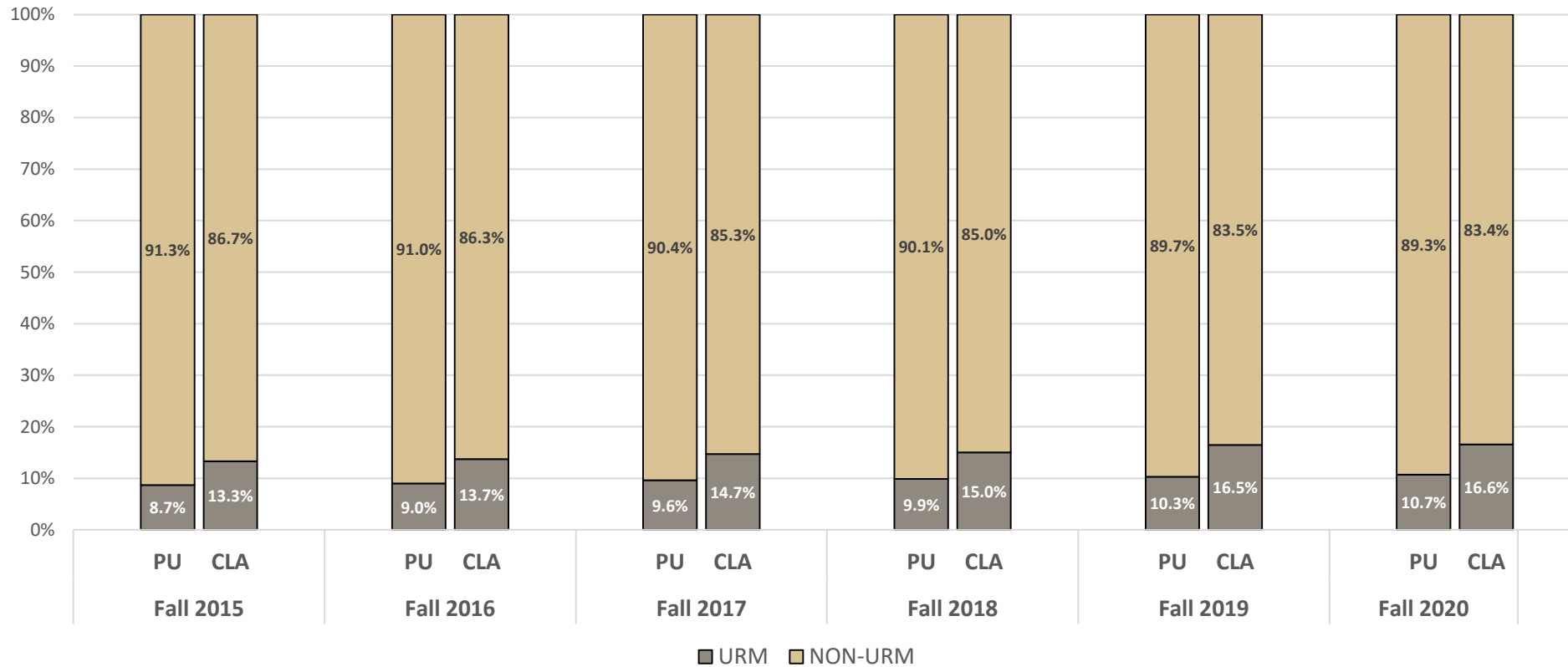
CLA Undergraduates URM/Non-URM Students



URM refers to domestic students who self-identified as American Indian or Alaska Native, Black or African American, Hispanic or Latino, or Native Hawaiian/Other Pacific Islander. Domestic Asian students are not identified as an underrepresented minority at Purdue. URM includes students who selected multiple races including at least one of the URM races. All ethnicity data is self-reported in response to federal ethnicity and race questions. Source: www.purdue.edu/datadigest.

UG Student Ethnicity

Purdue WL and CLA URM/Non-URM



URM refers to domestic students who self-identified as American Indian or Alaska Native, Black or African American, Hispanic or Latino, or Native Hawaiian/Other Pacific Islander. Domestic Asian students are not identified as an underrepresented minority at Purdue. URM includes students who selected multiple races including at least one of the URM races. All ethnicity data is self-reported in response to federal ethnicity and race questions. Source: www.purdue.edu/datadigest.

107

More New Beginners

Since Fall 2015, the number of new beginners enrolled has increased every year, and is now up by 107 students.

THANK YOU

Our ability to recruit students to the College of Liberal Arts requires the support of numerous faculty, staff, and current students.

We look forward to partnering with you again to recruit the incoming class for Fall 2021.

We appreciate your flexibility and continued assistance as we adapt our strategies to navigate within the Protect Purdue guidelines.



Replace this mark with your
official cobranded logo

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The September 2020 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on September 8, 2020 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in April

Eric Waltenburg moves to approve the minutes. Don Marsh seconds. Minutes from April meeting are unanimously approved.

2. Chair's Remarks – Shannon McMullen

Opening remarks

Dr McMullen opens the 2021 CLA senate with a land acknowledgment. Dr McMullen acknowledges Purdue University is located on the traditional homelands of many indigenous people: “There are no monuments, signs or named buildings that acknowledge these indigenous caretakers. We should do better. We must do more. The very least we can do today is acknowledge the indigenous people which include the Pottawattamie and the Miami and acknowledge them for being the first stewards of this land.”

Challenging times

Dr McMullen recognizes the challenges of the current year: “As a result of the pandemic, the struggles for racial justice, climate related disasters and life events. As a society and as a college community, we are grappling with monumental challenges. And in such turbulent times, we need first and foremost to find ways to support one another as academics, and to care for one another as people.”

Vital role of the senate

Dr McMullen stresses that the Senate has a vital role to play if it so chooses: “The CLA faculty senate and its committees are places where representatives of the liberal arts disciplines and inter-discipline assembled to speak with each other, and to speak with our administrative leaders about our needs, concerns, ideas and visions for educating, creating and researching towards a sustainable and socially just 21st century. Let interdisciplinary dialogue, the lessons from experience, and a shared desire for the collective success of our programs and colleagues across the college guide our conversations this year. I'm truly honored by the collective wisdom, dedication and creativity representative of the College of Liberal Arts as a whole gathered here today.”

3. Dean's Remarks and Q & A

Extraordinary times

Dean Reingold acknowledges that this is an extraordinary time in the world and our industry.

Reception last week

Dean Reingold highlights the rich virtual reception to honor the CLA awardees last week.

Virtual office hours in Dean's office

The Dean's office offers virtual office hours for faculty, students and staff on Tuesdays, Wednesdays and Thursdays (there will be a sign-up sheet on the CLA website).

Hiring freeze

Dean Reingold shares with the senate that the university is still in the midst of a hiring freeze, which is for all intents and purposes and extends into the faculty. Higher administration said that all staff hiring is frozen unless it's an extraordinary circumstance.

Answers to written questions about the budget and strategic plan from agenda committee

The agenda committee is going to share some written questions about the CLA budget and the strategic plan with the Dean, which the Dean plans to answer in the October meeting.

Questions from the floor about budget

Andrew Flachs (Anthropology) asks about updates on discussions regarding the School of Interdisciplinary Studies (SIS) and whether the staff and faculty freezes will extend to graduate student recruitment for the preview for the upcoming year.

Dean Reingold explains that the college was asked to come up with \$5 million in cost reductions, which is about 7% of our budget. The heads and the Dean's office prioritized two dimensions: "One was that we would do everything we can to not lay anybody off and the second was to defend and continue to deliver all our educational programs."

Dean Reingold asked the Provost for some relief, and the CFO and Provost provided one year of gap funding for certain costs in the College's departments including the School of Interdisciplinary Studies. Dean Reingold explains that the College's allocation for graduate students is being reduced by about \$2 million this year. Part of the reduction comes from graduate students who could not start their program in the fall due to travel restrictions.

As a response to a question from Dorsey Armstrong (English) about the status for center grants and Research Refresh, Dean Reingold shares that most programs such as Aspire and travel grants are currently on hold. Some programs like the Research Refresh program are funded through the Provost office.

Dean Reingold will provide more details regarding budget during the October senate meeting.

4. Old Business: Discussion of Land Grant Acknowledgment Language

The senate discusses a proposal about a Land Grant Acknowledgment from last year that acknowledges Purdue University is located on the traditional homelands of many indigenous people.

Eric Waltenburg moves to accept the resolution. Don Marsh seconds. The resolution is unanimously approved. The language of the resolution will be made available on the CLA website.

5. Final business

Paul Draper moves to adjourn, and Will Gray seconds.

CLA Faculty Senate Agenda

[11.10.20@3:30]

Zoom Link:

<https://purdue-edu.zoom.us/j/95278424218?pwd=V2srRkswZ0MvUHJOWDIaejExWjhvdz09>

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named buildings that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

1. Approval of the Minutes
2. Chair's Remarks – Shannon McMullen (5 minutes)
3. Dean's Remarks (20 minutes)
 - a. Annual College Budget Report – Kirke Willing
4. Q & A (20 minutes)
5. Old Business (15 minutes)
 - a. Creation of Diversity, Equity & Inclusion Standing Committee
6. New Business (10 minutes)
7. Committee Reports (10 minutes)
 - a. Curriculum Committee – Jessica Sturm
 - b. EPC
 - c. Faculty Affairs
 - d. Grade Appeals
 - e. Nominating & Elections
8. Heads Report (5 minutes)

Total Time: 85 minutes

Voting Procedures:

To cast votes, we will use the “Raise Hand” feature in Zoom.

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- b. After clicking on “Participants,” the “Raise Hand” button will be on the bottom right of screen.
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DRAFT

For discussion at the November CLA Senate Meeting. Comments and suggestions are welcome.

The CLA Diversity, Equity and Inclusion Committee shall consist of four members of the faculty, three elected by the Senate and one to be appointed by the dean; two staff members; two graduate students; and two undergraduate students. No department or school shall have more than one faculty member serving on the committee. Faculty members elected by the senate, or appointed by the dean, do not have to be members of the senate. The chair will be elected by the committee from those chosen by the Senate. The faculty will serve three-year staggered terms.

Duties and Responsibilities.

The CLA Diversity, Equity and Inclusion Committee shall provide guidance to Senators and other CLA colleagues in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. In keeping with the call of the CLA's Strategic Vision Plan (2019), it will advise the Dean's Office about consistent messaging in support of diversity, inclusion, and equal opportunity; coordinate with departmental or school committees in charting our course for improvement, and promote relationships between the CLA and cultural centers on campus. The Committee chair will cooperate with the CLA Director of Diversity and Inclusion. The Committee shall respond to incidents of intolerance on campus and provide to the Senate and College a regularly updated list of support services and diversity resources on campus. The Committee shall collect and maintain data regarding hiring, promotion and tenure, recruitment and retention for both faculty and students and other diversity issues. The CLA Diversity, Equity and Inclusion Committee shall also meet annually with the Dean of Liberal Arts, and report to the CLA Senate once a semester on collected data and on the meeting with the dean. The CLA

Diversity, Equity and Inclusion Committee will advise other committees as needed or as charged by the Chair of the Senate.

November 2020 Curriculum

CMPL/FVS 30200- Ways of Viewing

New Course

This course explores ways of seeing as specified in Martin Jay's so-called "scopic regimes" (Cartesian, Baconian, Baroque) and study basic texts on visuality. Students will view and study works from the visual and performing arts and as exemplified in a variety of international films, and examine and discuss them through several theoretical and critical lenses. The course will also will teach practical and critical viewing, presenting, and writing skills. Research topics may include the gendered gaze, perception and technology, notions of reflection and projection, modern and postmodern conditions, and approaches in visual theory.

KOR 10100- Course Revision

Adding department credit option.

KOR 10200- Course Revision

Adding department credit option.

KOR 20100- Course Revision

Adding department credit option.

KOR 20200- Course Revision

Adding department credit option.

POL 43300 International Organization- Course Revision

Course is no longer repeatable for credit.

Political Science- New Concentrations

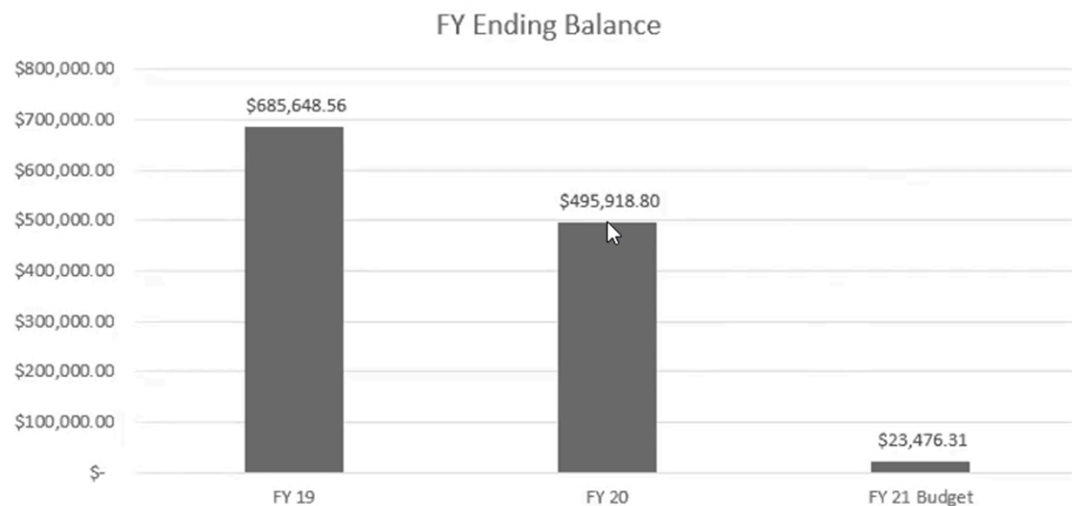
- Environmental Politics and Policy
- Legal Foundation of Governance and Policy
- Politics of Diversity, Equity, and Inclusion

SOC 28500- Criminal Law And Procedure- New Course

This course will introduce students to the fundamental role of law in the American criminal justice arena with an overview on general legal principles, the contemporary form and function of criminal laws in today's American society. The course provides a survey on Substantive Criminal Laws emphasizing definitions of a criminal act, elements of criminal culpability, constitutional limitations on declaring certain conduct criminal, and the purposes of punishment. An overview on criminal procedure defined through federal and state case law will guide understanding on guidelines governing lawful law enforcement procedures and practices, courtroom decorum and admissibility. Emphasis is given on the role of technology in law enforcement to include Fourth Amendment search and seizure, Fifth Amendment right of privacy and electronic surveillance, self-incrimination, and other topics concerning balance of powers pertaining to rights of citizens and rights of state.

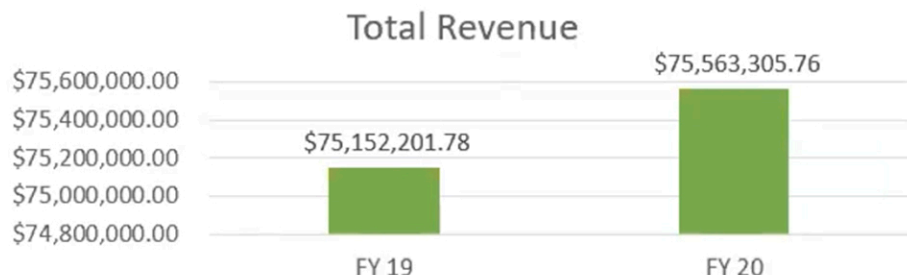
College of Liberal Arts FY 2020 Annual Report

- For FY 20 the College finished the year with an ending Balance of \$495,919



FY 2020 Revenue

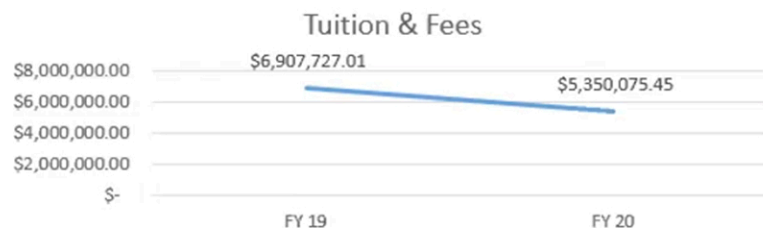
- Revenue grew by \$411K in FY 2020



- Revenue for the College is generally made up from our Central Recurring Allocations, Tuition and Fee income, Endowments, Gifts, External Income and Transfers
- CLA's Growth was driven by our annual increase in central funding of \$1.6M, as well as an increase in our External Income generation of just over \$736K through the Chegg Partnership with the OWL.

Revenue Continued

Tuition & Fee Revenue



Transfers



CLA saw a decrease in Tuition & Fee Revenue in due to the cancelled Study Abroad Programs & decreased enrollment in our Online Master's Programs. The decrease equated to \$1.56M from the previous year.

Transfers in FY 20 totaled over \$5.65M which was a slight increase of \$51K over FY 19. At \$4.8M, the Provost office provides the majority of transfer funding coming to CLA.

FY 2020 Expenses

- For FY 20 the College finished the year with \$80,729,690 in total expenditures, which is just under a .8% increase from FY 19's expense total of \$80,077,877.



Key Drivers in Expenses for FY 20

- Increase in Salary and Wages of \$2.2M over FY 19 with Faculty lines making up \$2M of this increase as CLA had over 20 new Tenure Track and Clinical Faculty start in the Fall of 2019.
- CLA also saw some large decreases in Expense in FY 20
 - Supplies & Services decreased by \$2.2M with Travel and Hospitality having the largest decrease at \$1.2M
 - Also due to the decrease in Online Program Revenue, CLA saw a decrease in our consulting expenses associated with the Online Programs of \$588K.

FY 2021 Projected Budget

- For FY 2021 the College is projecting a breakeven budget with a modest surplus of just over \$23K.
- The COVID 19 pandemic has resulted in significant impacts on this year's budget in comparison to previous years. We are budgeting a total decrease in Revenue of just over \$5.5M.

Revenue Budget Reductions	Central allocation Return	(4,800,782.87)
	Other Revenue budget decreases	(979,775.30)
	Est. Chegg Rev. Increase	250,000.00
	Total Decrease in Revenue	\$ (5,530,558.17)

FY 2021 Projected Budget (Cont.)

- To offset the reduction in revenue, CLA has implemented expense budget reductions to allow the College to meet our break-even budget.
- These reductions focused on the expense areas most impacted by the pandemic, like travel & hospitality, with the goal to limit the impact on benefits-eligible faculty and staff.

Expense Budget Reductions	S&W Expense Reductions	1,632,091.08
	Fringes Reductions	898,733.03
	Supplies & Services Reduction	1,756,746.87
	R&R projects paused	1,171,080.70
	Other expense reductions	95,382.80
	Total Decrease in Expenses	\$ 5,554,034.48

Conclusion

- In conclusion, despite the current uncertainties and impact of the COVID 19 pandemic, the College of Liberal Arts remains in a positive budget position.
- To maintain this position in the current budget environment will require conscientious management of the budget throughout the fiscal year.
- The University and the College continue to navigate many uncertainties associated with the pandemic, including what enrollment will be in spring 2021 and for the 2021-22 academic year and associated impacts to revenue including tuition and fees, residential living and dining, general campus life activities, alongside campus COVID safety costs. We also are aware of potential changes to state allocations. Keeping that in mind we need to practice fiduciary patience for this fiscal year.

CLA Faculty Senate Agenda
[12.08.20@3:30]

Zoom Link:

<https://purdue-edu.zoom.us/j/91644489446?pwd=L2JpSFhoZ2JlNUplcE51M3pBTzdUUT09>

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 - b. EPC – Elaine Francis
 - c. Faculty Affairs – Keith Shimko
6. New Business (10 minutes)
7. Heads Report (5 minutes)
8. Adjourn

Total Time: 80 minutes (approx.)

Voting Procedures:

To cast votes, we will use the “Raise Hand” feature in Zoom.

- a. The feature is part of the “Participants” icon (bottom center of screen).
- b. After clicking on “Participants,” the “Raise Hand” button will be on the bottom right of screen.
- c. Raise your hand by clicking on the “Raise Hand” button.
- d. Wait for Shannon to report that the vote has been counted, then click on “Lower Hand.”

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The January 2021 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on January 12, 2021 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in December

The minutes of the December meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Dr. McMullen introduces Dr. Esteban Ramirez, the Chief Medical Officer of the Protect Purdue Health Center.

3. Dr. Esteban Ramirez's Report on Health & Safety for Faculty, Staff, and Students

Dr. Ramirez starts his report with a general overview including some new developments and an outlook. In his presentation, Dr Ramirez shares insights and news on surveillance, monoclonal antibody infusion, rapid antigen tests, upgrades to electronic medical records, a new quarantine procedure, and vaccination efforts at Purdue.

Surveillance

Surveillance has been very important as most COVID cases at Purdue were very light and many would have gone unnoticed.

Monoclonal Antibody Infusion

The monoclonal antibody infusion is a one time, one-hour infusion that has to be done within 10 days after infection. The treatment is available for individuals who have a high risk of developing severe COVID 19 symptoms. Dr. Ramirez and his team have been able to see good turnaround times—within about 48 hours, patients start feeling much better. Places that offer it locally would be Franciscan Lafayette and also IU Health Indianapolis.

Rapid Antigen Test

These are going to be tests that can be done in 15 to 30 minutes. Based on the test result, confirmatory PCR tests may be necessary. According to Dr. Ramirez, rapid antigen tests have a lot of added benefit of being able to isolate infected individuals who are symptomatic.

Upgrade to Electronic Medical Records

Students and employees are now able to see their COVID 19 test results through Purdue's electronic medical records. No phone calls are required anymore. This new added feature enables participants to access their own results.

Shorten Quarantine from 14 to 10 Days

Purdue received approval for a procedure that combines quarantine with testing and that reduces quarantines from 14 to 10 days. This procedure is going to lessen the amount of quarantine by four days. Research shows that it does not increase the risk of transmissibility.

Vaccines

Purdue has been approved to be a vaccination site. The state has not informed Dr. Ramirez's office yet when we are going to get our shipment of vaccine. As soon as the timeframe is known, Dr. Ramirez's office will be able to send that information out to the Purdue community.

Dr. Ramirez: "I am hopeful that a certain percentage of our faculty will be able to get vaccinated using the age criteria But for those who do not meet the age criteria, they will likely be vaccinated around Phase 2 as well. My thought is, probably that is when we are going to get our vaccine supply at Purdue, when we reach that Phase 2 level."

*During the second part of his visit, Dr. Ramirez replies to questions from the floor and to questions that were collected by the agenda committee and shared with Dr Ramirez (see **Appendix 1**).*

Face-to-Face Instruction

Dr. Ramirez stresses that, thankfully, we do not see any evidence of spread in classrooms. His team is meeting with representatives of the county every single day to discuss the COVID numbers and situation. Based on tracking data that were provided by the data analytics team at Purdue, Dr. Ramirez's team inferred that "thankfully, ..., on our campus, we do not seem to have any evidence of spread in the classroom This bodes well for the fact that all the different things that have been done to protect the instructor, and also the students in the classroom seem to be working, it seems to be mitigating any sort of spread."

More Contagious Mutations

At Purdue, the new variant form of the COVID 19 virus (the B 117) has not been seen in any test sample. In Dr. Ramirez's lab, someone is looking at every single result and helps determine if it may be a mutation of COVID 19. No cases have been reported yet.

Appropriate Distance

In the scientific literature, there has been some discussion about appropriate distancing (3 or 6 feet or even further). According to Dr Ramirez, the CDC guidelines provide good guidance; however, at times, distance and other measures should be adjusted and stricter rules should be applied if there are unique circumstances (e.g., criteria differ depending on whether somebody is teaching or lecturing in a classroom or doing demonstrations with microscopes).

Can people who are vaccinated still spread the virus?

Dr. Ramirez's team is interested in the answer to this question as well. At this point, there are not enough data to support the assumption that somebody who has been vaccinated cannot be a carrier or spreader anymore.

Vaccination Requirement

When the vaccine is made more widely available, will Purdue require students, faculty, staff and third party contractors to receive the vaccine? Dr Ramirez shares with the senate that this question has not been discussed yet because, at this point, the vaccine is still a limited resource.

Johnson and Johnson Vaccine

Will most individuals at Purdue get the Johnson and Johnson vaccine? According to Dr Ramirez, it is too early to know which vaccine we will receive. Dr. Ramirez would be happy to get any of the three

available vaccines. Dr Ramirez: "... If we can get the Johnson and Johnson one time injection, that would be amazing."

4. Old Business: Update on DEI Standing Committee

Dr. McMullen shares with the senate that the senate is moving as fast as possible getting the DEI committee up and running. Dr. McMullen thanks the Professor Nicholas Rauh and nomination committee for how quickly they have moved to populate the new standing committee on Diversity, Equity, and Inclusion.

5. Committee Reports

a. Faculty Affairs Committee (Professor Keith Shimko)

The Faculty Affairs Committee was charged at the beginning of the semester by the Dean's office with assessing the impact of COVID-19 on CLA faculty. To that end, the committee circulated a survey earlier in the semester.

Professor Shimko highlights effects that COVID had on research and teaching:

Decline in Research Productivity. "One of the overwhelming issues that were raised in the survey were faculty concerns about the impact of COVID on research productivity. ... One of the other issues that was closely related to declining research productivity was the increasing amount of time faculty are having to spend on teaching The faculty have had to adjust their courses to the amount of time faculty spend dealing with ... student accommodations. And this has really resulted in an incredible amount of additional time on faculty teaching."

Teaching Evaluations. "Faculty are concerned about what all of this will do to their teaching evaluations Perhaps, one could think about a policy or at least encourage departments to pay particular attention to teaching evaluations ... during this period ... and perhaps give them less weight."

Need to Readjust Expectations. The committee "... thinks that the university, the college departments, need to find a way to readjust expectations, in terms of evaluating faculty for the normal merit increases, evaluating faculty for promotion, evaluating faculty for tenure."

b. Nominating and Elections Committee (Professor Nicholas Rauh)

The senate plans to populate the new Diversity, Equity, and Inclusion (DEI) committee by the end of March with the objective that the committee would have a preliminary meeting before the end of the semester.

The committee discovered that the bylaws did not specify a time limit for staff members and discussed possible policies. Professor Rauh makes a motion to amend the language on the formation of the DEI: The term of staff members will be limited to one year with an option of continuing for a second year. Professor Eric Waldenburg seconds. The amendment is unanimously approved by the senate (23 "yes" votes).

The nominating committee will solicit nominations directly via email to the faculty. They will contact Laurie Sparger regarding clerical and staff nominations, and they will contact the department heads for student nominations.

6. New Business

Professor Harry Bulow encourages the senate to think about additional ways to recognize indigenous people. The senate has a brief brainstorming about ways of giving greater recognition to indigenous people on our land including a potential proposal request to the Rueff School through the Lonsford fund to consider a sculpture and ways to incorporate our Native American history in our courses. Senators agree with Professor Brian Leung, who reminds the senate that it would be important to involve faculty who identify as indigenous in this endeavor.

7. Adjourn

Prof. Eric Waltenburg moves to adjourn the meeting. Prof. Harry Bulow seconds. Dr. McMullen adjourns the meeting.

Appendix 1

Questions that were collected by the Agenda Committee and submitted to Dr. Ramirez

QUESTIONS AND CONCERNS RELATING TO SPRING SEMESTER AND BEYOND

I am concerned with the decision to continue face-to-face instruction in light of the reports indicating outbreaks in college towns were connected to students and the incredible numbers of cases and deaths nationally.

What are the metrics or criteria that would prompt a pivot to remote learning for a period of time?

Many graduate students are being asked to teach face to face and to take required coursework in a face to face mode. There is concern that this increases graduate student risk for contracting the virus and creating increased stress. How is medical risk being thought about and assessed across categories of students?

How are the university health and medical support services preparing for the long-term mental health and wellness effects of the pandemic and related economic crisis?

Have we seen any of the more contagious mutations of the virus in our community?

VACCINE

When the COVID vaccine is made more widely available, will Purdue require students, faculty, staff, and third-party contractors to receive the vaccine?

What are the requirements being considered for enrolling students in Fall 2021 and the requirements for faculty and staff and students to have the vaccine?

How will Purdue handle the vaccine? Specifically, does the university have information on when the vaccine will be available to us? I don't think we fall under the CDC's "teacher" category, which is [Phase 2](#)? Are we Phase 3? Also, will it be required for everyone affiliated with the University?

What are the expectations of how numbers will change during the spring semester? (Dr. Ramirez probably does not have a crystal ball, but I would be curious to learn what he thinks about the timeline including the effects of the vaccine.)

Questions asked at the senate meeting:

From someone eager to return to campus classrooms, but who isn't this spring. In terms of 3-6 feet, what does the word "mostly," mean in your slide? There are a couple studies, I believe, that speculate a greater distance. Where do those fit into Purdue's experience of "mostly?" Break this down into percentages? Thank you for all your hard work and care.

I'm very excited about the prospect of vaccination, but I'm also concerned about continuing to be a vector for people that I live with; anyone who I might meet in a face-to-face research context; or in being responsible for providing a space for spreading if I return to an in-person teaching setting (esp. in a large lecture setting) - is there data suggesting the risk of spread via vaccinated people?

My understanding is that the Johnson and Johnson vaccine in final stages of efficacy trials will likely be a single dose vaccine with minimal refrigeration requirement....is that the one most of us will likely get?
16:16:05 From BRIAN LEUNG (he/him) to Everyone: Until now, I've never in my life wished I was 10 years older than I am.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The November 2020 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on November 10, 2020 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in September

The minutes of the October meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Native American Heritage Month

Dr. McMullen reads the CLA land acknowledgment statement and announces that November is Native American Heritage Month. This year indicates the 30th anniversary of celebrating this month. The Native American Educational and Cultural Center hosts a number of related activities (see <https://www.purdue.edu/naecc/events/nahm.html>).

CLA Enrollment Data on Race and Ethnicity

Professor Elena Benedicto inquired after our last meeting about data on enrollment by race and ethnicity, information that would be helpful for ongoing and developing needs. Starting in Fall 2021, the annual report about enrollment will include race and ethnicity. Enrollment data including numbers on race and ethnicity are also available on the data digest site.

3. Dean's Remarks

Annual College Budget Report – Kirke Willing

Kirke Willing shares several slides with the senate that provide detailed numbers on the College's budget.

FY 2020

- *Positive Balance just under 500k* (during the last five years, CLA has ended each year with a positive balance).
- *Increase in Revenue:* CLA got a 1.6 million increase to our central recurring allocation for merit and fringes compared to previous year. Large growth in external income through the online writing lab (736K more than previous year).
- *Decrease in Revenue:* Tuition and fee income decreased by about 1.5 million (through cancellation of spring and summer study abroad programs and reduced enrollment in online master programs in communication).

FY 2021

- Overall, CLA is expecting a \$5.5 million decrease in the budget for 2021, which will be offset by reduced travel and likely a reduced number of graduate student salaries.
- For FY 2021, CLA expects a breakeven budget.

Dean Reingold replies to two questions—on the Degree Plus Program and the Cornerstone Certificate— that were submitted to the agenda committee before the meeting and shared with the Dean.

Degree Plus Program

Since May 2019, 58 students have graduated from Purdue with both a BS and a BA under the umbrella of the degree plus program. According to the university student records, this fall, 323 students have added a liberal arts major or degree to their plan of study alongside their BS degree from another part of the University.

Cornerstone Certificate

Dean Reingold is very pleased that, as of this fall, 580 Purdue students have added the cornerstone certificate to their plan of study. These 580 students represent approximately 8,700 credit hours of instruction in the college. And of that, about 5,220 hours are in the certificate's upper level courses. The cornerstone courses started in the fall of 2018.

Q & A

Hiring Freeze

Replying to a question from Prof. Ralph Webb about hiring freezes, Dean Reingold stresses that hiring faculty provides a major commitment, both in terms of our future and financially. Given the limitations created by the Covid-19 pandemic that do not permit in-person campus visits and interviews, Dean Reingold has been holding off on faculty searches this year. He would like for the College to get back to a more regularized faculty hiring routine the next fiscal year in the fall.

Equity and Inclusion

Prof. Laura Zanotti inquires about new initiatives or action items on diversity, equity and inclusion emerging from meetings between the Vice Provost and the Deans.

In response to the question from Prof. Laura Zanotti, Dean Reingold informs the Senate about the new University Task Force on Equity and Inclusion. The Deans of the colleges are involved in this endeavor together with a large number of over 100 members of the Purdue community including several faculty members of CLA. The Task Force is working on Purdue-wide recommendations. Dean Reingold is hopeful that some more details on the planned recommendations will be shared this winter.

Merit Raises

Dean Reingold shares with the senate that the university has not formed a decision yet whether or not there will be a merit raise this academic year. We may learn in February or March if there will be a merit raise.

4. Old Business: Creation of Diversity, Equity & Inclusion Standing Committee

Dr. McMullen thanks Prof. Paul Dixon for his lead on the initiative to create a standing committee of Diversity, Equity, and Inclusion.

Based on a suggestion by Prof. Elena Benedicto, the ad-hoc committee working on the proposal will add a friendly amendment to the proposal asking the standing committee to create an annual agenda of actionable items.

The senate will vote on the amended proposal in its December meeting.

5. Committee Reports

Curriculum Committee – Assoc. Dean Joel Ebarb

The senate votes on the proposal of curriculum changes submitted by the curriculum committee. The proposal includes the creation of two new courses, **CMPL/FVS 30200-Ways of Viewing** and **CMPL/FVS 33000- International Cinema**. Assoc. Dean Joel Ebarb asks to table the decision on **CMPL/FVS 30200-Ways of Viewing**.

Prof. Ralph Webb moves to accept the proposed changes (except for FVS302). Prof. Taylor Davis seconds. The proposed changes are accepted with 28 votes in favor, 1 abstention, and none opposed.

EPC – Elaine Francis

Announcement: Prof. Elaine Francis will serve as the chair of the EPC this academic year.

Faculty Affairs – Christine Wuenschel

Prof. Christine Wuenschel thanks everybody who completed the committee's survey. The committee will report about the outcome in the December senate meeting.

7. Final business

Prof. Paul Draper moves to adjourn the meeting. Prof. Robin Clair seconds. Dr. McMullen adjourns the meeting.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The October 2020 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on October 13, 2020 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in September

The minutes of the September meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Dr McMullen congratulates Dean Reingold to his recent grant from NEH and the Teagle Foundation for the *Cornerstone: Learning for Living* program.

3. Lori Sparger: Enrollment Report

Lori Sparger shares several slides with the senate that provide numbers on recruitment and enrollment (see **Appendix**). CLA had 548 new beginners this academic year. This number was significantly higher than the number of beginners in 2015 (440 students). The college also saw an increase in the number of Degree Plus Students (323 this year vs. 278 last year) and in students who pursue a Cornerstone certificate (580 this year vs. 351 last year). Almost 2,300 students—about a quarter of the incoming class—are enrolled in Cornerstone classes this semester.

Dean Reingold adds that the College of Engineering keeps growing in terms of enrollment and greatly contributed to the university-wide increase in enrollment this year. With 548 new beginners, CLA has a similar number of beginners as the College of Agriculture (558) and Krannert (532).

4. Dean's Remarks and Q & A

The agenda committee shared three sets of questions about the CLA budget, the strategic plan, and COVID-replacement teaching with the Dean, which the Dean addressed in his remarks. The questions came to the agenda committee from faculty members in the college (see Appendix A).

Budget

Dean Reingold stresses that the budget is a common concern and on everybody's mind. CLA had to cut the budget by 7% this year (about 5 Mio dollars), which is fairly consistent across the various academic colleges, in terms of budget reductions. The budget priorities for the university this year are the *Protect Purdue* effort in order to keep the university running and to keep everybody healthy and safe.

Dean Reingold highlights that the university and college have maintained all academic programs and avoided furloughs up to this point—"something that has not been the case in many of our peer institutions."

Dean Reingold: "The financial management of the university and the college ... has been, from my perspective, very sound, and the university and the college will continue to operate ... within this commitment to fiscal responsibility."

Strategic Plan

Dean Reingold acknowledges the work that has been done by the strategic planning committee and the working groups that developed recommendations last year and regrets that there are **no funds available at this point**: “So at this point, there are no additional funds that are available ... either outside of the college or within the college to access for trying to advance many of the wonderful ideas that we had been working on with the Strategic Planning Committee, and in consultation with the CLA Senate. ... We are mindful that we had so many people participating, so many wonderful ideas, we really don't want to lose momentum on this.”

According to Dean Reingold, the College is at a decision point: “The college can try to do what can be done now, or wait until next year, in hopes that the budget situation for the university loosens up and gives the college a little bit more latitude to put some resources behind these efforts.”

Regarding the **diversity inclusion component of the plan**, Dean Reingold shares with the senate that Rachel Brooks, the Director of Diversity Inclusion for the college, has been reviewing the recommendations of all the task forces working with the department heads and various colleagues across the college to see where we can make some progress on diversity and inclusion efforts. CLA has a fair amount of representation, including Dean Reingold, on the university-wide Equity Task Force, which the university has launched this semester.

Regarding the question about the [Executive Order on Combating Race and Sex Stereotyping](#), [which could limit the use of federal funds DEI training programs] for Dean Reingold informs the senate that the order is currently being reviewed by the general counsel of the university.

COVID Replacement Teaching

Dean Reingold is aware that there are many COVID-related concerns in terms of increased health risk, increased stress, and increased workload. The question asked what guidance the Dean's office provided for making decisions about requesting **compensation for overloads** and for taking into consideration the health and wellbeing of instructors.

Dean Reingold: “Is there a plan for recognizing that productivity may decrease for those who take on additional teaching? ... A terrific question and very timely question. ... I think it is important to make sure that everybody knows that if an instructor were asked to take an extra class or section, the department heads would initiate a conversation with ... the Dean's office to determine the extent of any additional duties that might be taken on by that colleague, and whether it is a situation which might merit overload compensation. And we would wait for the head to make a recommendation on whether or not it warrants overload compensation. This would be determined by and among many sort of criteria that we look at: The length of the additional teaching assignment, the amount of extra work, the circumstances surrounding that overload, and these would be essentially negotiated on a case by case basis.”

The Q&A part had one follow-up question that came from Dr McMullen: “The extension to assistant professors on the time clock is so important, and I so appreciate that that's being offered. And I know, it's being taken up by many assistant professors. I wonder if there's been any kind of consideration for the **rank of Associate Professor** as well?”

Dean Reingold's response: "Within the college, ... we are keenly aware and talking frequently with the heads about how this pandemic is disrupting the research trajectory of all faculty. ... There is no question that these events are causing levels of disruption that could set people back in such significant ways. ... There is widespread concern over how we might help mitigate this ... impact. ... So, if there are ideas out there on that, we would be very open to them."

5. Committee Reports

Committees selected chairs for the 2020/2021 academic year.

a. Curriculum Committee

Chair: Jessica Sturm (SLC); Joel Ebarb presenter in Fall 2020

Prior to the meeting, changes proposed by the curriculum committee were circulated among CLA senators along with the agenda for the October meeting. Arnie Clayton moves to accept the proposed changes, and Taylor Davis seconds. The proposed changes are unanimously approved.

b. Educational Policy

Chair: Ariel de la Fuente (Hist)

c. Faculty Affairs

Chair: Keith Shimko (Poli Sci)

Report by Christine Wuenschel:

The faculty affairs committee developed a **survey that asks for faculty input regarding the pandemic**. Dean Wei Han initiated the survey by asking the faculty affairs committee to discuss ways to recognize the pandemic's impact. The survey goes out to all teaching instructors and aims to gauge the impact of the pandemic on the possible decreased faculty productivity and provide something that could help guide administration and faculty performance review and ways to enhance mentoring directly related to faculty wellness.

d. Grade Appeals

Chair: Joel Ebarb

The committee did not receive any grade appeals in the summer.

e. Nominating & Elections

Chair: Nicholas Rauh

6. Old business: Standing Committee on Diversity, Equity, and Inclusion

Paul Dixon led a recent meeting of a working group that looked into the formation of a possible new Standing Committee on Diversity, Equity and Inclusion. The formation of a standing committee requires an amendment to the bylaws. The working group worked on and documented the language for this suggested amendment to the bylaws (see Appendix B). The amendment will be discussed in the November meeting.

7. Final business

Dr McMullen adjourned the meeting.

Appendix A

Questions Submitted to Dean Reingold

by Dr Shannon McMullen on behalf of the CLA Agenda Committee (Questions came from CLA faculty members to the committee)

October 2020

Budget

Could you give us an understanding of the budget challenges at this point in time (especially given that Purdue has record enrollments) and how priorities are being set at this time? What is your plan for soliciting and incorporating faculty input into setting priorities? Are there lessons from the Great Recession that are relevant to thinking about the current crisis?

Strategic Vision Plan

How will work continue on the strategic vision plan and more specifically the recommendations that came out of the working groups last year? All aspects of the strategic vision plan are important of course, but given the urgency of the current political and social moment, what actionable steps is the College taking to address the diversity and inclusion aspects of the strategic plan?

- Related issue: Do you know whether Purdue is working on a response to the September 22, 2020 Executive Order on Combating Race and Sex Stereotyping?
 - (see for example: <https://president.umich.edu/news-communications/statements/statement-on-executive-order-on-combating-race-and-sex-stereotyping/> and https://nadohe.memberclicks.net/assets/PressReleases/_NADOHE%20Statement%20on%20DEI%20Training.pdf (IUPUI Indianapolis is an institutional member; Purdue was a charter member)

COVID Replacement teaching

Faculty and graduate teaching assistants are being asked to take on extra classes and sections should colleagues fall sick. This is a source of concern for many in terms of increased health risk, increased stress and increased workload. What guidance has the Dean's office provided for making decisions about requesting overloads, compensation for overloads, for consideration of health and well-being? How are student needs and faculty/grad concerns being balanced? Is there a plan for recognizing that productivity may decrease, for those who take on additional teaching?

Appendix B

DRAFT

For discussion at the November CLA Senate Meeting. Comments and suggestions are welcome.

The CLA Diversity, Equity and Inclusion Committee shall consist of four members of the faculty, three elected by the Senate and one to be appointed by the dean; two staff members; two graduate students; and two undergraduate students. No department or school shall have more than one faculty member serving on the committee. Faculty members elected by the senate, or appointed by the dean, do not have to be members of the senate. The chair will be elected by the committee from those chosen by the Senate. The faculty will serve three-year staggered terms.

Duties and Responsibilities.

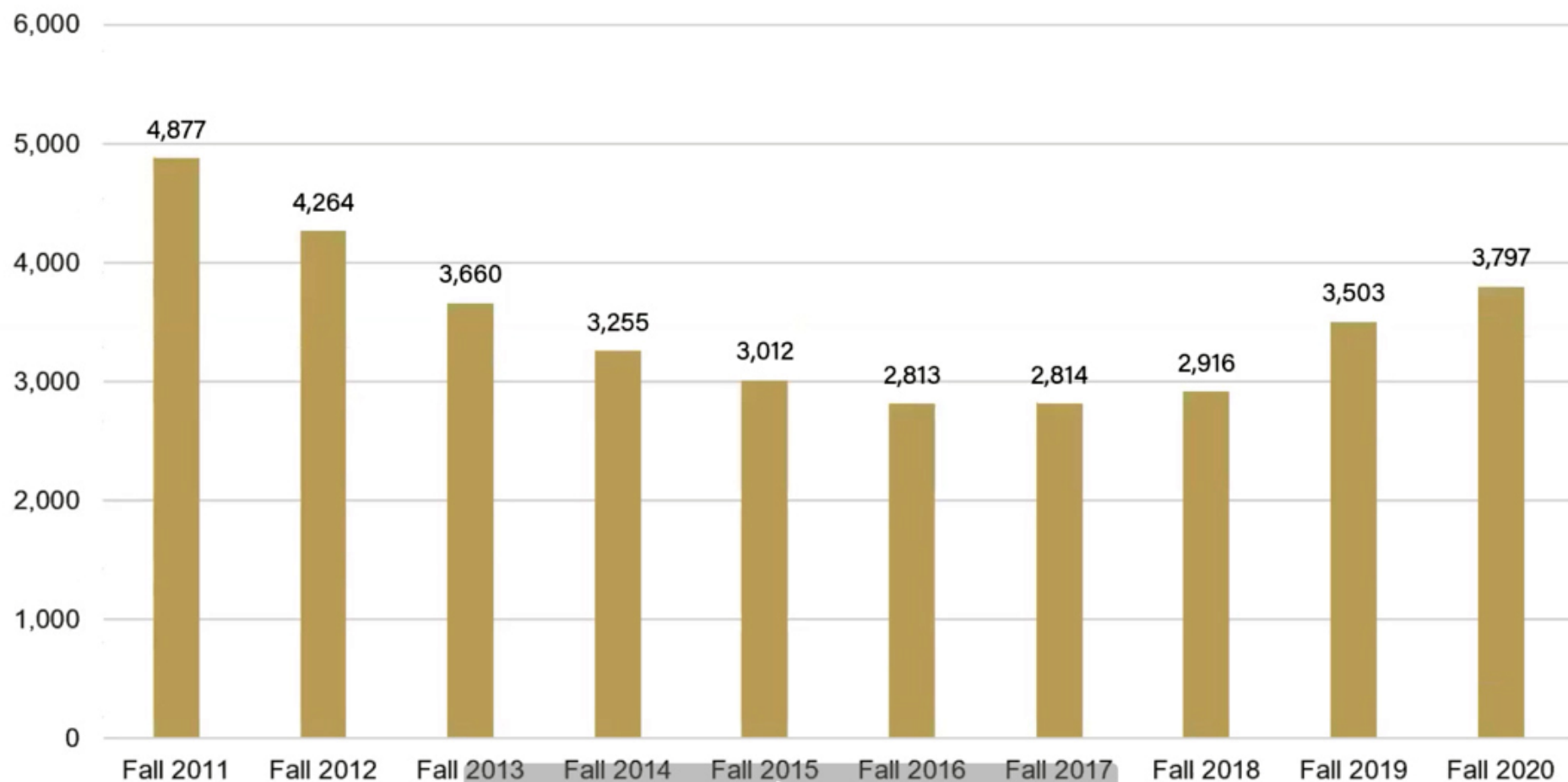
The CLA Diversity, Equity and Inclusion Committee shall provide guidance to Senators and other CLA colleagues in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. In keeping with the call of the CLA's Strategic Vision Plan (2019), it will advise the Dean's Office about consistent messaging in support of diversity, inclusion, and equal opportunity; coordinate with departmental or school committees in charting our course for improvement, and promote relationships between the CLA and cultural centers on campus. The Committee chair will cooperate with the CLA Director of Diversity and Inclusion. The Committee shall respond to incidents of intolerance on campus and provide to the Senate and College a regularly updated list of support services and diversity resources on campus. The Committee shall collect and maintain data regarding hiring, promotion and tenure, recruitment and retention for both faculty and students and other diversity issues. The CLA Diversity, Equity and Inclusion Committee shall also meet annually with the Dean of Liberal Arts, and report to the CLA Senate once a semester on collected data and on the meeting with

the dean. The CLA Diversity, Equity and Inclusion Committee will advise other committees as needed or as charged by the Chair of the Senate.

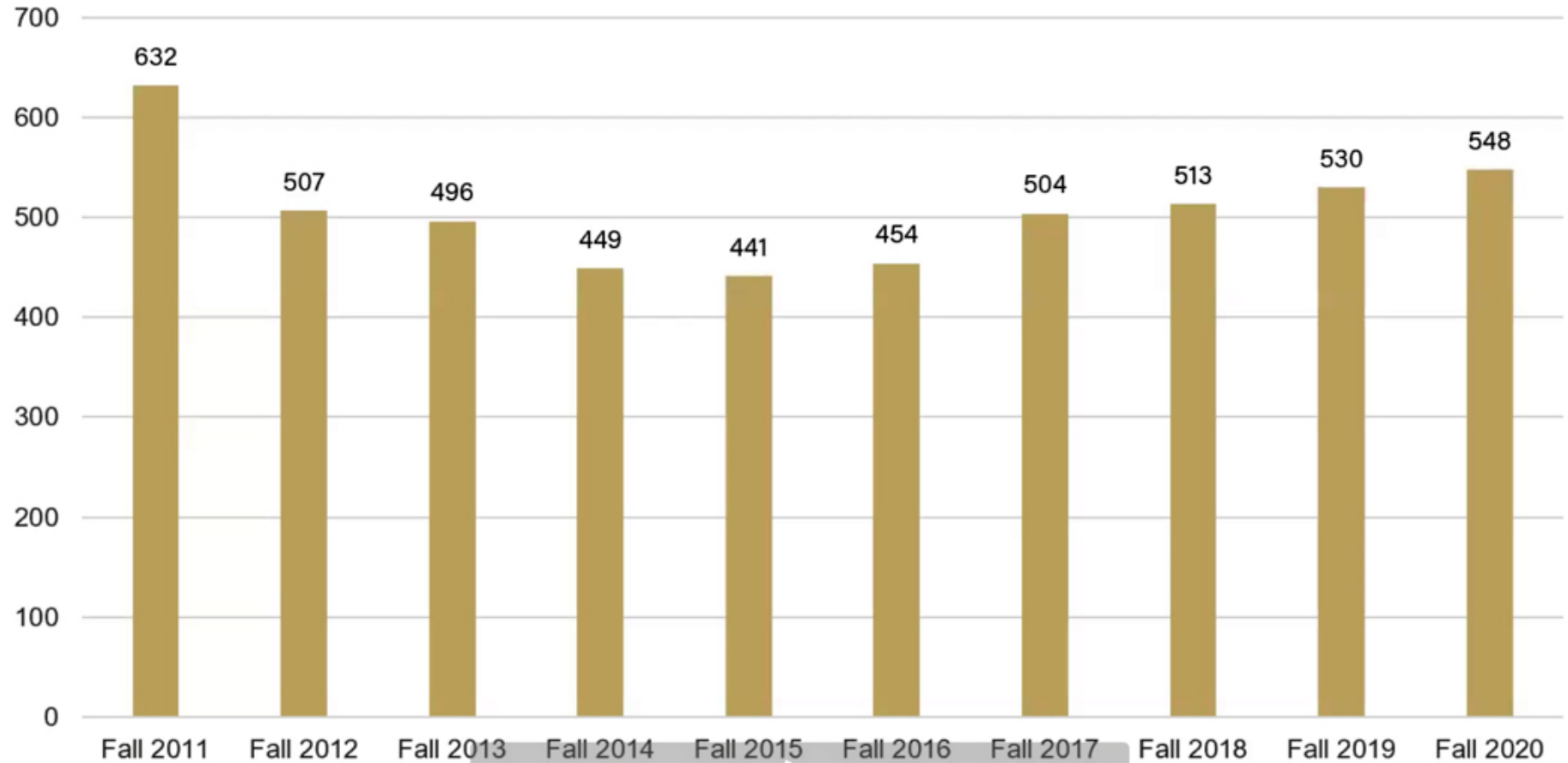
***COLLEGE OF LIBERAL ARTS
UNDERGRAD ENROLLMENT***

CLA Faculty Senate Report

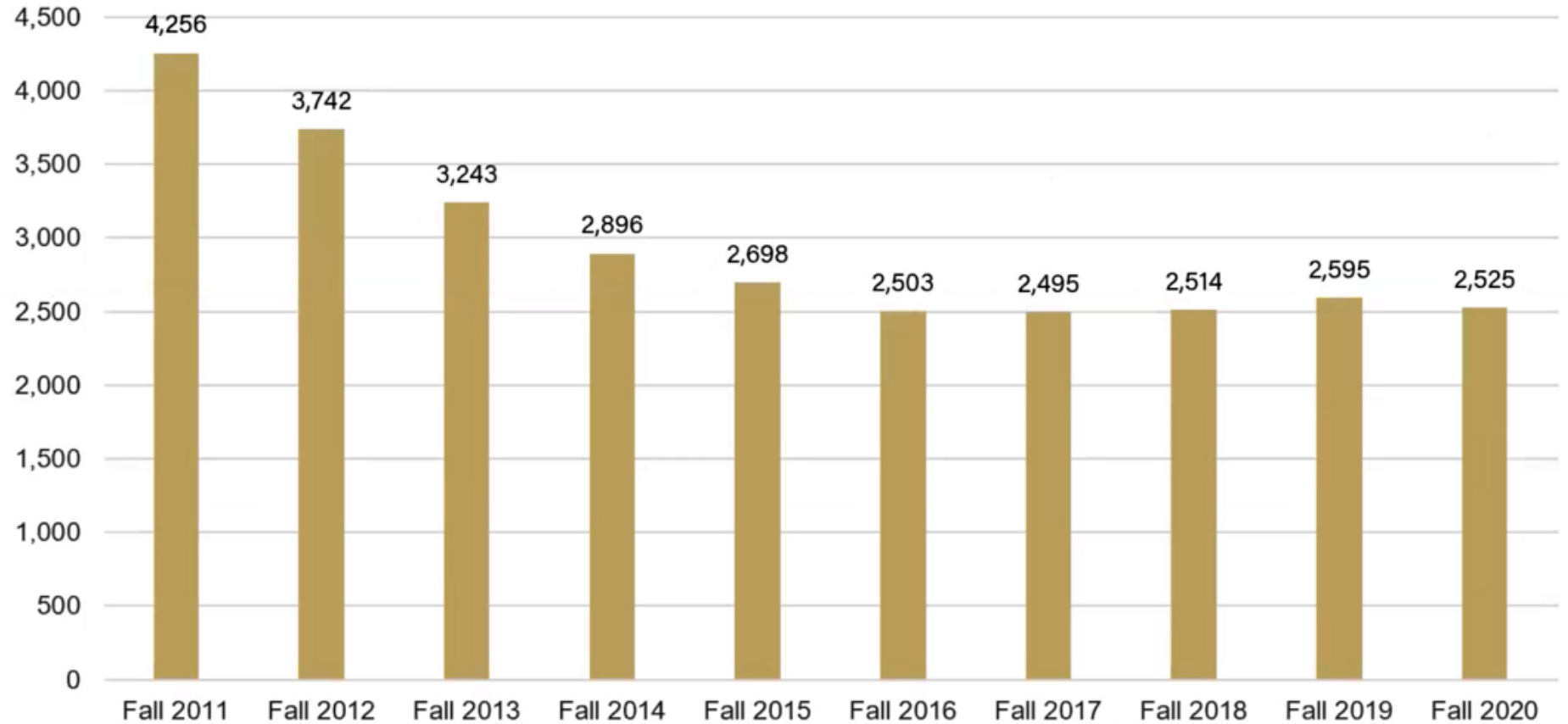
CLA Primary & Non-Primary Majors 2011-2020



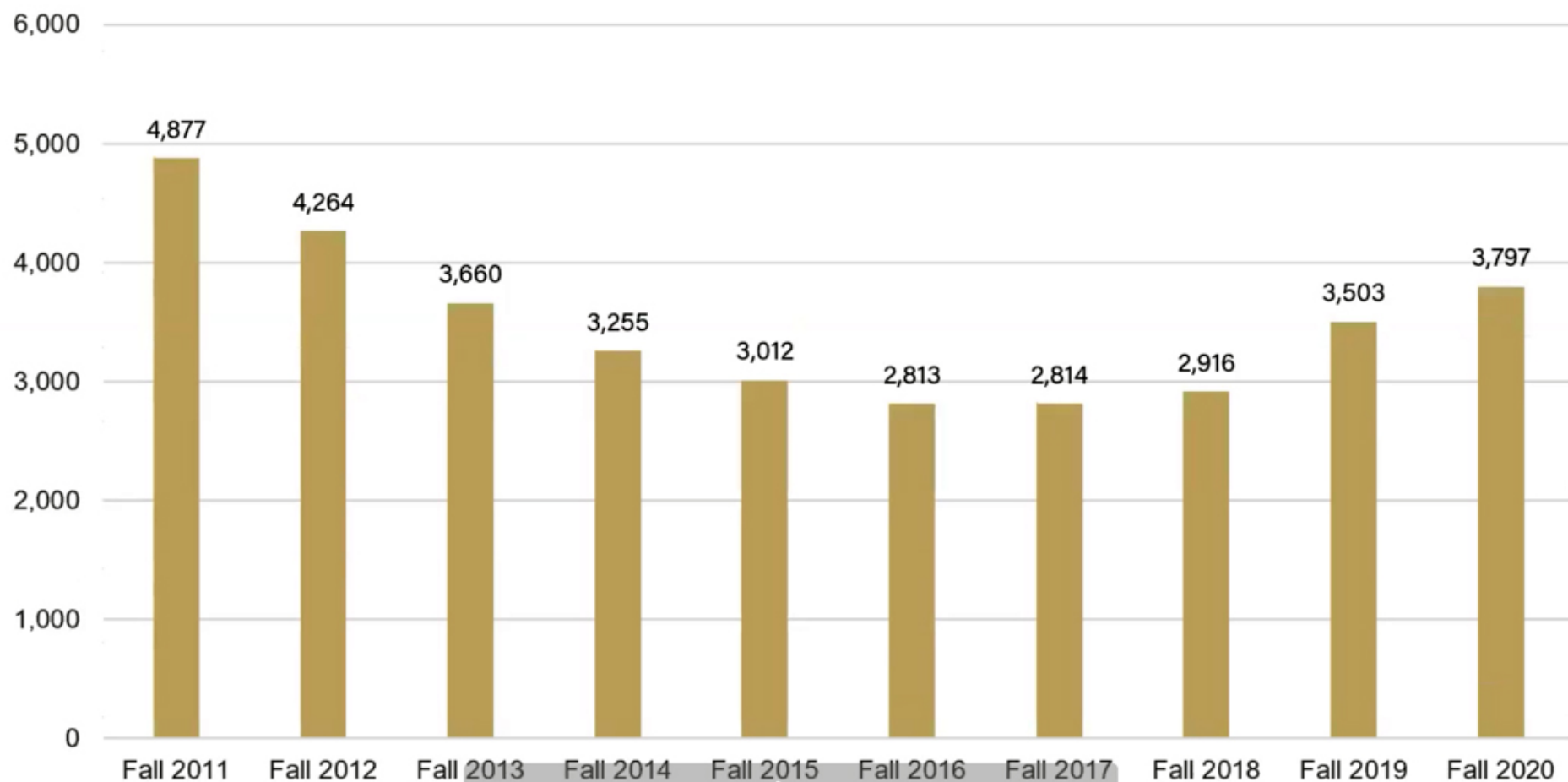
CLA New Beginners 2011-2020



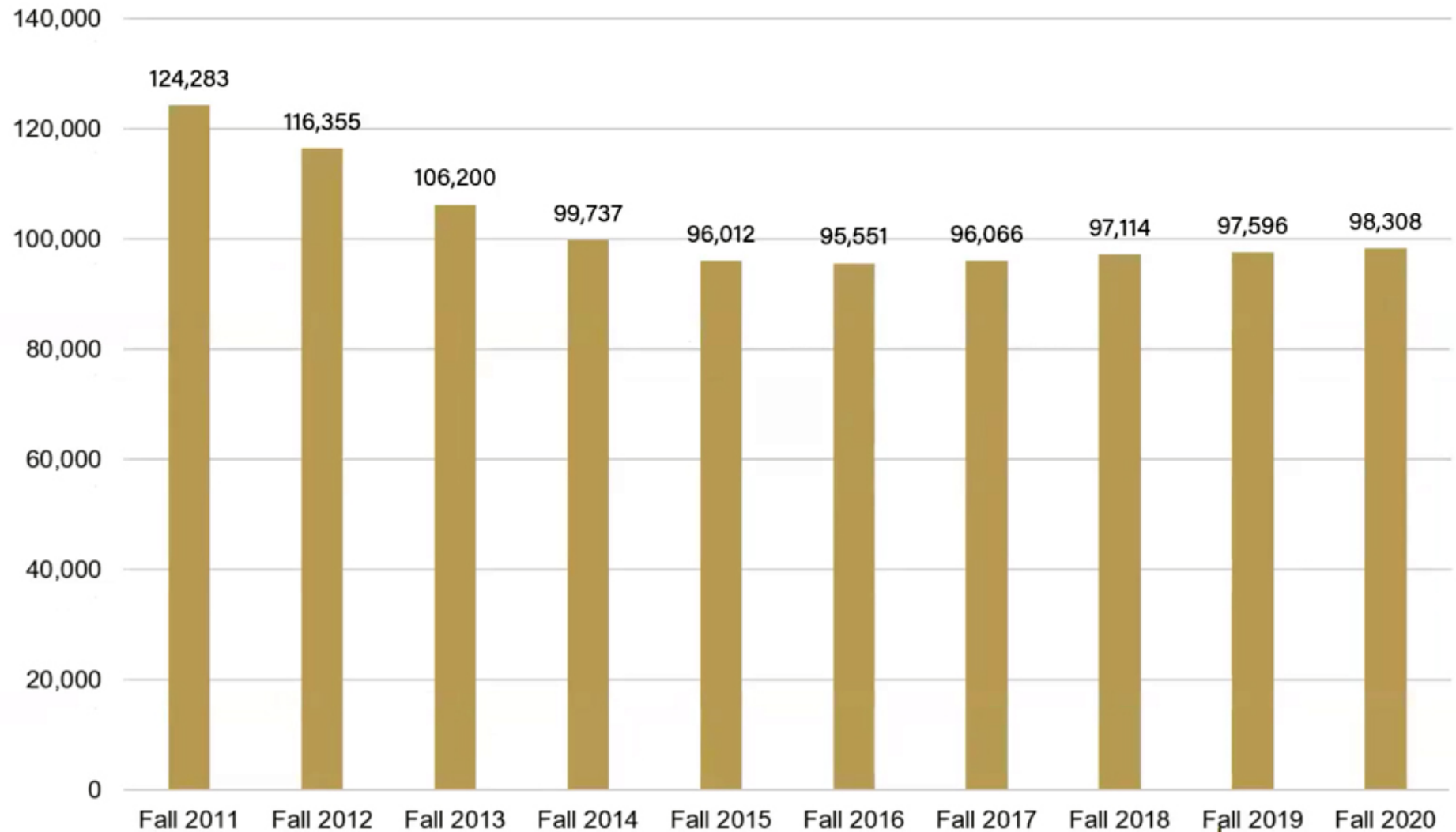
CLA Primary Majors 2011-2020



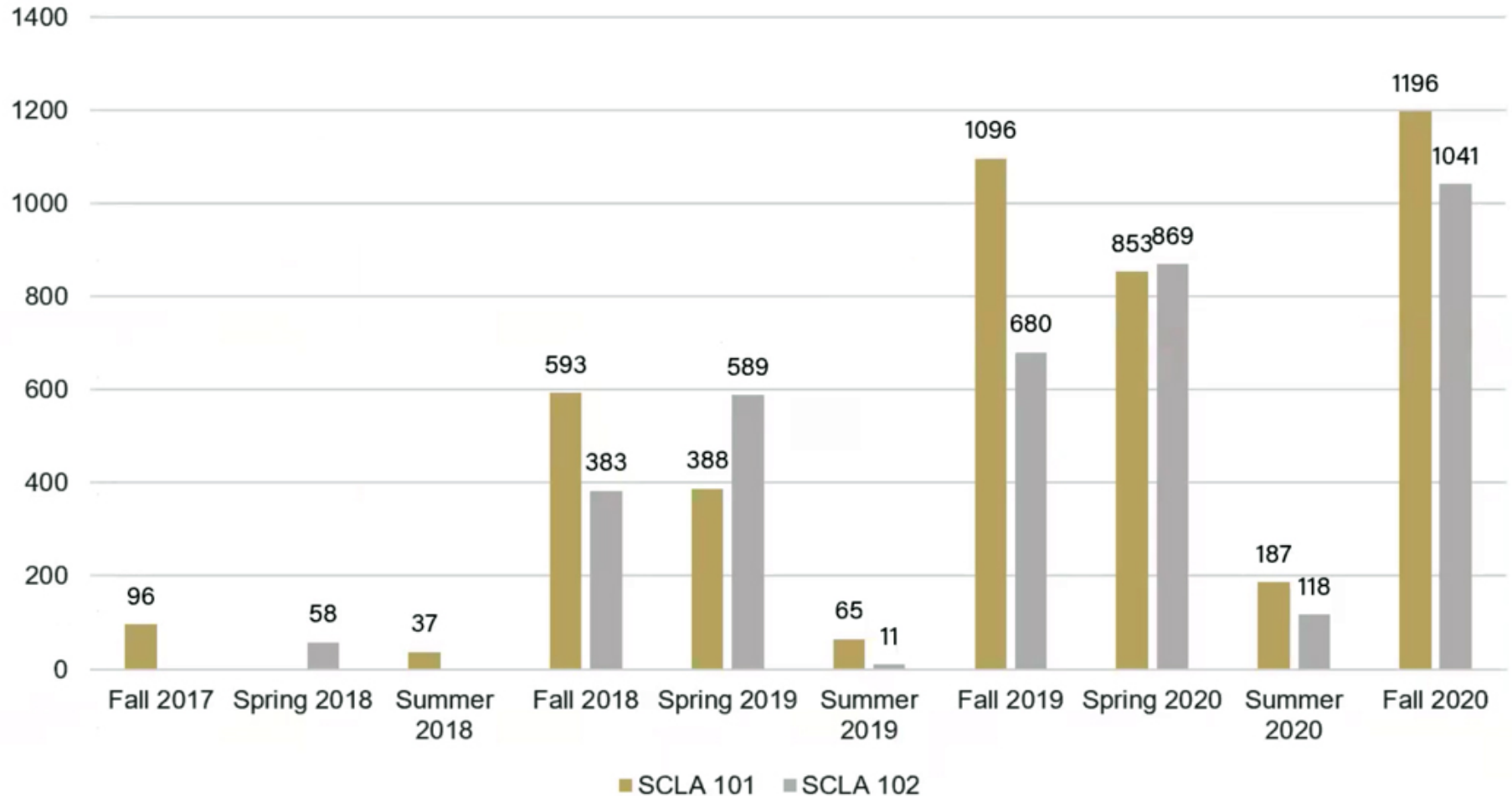
CLA Primary & Non-Primary Majors 2011-2020



CLA Credit Hour Delivery



Cornerstone Enrollment Fall 2017-2020



107

More New Beginners

Since Fall 2015, the number of new beginners enrolled has increased every year, and is now up by 107 students.

THANK YOU

Our ability to recruit students to the College of Liberal Arts requires the support of numerous faculty, staff, and current students.

We look forward to partnering with you again to recruit the incoming class for Fall 2021.

We appreciate your flexibility and continued assistance as we adapt our strategies to navigate within the Protect Purdue guidelines.

The CLA Diversity, Equity and Inclusion Committee shall consist of four members of the faculty, three elected by the Senate and one to be appointed by the dean; two staff members; two graduate students; and two undergraduate students. No department or school shall have more than one faculty member serving on the committee. Faculty members elected by the senate, or appointed by the dean, do not have to be members of the senate. The chair will be elected by the committee from those chosen by the Senate. The faculty will serve three-year staggered terms.

Duties and Responsibilities. The CLA Diversity, Equity and Inclusion Committee shall provide guidance to Senators and other CLA colleagues in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. In keeping with the call of the CLA's Strategic Vision Plan (2019), it will coordinate with departmental or school committees in charting our course for improvement, promote relationships between the CLA and cultural centers on campus, and advise the Dean's Office about consistent messaging in support of diversity, inclusion, and equal opportunity. The Committee chair will cooperate with the CLA Director of Diversity and Inclusion. The Committee shall respond to incidents of intolerance on campus and provide to the Senate and College a regularly updated list of support services and diversity resources on campus. By no later than the November Senate meeting, the Committee shall articulate their measurable priorities for the remainder of the academic year. Priorities could include, but are not limited to: hiring, climate, promotion and tenure, and recruitment and retention for faculty, students and staff. Furthermore, the Committee shall collect and maintain data to assess and report on progress in these areas. The CLA Diversity, Equity and Inclusion Committee shall also meet annually with the Dean of Liberal Arts, and report to the CLA Senate once a semester on collected data and on the meeting with the dean. The CLA Diversity, Equity and Inclusion Committee will advise other committees as needed or as charged by the Chair of the Senate.

CLA Faculty Senate Agenda
[01.12.21@3:30]

Zoom Link:

<https://purdue-edu.zoom.us/j/91644489446?pwd=L2JpSFhoZ2JjNUplcE51M3pBTzdUUT09>

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named buildings that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

1. Approval of the Minutes
2. Chair's Remarks – Shannon McMullen (5 minutes)
3. Dr. Estaban Ramirez Report on health & safety for faculty, staff, students (15 minutes)
 - a. Q & A (20 minutes)
4. Old Business (5 minutes)
 - a. Update on DEI Standing Committee
5. Committee Reports
 - a. Faculty Affairs Committee
 - i. Keith Shimko (10 minutes)
 - ii. Q & A (10 minutes)
 - b. Nominating and Elections Committee (10 minutes)
6. New Business (5 minutes)
7. Adjourn

Total Time: 80 minutes

Voting Procedures:

To cast votes, we will use Zoom's "Poll" function.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The December 2020 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on December 8, 2020 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in November

The minutes of the November meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

CLA Enrollment Data on Race and Ethnicity

Dr McMullen thanks Lori Sparger for providing additional enrollment data including numbers on race and ethnicity (see **Appendix 1**).

3. Dean's Remarks

Budget

Dean Reingold expects that the CLA budget for the academic year 2021-22 will be similar to this year's budget.

*Dean Reingold replies to questions regarding **graduate recruitment and funding** that were submitted to the agenda committee before the meeting and shared with the Dean (see **Appendix 2**).*

Expected variation in graduate admissions in 2020-21

Dean Reingold explains that there is a lot of variability across departments within CLA based on their unique and specific budget constraints and number of current and outgoing graduate students. Thus, the number of graduate students that will be admitted this year will vary across departments. Some departments are considering not to admit any graduate students this year.

Semester-long fellowships

CLA created and awarded 13 COVID-19 semester-long fellowships for 2020-21, which were distributed to help support students who were negatively impacted by the pandemic and who were in a tough situation because they had either exhausted funding or were in a bind.

Matching funds for small awards offered by graduate school

CLA also matched small awards offered by the graduate school to develop \$1,000 awards to support graduate students (10 students). CLA committed matching funds for this initiative next year also.

Converting recruitment fellowships into fellowships for current graduate students

CLA plans to convert graduate school fellowships for the recruitment of new students into fellowships or support for current graduate students (about 15 total students).

Q & A

Expected teaching gap through reduced number of graduate students

Addressing a question that came up in the chat box, Dean Reingold acknowledges that there are teaching gaps caused by the budget cuts (e.g., the college had to give back to the university about \$350k this year

that are usually used to hire long-term lectures). The college requested over \$600k from the CFO, which was funded. The funds cover the expected teaching needs in the spring semester.

Dean Reingold concludes his remarks by thanking everybody involved in the college “... for the exceptional efforts that I think were displayed this semester, in terms of the return to campus and our delivery of our educational programs, and in the restart of our research enterprise. I am very proud of all the work that all of our colleagues have done across the college, under these most extraordinary circumstances.”

4. Old Business: Creation of Diversity, Equity & Inclusion Standing Committee

Dr. McMullen thanks Prof. Paul Dixon for revising the proposal to create a standing committee of Diversity, Equity, and Inclusion based on the discussion during the November senate meeting. Professor Paul Dixon moves that the CLA senate approves the draft for creation of a standing committee for diversity, equity and inclusion. Harry Bulow seconds the motion.

Professor Paul Draper points out that the proposal charges the new committee to articulate *measurable* priorities every academic year and that there may be priorities that are not measurable. Following a discussion, Professor Draper suggests replacing the term *measurable* with *quantitative and qualitative*. Professor Dixon accepts Professor Draper’s friendly amendment. The amended proposal is unanimously approved by the senate (27 “yes” votes).

Dr. McMullen invites everybody who is interested in serving on the new committee to send her or Professor Dixon a note with their name. Committee members will be elected by the senate.

Commented [MSC1]: I think it is okay to leave this in. I should have mentioned the Nominations and Elections committee as well – oops ☹

5. Committee Reports

Curriculum Committee – Assoc. Dean Joel Ebarb

The senate votes on the proposal of curriculum changes submitted by the curriculum committee. The proposal includes the creation of a new course, **Sociology 285-Criminal Law and Procedure**, and changes of the concentrations in Political Science. The three new concentrations in political science include one on environmental politics and policy, one on legal foundation of governance and policy, and one in politics of diversity, equity and inclusion. Assoc. Dean Joel Ebarb asks to table the decision on **CMPL/FVS 30200-Ways of Viewing**.

Prof. Taylor Davis moves to accept the proposed changes (except for FVS302). Prof. Joel Ebarb seconds. The proposed changes are accepted with 27 votes in favor, no abstention, and none opposed.

EPC – Professor Elaine Francis

Professor Francis informs the senate that the EPC committee plans to focus on four items this academic year: (1) The development of a proposal for revised language requirement for international students whose first language is not English within the CRA core. (2) Defining the authority of the Associate Dean for Undergraduate Education and their staff to make discretionary decisions on course revisions. (3) A continuing review of the Core 21 diversity selective list and a proposition for a policy for accepting new courses to this list. The proposal will include a revised and simplified process for departments to submit revisions or deletions to the list. (4) Doing research and discussing possibilities for Bachelor of Science degrees in CLA.

Professor Francis invites senators to contact her if they have any feedback for the committee.

Faculty Affairs – Professor Keith Shimko

Prof. Shimko shares with the senate that roughly 250 faculty members from CLA completed the survey on Covid-19 related performances. The committee will provide a detailed report on the survey in one of the forthcoming senate meetings.

Professor Shimko highlights concerns that were stressed throughout the detailed responses: Faculty raised a variety of concerns about research productivity and the impact on teaching. Faculty reported spending an incredibly large amount of time on teaching. Respondents stressed that the pandemic has not increased the amount of time faculty have to do their jobs, but has required them to reallocate the time they have to do their jobs. The committee is discussing ways in which the impact of Covid-19 and the voiced concerns can be taken into account on different levels of evaluation, including merit evaluations and promotion and tenure evaluations.

Professor Nush Powell (FAC member) adds that the committee found inequalities across different CLA populations. The effects of the pandemic are not "...being felt equitably across the different populations in CLA." Prof. Powell indicated that full professors are faring a bit better than assistant and associate professors; and women are reporting more struggles and challenges than men.

Professor Ralph Webb (FAC member) thanks Professors Shimko and Powell for conveying key aspects of the survey and adds that the survey responses offer a variety of valuable and important recommendations that should be taken up in discussions to follow.

6. Adjourn

Prof. Robin Clair moves to adjourn the meeting. Prof. Harry Bulow seconds. Dr. McMullen adjourns the meeting.

Appendix 1

Enrollment data including race and ethnicity (provided by Lori Sparger)

Appendix 2

Questions that were submitted to Dean Reingold by the Agenda Committee

Are there any updates regarding graduate recruitment and funding for CLA graduate programs for 2020-2021?

Even Purdue, which seems to be financially stable, is not planning to hire faculty in CLA in the coming year. Purdue graduate students currently on the market are facing similar challenges. Has there been any discussion for supporting these students during this difficult time (e.g. extended eligibility for support; career counseling services; teaching opportunities)?

Also, graduate students may need to take longer to finish due to the limitations on research activities created by the pandemic conditions. Has there been discussion or any decisions made about extending eligibility for support for these students (e.g. TAship or GAship eligibility, fellowship eligibility, etc.)?

Commented [MSC2]: Suggesting that we paraphrase a bit more, so that it sounds a little less conversational.

January 2020 Curriculum

ARAB 33000 - The Middle East On Film

New Course

Credit Hours: 3.00. This course offers an introduction to films produced in the Middle East and on Middle Eastern Cultures. In this class, we will view films from the Arab world, including North Africa, and the large Middle Eastern region. Parallel to film screening, students will read critical and analytical material that provide background as well as commentary and analysis of cultural and historical contexts on content of films and their making. The course will examine a series of topics such as identity politics, religious affiliation, gender, immigration, belonging, homeland and exile. We will also situate the films within the aesthetic traditions of production and reception and analyze how they provide critical perspectives and insights in central issues in the cultures of Middle Eastern cultures. The overarching goal of the class is to provide students with a solid understanding of the function of cinema and films in representation of the evolution and transformation of the cultures and societies of the region and the issues central to how communal and individual identities in the Middle Eastern region are shaped. The class will also equip the students with skills to analyze meaning making and the role of technical aspects such as cinematography, body language, script, setting and acting in the creation of characters. All films will be screened with English subtitles. Typically offered Fall Spring.

COM 30600 - Forensics Practicum

New Course

Forensics is the study and practice of evidence-based argumentation. This course cultivates skills associated with researching and constructing arguments – and then applies these skills to contemporary societal, national, and global issues with an eye turned toward generating practicable solutions. Students will be required to move beyond passively consuming information to critically appraising information related to broadly general as well as highly specific and technical topics. The course also emphasizes the development of advanced argumentation and communication skills, as well as the application and adaptation of these skills to diverse audiences.

GREK 10500 - Accelerated Introductory Ancient Greek

New Course

Greek 105 is an accelerated beginning-level course designed to develop language proficiency in Ancient Greek. The course will help students progress toward competence in reading and writing, as well as toward knowledge of Ancient Greek culture. The course focuses on developing deep understanding of Greek syntax and morphology and building strategies for fluent and accurate reading of ancient texts. Primary language of instruction is English.

HIST 22100 - History Behind The Headlines**Course Revision, Title Change****Previous Title- The Uses Of History****PHIL 20700 - Ethics For Tech, Engr, Design****Course Revision - Course Description**

This course is designed to increase your understanding of professional and ethical responsibilities in national, international, and cross-cultural environments, helping you to anticipate, understand, and navigate issues that will likely arise in your working life as an engineer or designer. The focus of the course is on developing the ability to apply a general ethical framework to new and unique situations, including those arising from the global cultural context of modern engineering. The course covers how this ethical framework should be constituted, and provides practice in applying this a framework to specific, concrete cases. Together, these components work toward your development as a better engineer and a more responsible global citizen. The readings, case studies, and exercises are geared towards the development of a well-researched original case study that you will present to the class, which is informed by your past experiences and future aspirations related to engineering.

PHIL 22799 - Science and Religion**New Course**

Are science and religion irrelevant to each other? Or can one of them challenge, support, shape, presuppose, explain—or explain *away*—the other? This course examines how science in general, as well as specific scientific disciplines such as evolutionary biology, physical cosmology, and cognitive science, are related to religion in general, and to particular religious traditions.

POL 41500 - US Politics And The Media**Course Revision - Remove Prerequisite****SOC 10000 - Intro Sociology****Course Revision - Learning Outcomes****SOC 31000 - Race And Ethnicity****Course Revision - Course Description**

This course will introduce students to the sociological study of race and ethnicity within the United States. Although the concept of race is a social construct, it is real in its consequences. The course examines racial and ethnic integration in America: ways groups have entered our society; their social and cultural characteristics, and their relationships with other groups. Groups include Native-Americans, African-Americans, Hispanic and Latinx-Americans, Asian-Americans, White Ethnic Americans, Jewish-Americans, and Arab-Americans. Special emphasis will be placed upon understanding how race and ethnicity operates within contemporary social institutions, and how race asserts itself as a “limit-situation” by prohibiting certain groups belongingness as an authentic-American.

SOC - 32400 – Criminology**Course Revision - Remove Prerequisite****SOC 34000 - General Social Psychology****Course Revision - Learning Outcomes**

SOC 41100 - Social Inequality
Course Revision - Remove Prerequisite

SOC 41900 - Sociology Of Law
Course Revision - Remove Prerequisite

WGSS 28100 - Variable Topics In WGSS
Course Revision- Course Title, Credit Hours

WGSS 28200 - Intro To LGBTQ Studies
Course Revision - Title Change
Previous Title - Intro to LGBT Studies

WGSS 38000 - Comp Studies Gender & Culture
Course Revision - Title Change
Previous Title - Gender And Multiculturalism

WGSS 38300 - Women, Work, and Labor
Course Revision- Title Change
Previous Title- Women and Work

WGSS 39000 - Variable Topics In WGSS
Course Revision - Title Change
Previous Title - Selected Topics In Women's, Gender And Sexuality Studies

WGSS 48500 - Feminist Perspectives On Film And Cinema
New Course

Centered in this course is not so much *what was seen* in the past leading to the present, but historical changes in *how we view* the world around us and, in particular, the changing gendered, class, race-specific and nation-specific *meanings assigned to seeing and being seen*. The ultimate goal of this course is to train students to perceive the subterranean gender politics conveyed, created, or perpetuated by the onset and ascendance of American mass media in global pop culture. This course is highly conceptual, asking students to learn to recognize power relations embedded within the experience of everyday life and, in particular, hiding within entertainments offered and imagined as existing apart from and outside the realm of politics. Students will be challenged to consider not only the political meaning ascribed to or generated by specific visual texts such as classic Hollywood cinema, but the political experience of spectatorship and visibility itself as a historically constructed and newly constitutive element of modern American and contemporary global mass culture. In specific, this course aims to deepen students' awareness and appreciation for the way that visual mass culture in the form of cinema and popular film has impacted gender and gender identity and shaped women's participation in public culture over the last century and a half of American history. After an initial consideration of proto and pre-cinematic experiences, students will apply feminist theorizing of film and the gendered spectator to classic Hollywood cinema and then again to late 20th-century feminist-influenced mass spectator cinema and new forms of visual media. The course will end with a consideration of global meanings ascribed to such recent and quintessential American cinematic texts aimed at the very young, such as the animated Disney "princess" films, music videos, and television.

CLA Faculty Senate Agenda
[02.09.21@3:30]

Zoom Link:

<https://purdue-edu.zoom.us/j/91644489446?pwd=L2JpSFhoZ2JjNUplcE51M3pBTzdUUT09>

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named buildings that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

1. Approval of the Minutes
2. Chair's Remarks – Shannon McMullen (5 minutes)
3. Dean of Pharmacy – Dr. Eric Barker (30 minutes)
4. Old Business (5 minutes)
 - a. Discussion of procedures for creation of DEI Committee
5. Committee Reports (30 - 40 minutes)
 - a. Curriculum Committee – Joel Ebarb
 - b. Education Policy Committee – Elaine Francis
 - i. International Students Core Language Requirement
 - c. Nominating and Elections Committee – Nick Rauh
6. New Business (5 minutes)
7. Adjourn

Total Time: 85 minutes

Voting Procedures:

To cast votes, we will use Zoom's "Poll" function.

CLA Faculty Senate Agenda
[03.09.21@3:30]
DRAFT

Zoom Link:

<https://purdue-edu.zoom.us/j/91644489446?pwd=L2JpSFhoZ2JJNUplcE51M3pBTzdUUT09>

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named buildings that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

1. Approval of the Minutes
2. Chair's Remarks – Dr. Shannon McMullen (5 minutes)
3. Dean of the Graduate School – Dr. Linda Mason (30 minutes)
4. Dean's Report
 - a. External Grant Activity – Dr. Sorin Matei (15 minutes)
 - b. Dean's Q&A – Dr. David Reingold (10 minutes)
5. Old Business (5 minutes)
 - a. Vote to amend bylaws to create the DEI standing committee
6. Committee Reports (30 - 40 minutes)
 - a. Education Policy Committee – Dr. Elaine Francis
 - b. Grade Appeals – Dr. Joel Ebarb
7. Presentation of new graduates – Dr. Joel Ebarb
8. New Business (5 minutes)
9. Adjourn

Total Time: 90 minutes

Voting Procedures:

To cast votes, we will use Zoom's "Poll" function.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The February 2021 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on February 9, 2021 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in December

The minutes of the January meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Dr. McMullen introduces Dr. Eric Barker, Professor of Medicinal Chemistry and Molecular Pharmacology, Dean of the College of Pharmacy, and member of the Medical Advisory Board.

3. Dr. Eric Barker

Dr. Eric Barker replies to questions that were collected by the agenda committee and shared with Dr. Barker before our meeting (see Appendix 1).

Variants of Covid 19

Dr. Barker: “Variants in any virus are expected in the norm. And, so, we have had viral heterogeneity since the very beginning We have seen a shift in predominance, particularly in the UK, South Africa, and Brazil in specific variants. The origin of this increased transmissibility [of variants in the UK, South Africa, and Brazil] is that simply those that are infected with the virus emit more virus from their upper respiratory tract. As a result, there is around a 50% increase in potential transmissibility.”

Masks

Dr. Barker: “I would advise individuals who might be in the most vulnerable categories, those over the age of 60, or 65, if they are going to be in situations where they are going to be unmasked with others, wearing a 95 mask does offer protection to the wearer. . . . It is important to realize that the same mitigation steps that we have used all, to this point, distancing, and even wearing a two ply cotton mask or a surgical mask is sufficient to block transmission of the aerosols and the droplets that contain the virus and contain that from infecting others.”

International Travel

Dr. Barker: “We are not at a point where I think we have enough data to make a call on international travel. And again, most countries are still probably going to be in restricted mode in terms of international travel. . . . I am going to tell you this total opinion, based on a number of facts, that probably sometime by late March, we are going to have a much clearer picture of what the future holds.”

Vaccination Site at Purdue

Dr. Barker: “We have set up a vaccination site in the COREC, . . . the gym next to the testing center. . . . So, if we were to get a distribution of vaccine from the State of Indiana, we could literally be up and running within a day or two because the site is ready to go. . . . We are awaiting word from the state about access to vaccine.”

Vaccination Requirements on Purdue Campus in the Fall

Dr. Barker: “There has been no discussion that I am aware of whether or not we will or won't require the COVID vaccine. ... It is unclear what the timeline will be for any of the companies to file for full [FDA] approval for their vaccine. ... We don't have a plan yet, until we have a chance to get a fully [FDA] approved COVID vaccine shot. The medical advisory team just yesterday did make a recommendation to the President and the board, that they require flu shots, again, seasonal flu shots for the fall of 2021 So, I would anticipate the flu shot being required, again, for everyone, just like we did this last fall.”

Vaccination Timeline

Dr. Barker: “The physicians and most of us that are close to the biomedical science side believe that by late August, everyone who wants to be vaccinated in the US will have at least had a chance to get a vaccine. That is our belief and hope based on the forecast we have. And that is really fundamentally important to our fall plans and one that we will have to continually and carefully reevaluate as we get through the spring in the summer.”

COVID 19 Prevalence

Dr. Barker: “There was a study done that was reported over the weekend looking at total prevalence across the US by state. Their numbers aligned with my back of the envelope numbers. That is that about 43% of the Indiana population has probably had the disease already. ... If you break that down into the 20 to 29 year old population--our college age population--it pushes closer to 55 to 60% of that population may have already been infected with the virus.”

No Evidence that Teaching in the Classroom is a Risk Factor in Spreading the Virus

Dr. Barker shares with the senate that various data analyses of the Purdue data team did **not** find any evidence of spread of the virus in classrooms. This included studies in labs where class attendance was consistent.

4. Committee Reports

a. Curriculum Committee (Professor Taylor Davis)

The senate votes on the proposal of curriculum changes submitted by the curriculum committee. The proposal included the creation of a new courses in forensics, a new course in ancient Greek, and a new course in philosophy, science and religion.

Prof. Taylor Davis moves to accept the proposed changes. Prof. Harry Bulow seconds. The proposed changes are accepted with 27 votes in favor, no abstention, and none opposed.

b. Education Policy Committee (Professor Elaine Francis)

Professor Francis informs the senate that the EPC talked about the **Core 21 language requirement**. International students are not currently allowed to take a proficiency test in their native language. Basically, international students show proficiency in three languages, whereas domestic students show proficiency in only two languages.

The committee is considering possible options for addressing this issue for international students. There is a form that native speakers of a language can fill out and apply for a waiver of the language requirement. That is one possibility. Another possibility would be to allow them, instead of taking a third language, to substitute three electives, or they could substitute courses from a list for those 12

credits. Another possibility that the committee thought of was having the domestic students have two world languages instead of one, so that everybody would end up with three world languages, or three languages total. The fourth possibility would be to keep the policy as is.

The senate will take this topic up again for discussion at a future meeting.

c. Committee on Diversity, Equity, and Inclusion (Professor Nicholas Rauh)

On behalf of the nominating committee, Professor Rauh proposes amending the bylaws regarding the newly formed DEI standing committee to include a rule on how staff committee members and graduate and undergraduate students are selected for the committee:

(1) Staff committee members will be identified by the CLA Chief Operating Officer, and then endorsed by the CLA nominations and Elections Committee, and ultimately approved by the CLA Senate.

(2) Graduated and undergraduate student committee members are selected on a rotating basis by the heads of departments or schools.

The senate will discuss and vote on these amendments in the next senate meeting.

5. Adjourn

Prof. Eric Waltenburg moves to adjourn the meeting. Prof. Nicholas Rauh seconds. Dr. McMullen adjourns the meeting.

Appendix 1

Questions that were collected by the Agenda Committee and submitted to Dr. James Baker

Questions for Dean Barker, College of Pharmacy

1. Could you briefly describe your role as part of the Medical Advisory Team?
2. Certain COVID-19 variants (e.g. UK, South African and Brazilian variants) are raising concerns because they are more transmissible than the more common strain and provoking questions about the effectiveness of the current vaccines against these strains. The UK variant has already been identified in Indiana. Based on your expertise:
 - Could you talk about whether extra steps need to be taken at this time to protect against the spread of more transmissible variants of the virus? For example, some European countries are recommending or requiring the use of either N95s, the Chinese or European equivalent KN95 or FFP2s, or a surgical mask.
 - How would vaccine distribution and planning be affected by the spread of a strain that might require a booster shot, if at all?
3. Do you have any information about the timeline for the Purdue vaccine center and how it will affect accessibility to the vaccine for the Purdue community?
4. What requirements are being considered for Fall 2021 and Spring 2022 in terms of the COVID-19 vaccine, flu shots and/or virus testing for the Purdue community?
5. After a sufficient percent of the population has been vaccinated to achieve herd immunity, what should we expect in terms of Purdue operations going forward (e.g. conditions for in-person teaching for large classes, mask-wearing requirements, capacity or social gathering restrictions, options for remote

working for those in high risk categories, testing and monitoring, etc.)? In other words, what is the 'new normal' that is being imagined and planned for?

- Based on the information you have now, when is the 'new normal' being projected? What kind of Fall semester is being planned for?

March 2021 Curriculum

AD 38200 – Global Modern Art

Course Revision – Course Description, Course Title

HIST 32600 – Pop culture in Preindustrial Europe

Course Revision – Offer Course at Another Campus (Northwest)

SPAN 10100 – Spanish Level I

Course Revision – Schedule Type

Removal of lab portion, meeting three 50 minute lecture sessions

SPAN 32500 – Spanish Engineering Technology

Course Revision – Offer Course at Another Campus (Ft. Wayne)

SPAN 39800 – Special Topics in Spanish

Course Revision – Offer Course at Another Campus (Ft. Wayne)

CLA Faculty Senate Agenda
[04.13.21@3:30]

Zoom Link:

<https://purdue-edu.zoom.us/j/91644489446?pwd=L2JpSFhoZ2JlNUplcE51M3pBTzdUUT09>

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named buildings that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

1. Approval of the Minutes
2. Chair's Remarks – Dr. Shannon McMullen (5 minutes)
3. Dean's Report
 - a. Dean's Q&A – Dr. David Reingold (15 minutes)
4. Old Business (10 minutes)
 - a. Update on amendment to bylaws to create the DEI standing committee
5. Committee Reports (45 minutes)
 - a. Curriculum Committee – Dr. Jessica Sturm
 - b. Education Policy Committee – Dr. Elaine Francis
 - c. Faculty Affairs – Dr. Keith Shimko
 - d. Grade Appeals – Dr. Joel Ebarb
 - e. Nominating and Elections – Dr. Nick Rauh
6. Presentation of new graduates – Dr. Joel Ebarb (5 minutes)
7. New Business (5 minutes)
8. Adjourn

Total Time: 85 minutes

Voting Procedures:

To cast votes, we will use Zoom's "Poll" function.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The March 2021 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on March 9, 2021 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in February

The minutes of the February meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Dr. McMullen introduces Dr. Linda Mason, Professor of Entomology and Dean of the Graduate School.

3. Professor Linda Mason, Dean of the Graduate School

Dean Linda Mason replies to questions that were collected by the agenda committee and shared with Professor Mason before our meeting (see Appendix 1).

Dean Mason shares with the senate several national trends in graduate education as well as challenges that the graduate school and her office are focusing on.

Stackable Degrees

Dean Mason provides examples of new ways that students are interacting with graduate programs and getting post-baccalaureate degrees. As an example, stackable degrees consist of breaking up something like a 30 credit hour master's program into three 10 hour certificates—stacked together they form one degree. She shares that two such degree programs have gone through the Indiana Commission on Higher Education. Work on several law certificates and international education is underway.

Mental Health

Dean Mason: “We know that graduate students are six times more likely to suffer from anxiety and depression than the population of a similar age. ... There are things that we are proactively doing. But there is a lot more that we could do. That is an issue for us: Graduate education is very isolating, it is very different from the undergraduate world. And that ability to transition from the undergraduate to the graduate world is really critical, and getting the student on the right foot.”

Diversity and Underrepresented Minority Enrollment

Dean Mason: “Another challenge, of course, is underrepresented minority enrollment. If we are going to diversify the faculty, we need to diversify the graduate population, if we need to do that we need to diversify our undergraduate populations. ... The graduate school has a faculty fellow that is half time and works specifically on diversification as well as several initiatives.” Dean Mason also highlights the Office of Graduate Diversity Initiatives, the Summer Research Opportunity Program (SROP), graduate visitation program, a summer bridge program and professional develop programs as efforts to support diversity and URM enrollment.

Funding of Graduate Students

The Graduate School has conducted a cost-of-living study for graduate students and is now working on responses to the findings. Two examples include working with Purdue Research Foundation to build graduate student housing, and finding ways to be more competitive with our big 10 peers in graduate

support. The Graduate School is also thinking about changes to the current tuition model; a different tuition model for after a student passes their preliminary exams is one possibility.

Dean Mason also shares that some colleges on campuses use fundraising and donor-named graduate programs to create graduate fellowships.

Increased Number of Workshops for Graduate Students

Dean Mason: “We offer about 135 workshops every semester. And those continue to grow. We went from last year 2,200 registrations in a semester at our workshops to ... 6,600 registrations in 2020.” A significant portion of the workshops focus on career preparation and job interview skills.

Support of Graduate Students This Year

In response to a question about support for graduate students whose research and progress have been impacted by the pandemic, Dean Mason describes actions taken to support and retain graduate students. Recruitment funds have been made available to use for retention support. \$85,000 in emergency funds were dispersed in the fall and in the spring \$110,000 have been given out. Over 500 students applied for emergency funding in the spring. As she put it: “The need is tremendous.”

4. Report from Associate Dean Sorin Matei

Associate Dean Sorin Matei provides a report about external grant activities within CLA. The report is based on the years 2015-2021 (see Appendix 2/file for slides).

Associate Dean Matei: “There are several things that we need to focus on and think about. The first and probably most important is that our numbers are ... down but stable. And there are some reasons to believe that stability can also announce an upward trend, at some point soon. They are down because compared to 2014 and 2015, we lost about 30-40% of our external grant income from \$5/6 million USD to about \$4 million.”

Presenting the second table, Associate Dean Matei highlighted the positive increase in federal grants. So far, CLA has received \$2 million in federal grants, up from a total of \$1.7million last year. Industrial and foundation monies are also increasing.

\$51 million in proposals were submitted last year; many decisions are still pending.

Responding to a question from Professor Patricia Boling, Professor Matei shares with the senate that CLA was just informed that we have a PRF allocation for this year and that an announcement is forthcoming.

5. Dean’s Remarks

Director of Diversity and Inclusion Initiatives

Responding to a question by Professor Andrew Flachs, Dean Reingold informs the senate that Rachel Brooks, Director of Diversity and Inclusion Initiatives for the College of Liberal Arts, will be leaving Purdue to begin a new position as Director of Diversity, Equity and Inclusion for the O’Neill School of Public and Environmental Affairs at Indiana University, Bloomington Indiana. Dean Reingold thanks Rachel Brooks for her work at Purdue and informs the senate that the College is planning to start a

search for the position of Director of Diversity and Inclusion Initiatives once the budget process with the university is completed. The position was created in 2018.

Covid Faculty Survey

Dr McMullen: “In January, the Faculty Affairs Committee shared and presented results from the COVID faculty survey. Could you share how the Dean's office is responding to the categories of concern that were discussed in the report? What are forms of support and policy being considered and/or implemented? And how can the CLA senate help?”

In response to this question, Dean Reingold informed the senate that the college area committee gave serious and careful thought to the impact of the pandemic on faculty research. They also discussed forms of support through the promotion and tenure process in such difficult circumstances. He stresses that there is a willingness to consider all ideas for support. He also reminds everyone that standards—while they must align with campus guidelines—are set at the department and school level.

Associate Dean Wei Hong reminds everyone that Peter Hollenbeck, Vice Provost for Faculty Affairs distributed an important memo regarding promotion and tenure evaluations in response to the effects of the pandemic. Guidance on how to document the impacts of COVID -19 on promotion and tenure activities is provided. The emphasis for promotion and tenure is on a holistic consideration of the promotion and tenure case, which Associate Dean Hong also stresses as important.

6. Old Business: Amending bylaws in order to form a new standing committee, the Diversity, Equity and Inclusion committee

Dr McMullen opens the floor for a motion to approve an amendment to the bylaws that was circulated with the minutes of the February senate meeting.

Professor Paul Dixon moves to amend the bylaw. Professor Eric Waltenburg seconds. Dr. McMullen opens the floor for discussion.

During the discussion, Professor Venetria Patton raises concerns about the purpose and structure of the committee. She also emphasized a clear relationship is needed between the CLA Director of Diversity and Inclusion Initiatives and any committee that might be formed.

Professor Paul Dixon, chair of the ad hoc committee that wrote the bylaw amendment shares discussion points from the committee that informed the proposal.

Following a few moments of discussion (verbal and in chat), Professor Patti Thomas moved to table the motion. Professor Ralph Webb seconds Professor Thomas’s motion. 23 senators are in favor of the motion to table the amendment motion, two are opposed, and one senator abstains. The motion to amend the bylaws is being tabled.

7. Committee Reports

As it is 4:59pm, committee reports are moved to the next senate meeting.

8. Adjourn

Prof. Eric Waltenburg moves to adjourn the meeting. Prof. Richard Johnson seconds. Dr. McMullen adjourns the meeting.

Appendix 1

Questions that were collected by the Agenda Committee and submitted to Dean Linda Mason

Planning for the Future

1. Could you speak for a few minutes about what the Graduate School sees as the future of graduate education at Purdue specifically, and perhaps any trends nationally that are being discussed by Purdue and its peers? On a related note, given the lessons learned this past year on virtual possibilities for graduate student defenses, exams, and teaching opportunities, could you speak about how you see these practices and policies continuing in the future.
2. Thank you for all your work to support the Office for Graduate Diversity Initiatives. What are the graduate school's plans in the future for creating additional supports, resources, and programs for BIPOC students?
3. Other Big 10 universities consistently rank higher in their competitive funding packages for graduate students. Does Purdue have plans to address this?

Job Market Preparation

4. Graduate mentors recognize that job market for new graduates is increasingly challenging and exacerbated by the pandemic. Is there advice that you/the Grad School would offer for preparing students for the job market? What do you see as the role of the Graduate School in supporting grads as they look for career positions?
5. Recognizing that Colleges and disciplines sometimes face unique conditions, what might the College of Liberal Arts learn from other Colleges on campus about how to best position our college and our graduate students in a difficult academic and broader job market?

Mentoring and Support during a Crisis

6. From the perspective of the Graduate School and interactions that your team has been having with grads during this pandemic, are there things that graduate students need from their faculty and departments that they might be unaware of?
7. Like faculty members, many graduate students have had their thesis and dissertation research significantly delayed or stopped as a result of the pandemic. ABD students who were on track to graduate within their allotted funding, or in their final year of an MFA program supported by TA-ships are facing difficult circumstances and decisions. Similar to the way that the tenure clock has been extended for assistant professors, are there any discussions about offering graduate students an extra year of funding eligibility?
8. How is the graduate school preparing for and anticipating a change back to a potentially more residential program in the fall?

Appendix 2

Slides from Associate Dean, Professor Sorin Matei (*see separate file*)

FACULTY AFFAIRS COMMITTEE
REPORT ON CLA COVID FACULTY SURVEY
JANUARY 2021

The results of the CLA faculty survey on the impact of the COVID-19 pandemic yielded few surprises. Some of the challenges identified were unique to the pandemic while others reflect longstanding concerns and disparities that the pandemic has exacerbated. This initial report of the CLA Faculty Affairs Committee (FAC) does not purport to be exhaustive in addressing the full range of impacts revealed by the survey. We have instead focused on research productivity and teaching because these closely intertwined issues were the most commonly raised. Though the report does propose some specific recommendations to remedy these complex problems, we primarily seek to clarify the central issues for the attention of the College administration and Senate.

Research Productivity

Survey respondents are nearly unanimous in identifying one of the key challenges as finding ways to mitigate the impact of declining research productivity/output in terms of promotions, tenure, and general assessments of faculty performance. This decline in productivity is a result of a nearly perfect storm of professional and personal challenges brought on by the COVID-19 pandemic. Thus far the major response has been an extension of the tenure clock for pre-tenure faculty. Though this has certainly been a welcome and necessary step adopted by many universities (and further extensions may eventually be warranted), it is not a solution without its problems. Delaying promotion and tenure has follow-on costs for faculty, most obviously in terms of delaying the job security that comes with tenure and pay raises that accompany promotion to associate or full professor. It is easy to see why this can be viewed as a punishment by increasing the length of time assistant and associate professors remain in rank. In thinking about how to mitigate the professional impacts of COVID-19, we do need to recognize that many of the problems are obviously beyond Purdue's control (e.g., delays in reviewing scholarly submissions, cancelled conferences, some of the restrictions on research-related travel, etc.). Our focus should be on ways to mitigate the impact of the pandemic that are within Purdue's control.

It is also important to recognize that one of the major reasons for a decline in research productivity is the substantial increase in the amount of time faculty have devoted to teaching as they transitioned to the various modalities of instruction necessitated by the pandemic. This is not to diminish the other professional and personal reasons for declining productivity; service demands, for example, have also increased sharply for some faculty. But this is a clear instance in which faculty productivity is being adversely affected as a direct consequence of what the university has asked professors to do in order for Purdue to reopen to in-person instruction in the middle of a pandemic. Thus, it is simply unfair for faculty to delay promotions and tenure or be penalized in merit assessments for the resulting reductions in research productivity.

It is critical to anticipate that the impact of COVID-19 related disruptions on research productivity will likely be lagged and not immediately evident in activity reports and vitae for the period of the pandemic. Depending on the nature of the disruption for particular research agendas the impacts may be spread over several years even after a vaccine is available and we return to something approaching normal.

COVID-related adjustments to both support and promotion and evaluation criteria are imperative if we are to honor Purdue's commitment to Equity, Diversity, and Inclusion. While inequalities certainly existed pre-pandemic, the effects of COVID-19 are increasing inequalities in multiple ways. Black communities have suffered higher infection and death rates than white communities (Benitez, Courtemanche, and Yelowitz 2020; APM Research Lab), while women have been harder hit by economic inequality and increased caregiving responsibilities than men (World Economic Forum). A return to "business as usual" that fails to recognize the long-term repercussions of these realities would in effect exacerbate already problematic gaps.

It is also important to recognize the mental health challenges faced by nearly all faculty respondents. Nearly 65% reported their mental health had worsened since the start of the pandemic. In addition, the University Senate Surveys have consistently registered that, while faculty and staff mental health have suffered across the university, they have declined more sharply in the CLA than in most other units. (See attached Wave 3 Fact Sheet, which reports a 69% increase in stress and anxiety.) Active reassurance about adjusting standards and clear communication from leadership as to what support faculty might expect could be an important step to mitigating some of this mental distress.

Since faculty are evaluated for merit raises and promotion based on some combination of research, teaching, and service, Purdue must recognize in some meaningful way that the reality of the increased time and effort devoted to one these areas necessarily reduces the amount of time for the others. The pandemic has not increased the amount of time professors have to do their jobs; it has simply shifted how they need to allocate their time.

Departments should recognize this reality in two ways. First, they should re-weight these components in faculty evaluations upon which merit pay increases will eventually be based. Second, and perhaps more importantly, there need to be adjustments in expectations for promotions and tenure that reflect the impact of the pandemic. We should not keep pre-COVID expectations unchanged and then simply delay promotions until pre-COVID expectations are met. What might this look like in practice? As an example, a department that typically expects two publications a year might reduce its expectation for promotion or tenure to reflect the impact of the pandemic. The specific details in terms of what this means for different departments will no doubt vary, and can be fleshed out as we move forward. The critical thing at this juncture is accepting the principle that expectations should be adjusted to reflect the reality of the COVID-19 pandemic and what faculty have been asked to do to fulfill the university's research, teach-

ing and service missions in these unprecedented times, while also recognizing that the effects of these obstacles will persist some years beyond the introduction of an effective vaccine. Whatever modifications departments adopt, the burden of this pandemic has fallen unequally and unevenly—as the results of the faculty survey reveal—and we encourage them to keep that in mind with respect to both promotion and merit reviews for the next several years.

Teaching

Purdue's abrupt transition to online instruction in March 2020 and the resumption of some degree of face to face teaching during the 2020-21 academic year with a range of new and unfamiliar instructional modalities has been huge burden on faculty and students. The previously planned shift from Blackboard to Brightspace has not made all of this any easier. Faculty express concerns not only about the additional time this has required but also how it might be reflected in student teaching evaluations. Even in the best of times these evaluations are problematic and should always be viewed with caution given their well-documented biases and shortcomings. Faculty (particularly pre-tenure and non-tenure track faculty) are concerned about how the challenges of teaching with the restrictions and increased demands of the pandemic might adversely affect these evaluations. Consequently, class evaluations for the semesters during the COVID-19 pandemic should be viewed with even greater caution than normal, particularly if they appear aberrant in the broader context of a faculty member's teaching record before and after the pandemic.

Committee:

Keith Shimko, Political Science (Chair)
David Atkinson, History
Manushag (Nush) Powell, English
Dawn Stintcomb, Languages and Cultures
Jill Sutor, Sociology
Ralph Webb, Communication
Christine Wuenschel, Visual and Performing Arts

NOTE: This report is accompanied by a survey analysis and summary of the faculty survey.

Survey Report on CLA Support for Faculty in the Pandemic

127 survey participants (of 268 total) offered written responses to the question, “How can the CLA address any pandemic-related impediments to fulfilling your responsibilities to the university, including but not limited to the impact of the COVID-19 pandemic or promotion, tenure, and annual activity reports?” Two responses were “N/A,” one was “stay vigilante,” and a fourth was “I do not have any ideas to help me,” leaving 123 responses that could be meaningfully coded and interpreted.

Categories of Concerns Expressed:

After reading through the set of responses several times, I identified eight major topics covered in the responses (see table 1) Then, I identified specific sub-topics which became codes or “tags” used to further analyze the respondents’ answers.

Please note that many respondents’ answers addressed multiple categories. For example, a respondent may mention financial, tenure-related, and teaching-related concerns in the same answer and thus the answer would have a group of thematic tags assigned. A list of the thematic tags and their frequencies is included at the end of the document.

Table 1: Categories of Concerns

Category	Number of Responses	Category Description
Personnel Concerns	31	This category includes respondent themes related to hiring, employment, personnel, department/university policies, and meetings
Financial Resources	41	Finance-related comments such as an increased need for pay, issues with merit raises, general pandemic economic stress, and promotion-related pay increases.
Technological Resources	12	Currently available support, desired support, and specific needs for teaching or work-from-home technology
Tenure and Promotion	45	All concerns directly related to career advancement, whether for TT or NTT faculty.
Pandemic Teaching	47	Issues presented by teaching during the pandemic, including time, technology, and issues with students.

Pandemic Research	19	Any impediments to research resulting from the pandemic environment.
Caregiver Responsibilities	9	Direct references to caring for children, relatives, or others for whom the respondent is responsible.
Emotional, Psychological, and Physical Effect – Pandemic Environment	33	Issues of being overworked, feeling psychological or emotional effects of the pandemic, and experiencing an increase in university demands.

Summary of Responses

Faculty responses centered on three themes: significant increased teaching workload and teaching-related challenges, tenure & promotion concerns, and financial concerns. By far, the two most helpful things that CLA could do for faculty would be (1) offer significant and flexible financial resources that could compensate both NTT and TT faculty for the sheer volume of work that the pandemic has produced and to make up for the loss of funds from merit raises and grants, and (2) adapt the promotion and tenure process, including annual reports, to account for the pandemic not simply *this year or next year* but across the next several years, realizing that “normal” will not immediately return post-pandemic.

Respondents noted that while some CLA decisions about support – such as the tenure clock stop – have been helpful, those supports also have long-term consequences and thus cannot exist apart from a larger strategy. For example, delaying tenure means delaying promotion and pay raises. Some faculty and continuing lecturers who were ready to go up for their next promotion last spring were discouraged from doing so.

The effects on student instruction and faculty workload of some decisions and general trends from CLA (reduction in hiring and graduate student admissions) have been magnified in the pandemic. Overall, respondents’ workloads (especially related to teaching) have significantly increased during the pandemic. Both the quantitative and the descriptive responses bear this out. Three respondents indicated that they were happy with the CLA support. On the other side, more indicated that they did not have confidence in the CLA and/or university administration to take concrete steps to support them.

It should be noted that the relatively low number of responses categorized in “pandemic research” may disguise the extent to which faculty need support for research in this time. In the quantitative questions, 65% of respondents indicated decreased research productivity and indicated various factors that impede productivity. **Most concerns about research expressed in the written responses were directly related to promotion and tenure policy and the extent to which increased teaching time impedes other academic activities.** Thus, while broadly research has been negatively impacted by the pandemic, across the survey respondents those issues are less related to direct interference (i.e., being unable to travel to a research site) and more an effect of the immediate, pressing need to spend time and attention in other areas (such as online

teaching, filling the departmental gaps caused by a shrinking workforce, and staying alive). Also worth attention is that faculty across different disciplines noted that journal response times have slowed, thus suggesting that pandemic publication delays may be the norm across CLA fields.

Demographic Notes about the Written Responses

As might be expected, 90% of the respondents who wrote that they experienced increased caregiving responsibilities were women. Of the respondents who expressed strong psychological, physical, or emotional effects of the pandemic in their written responses, 26 were women, six were men, and one person did not specify gender. The predominant codes in this category were overworked and experiencing stress, anxiety, or depression. Thus, (and again, unsurprisingly), the pandemic environment exacerbates structural issues faced by women in academia.

Frequency of Tags/Codes

Note: tags (qualitative codes) indicate both specific requests from respondents (e.g., expand NTT hiring) as well as general themes that occurred frequently (e.g., pandemic economic stress).

1. Personnel Concerns (31)

- a. Expand TT hiring - 1
- b. Expand NTT hiring - 2
- c. Hiring freeze - 5
- d. Expand graduate student numbers - 2
- e. Increase graduate student funding/resources - 8
- f. General worry about precarity of job - 4
- g. Problems with number or format of department/unit meetings - 6
- h. University-level policy issues - 12

2. Financial resources

- a. A need for increased pay (general) - 11
- b. Merit raise issues – faculty - 10
- c. Work-from-home funds - 7
- d. Grant fund flexibility - 10
- e. Loss of grant funds - 9
- f. Delayed promotion/delayed pay increase - 8
- g. Pandemic economic stress - 4

3. Technological Resources

- a. More technology (items) for home use - 4
- b. More technology support (from CLA and/or ITaP personnel) - 7
- c. Struggle with new technology (i.e., Brightspace) - 4

4. Tenure and promotion

- a. continuing lecturer promotion issues - 4
- b. increased transparency – T&P guidelines - 3

- c. tenure clock extension - 11
 - d. lessen service requirements - 4
 - e. reduce publication expectations for promotion - 15
 - f. value teaching more in tenure review - 7
 - g. adjust or temporarily eliminate yearly achievement reports - 20
 - h. AAU issues
- 5. Pandemic Teaching**
- a. technology challenges - 11
 - b. extensive time required - 31
 - c. dealing with student issues - 8
 - d. inequity of labor - 6
 - e. class size expanded/teaching load increased - 3
 - f. continue to offer online teaching - 4
 - g. further general resources needed - 7
 - h. hyflex isn't working - 8
- 6. Pandemic Research Problems**
- a. journal responses slower - 5
 - b. pandemic impediments to research and/or creative activity - 14
 - c. library resource access - 3
- 7. Caregiver responsibilities**
- a. general care for others (children, aging or ill relatives) - 8
 - b. child school issues - 1
- 8. Emotional, psychological, and physical impact of pandemic environment**
- a. stress, anxiety, depression pandemic-related - 11
 - b. generalized increase in university demands - 6
 - c. racial justice (lack of attention to) - 4
 - d. overworked - 19

265 Total Responses

Research productivity:

	ALL	Men	Wom en	Asst. Pr.	Assc. Pr.	Full Pr.	Lect.	Black	Asian	Latin X
Increased	5%	8%	3%	3%	7%	5%	2%	0%	6%	0%
Decreased	65%	65%	65%	87%	81%	63%	43%	86%	88%	50%
Stayed the Same	30%	27%	32%	10%	12%	32%	55%	14%	6%	50%

Time spent on teaching increased an average of 13.24 hours / week:

	ALL	Men	Wom en	Asst. Pr.	Assc. Pr.	Full Pr.	Lect.	Black	Asian	Latin X
Increased	82%	73%	87%	89%	88%	76%	84%	72%	88%	72%
Decreased	4%	7%	1%	3%	7%	4%	2%	14%	0%	14%
Stayed the Same	14%	20%	11%	8%	5%	20%	14%	14%	12%	14%

Sense of physical health:

	ALL	Men	Wom en	Asst. Pr.	Assc. Pr.	Full Pr.	Lect.	Black	Asian	Latin X
Improved	9%	10%	8%	8%	13%	3%	13%	0%	6%	6%
Worsened	39%	39%	36%	55%	36%	39%	27%	43%	53%	38%
Stayed the Same	52%	53%	56%	37%	51%	58%	60%	57%	41%	65%

Sense of mental health:

	ALL	Men	Wom en	Asst. Pr.	Assc. Pr.	Full Pr.	Lect.	Black	Asian	Latin X
Improved	3%	4%	2%	0%	2%	0%	5%	14%	0%	0%
Worsened	65%	59%	68%	74%	77%	55%	65%	86%	65%	69%
Stayed the Same	33%	39%	31%	26%	21%	45%	30%	0%	35%	31%

Have you experienced the following:

	ALL	Men	Women
Home Internet problems	39%	31%	42%
Difficulty obtaining needed resources from libraries	29%	26%	31%
Unable to attend conferences / other professional venues (cancellation or travel bans)	74%	80%	71%
Unable to conduct field research / other research travel	46%	45%	45%
Slower responses from journals / publishers in reviewing work	27%	32%	23%
Decreased availability of grants/funding opportunities	36%	38%	35%
Productivity impeded due to depression and/or anxiety	43%	42%	42%
Productivity impeded by childcare	26%	25%	28%
Productivity impeded by other caring responsibilities	26%	21%	28%
Productivity impeded by increased household labor responsibilities	37%	29%	40%
Productivity impeded by increased committee or other service work	24%	22%	25%
Productivity increased by ability to work from home	15%	9%	18%
Research productivity impeded by increased teaching time	49%	45%	50%

Wave 3 Results for **639** Faculty, Staff, Post-Docs, and Graduate & Undergraduate Students in the College of Liberal Arts (CLA)¹

Demographic Information for Wave 3 CLA Respondents

- Total N = 639
- 60.1% Female | 32.9% Male | 7.1% Other or Not Provided
- 9.9% Asian | 4.1% Black or African American | 6.7% Latinx or Hispanic | 76.7% White | 8.9% Selected Another Category or Preferred Not to Answer
- 91.1% U.S. Citizen or Permanent Resident | 7.0% Non-U.S. Citizen | 1.9% Did Not Report
- CDC High Risk²: 21.8% - Self | 24.8% - Live With or Take Care of Someone Else
- CDC Secondary Risk Factors: 27.1% - Self | 31.7% - Live With or Take Care of Someone Else
- Employee Status: 13.9% Staff | 41.9% Faculty | 24.9% Graduate Students & Post-Docs | 10.2% Undergraduate Students | 9.1% Other & Retired
- 72.5% took the Baseline Survey | 67.0% took Wave 2 Survey

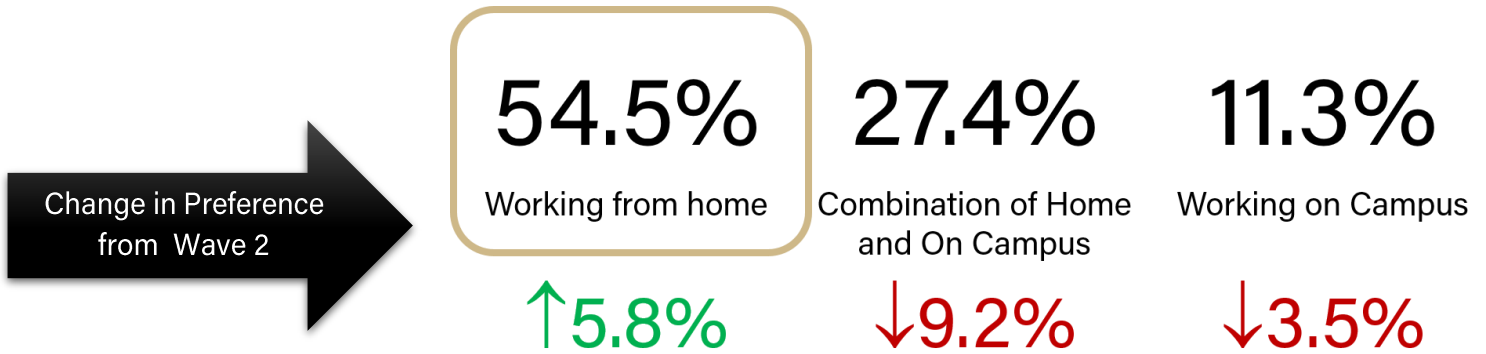
Current, Expected for Fall, and Preferred for Fall Working Location

	Current	Expected	Preferred
Working from home	67.6%	34.4%	58.5%
Combination of Home and On Campus	17.5%	48.8%	29.4%
Working on Campus	6.1%	16.8%	12.1%

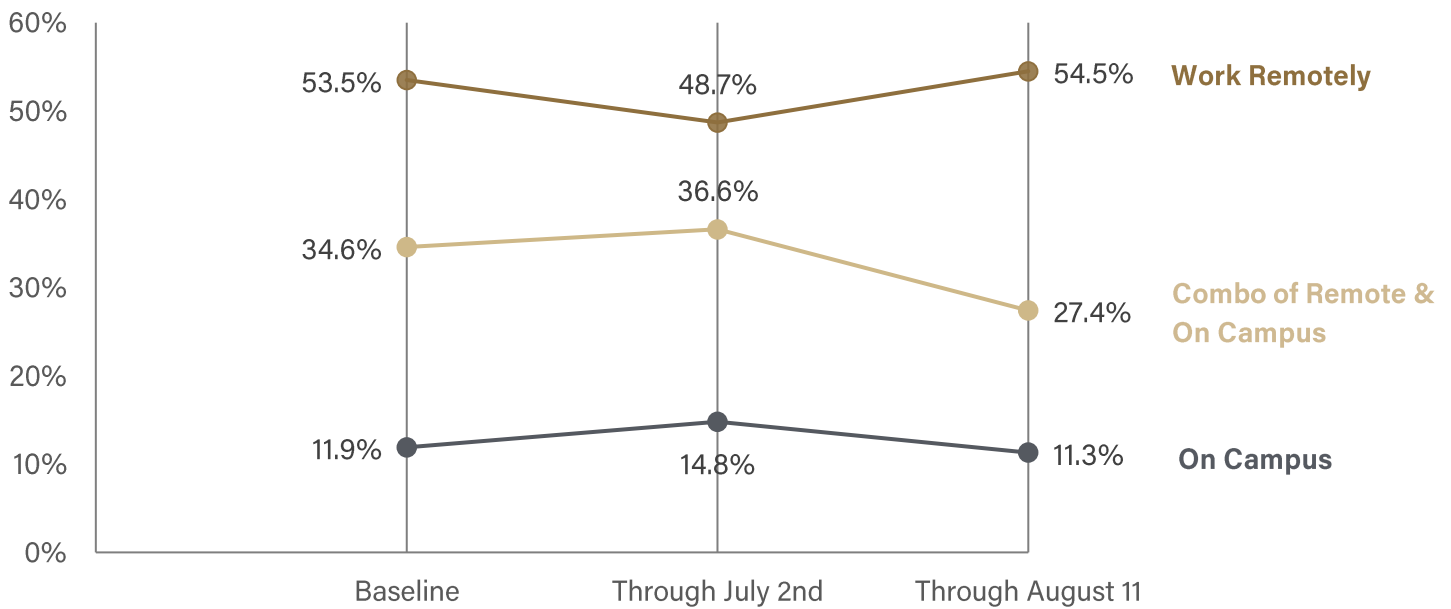
¹ Wave 1 survey was administered between 3 June 2020 and 9 June 2020. Wave 2 survey was administered between 25 June 2020 and 2 July 2020. Wave 3 survey was administered between 3 August 2020 and 11 August 2020.

² CDC Risk Factors Updated as of July 17, 2020. See <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>

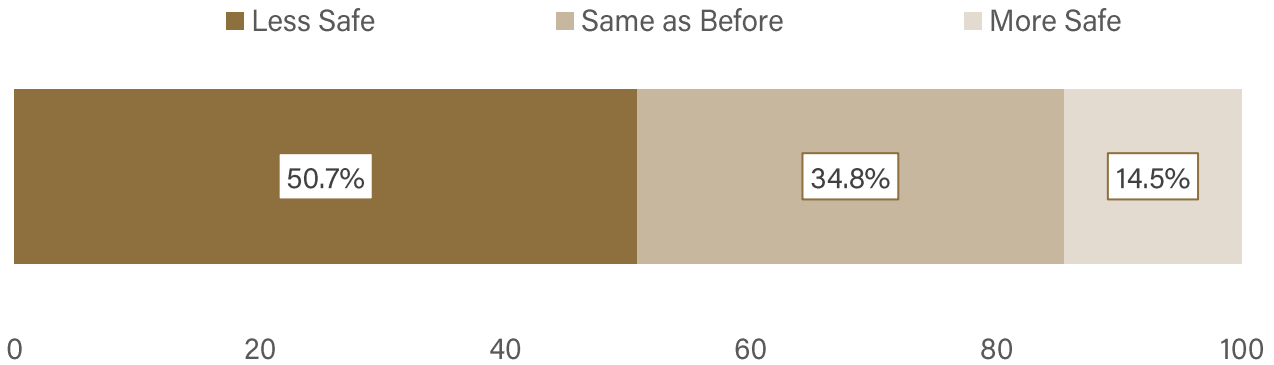
Preference for Working Location in the Fall



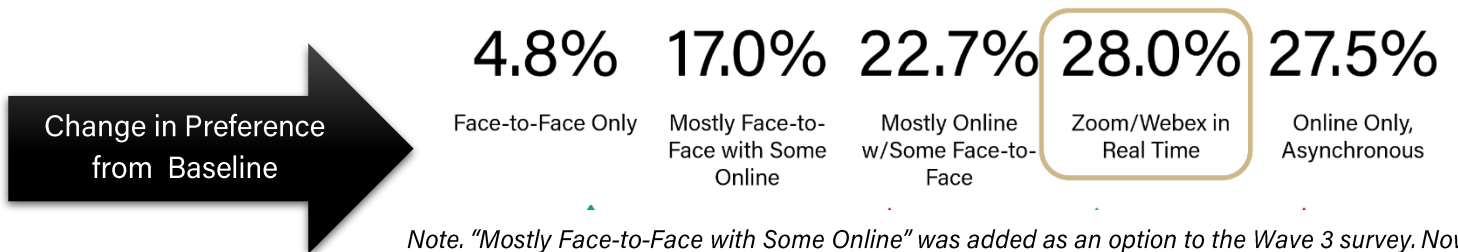
Change in Working Location Preference: Early June to Early August



Perception of Safety Returning to Campus in the Fall

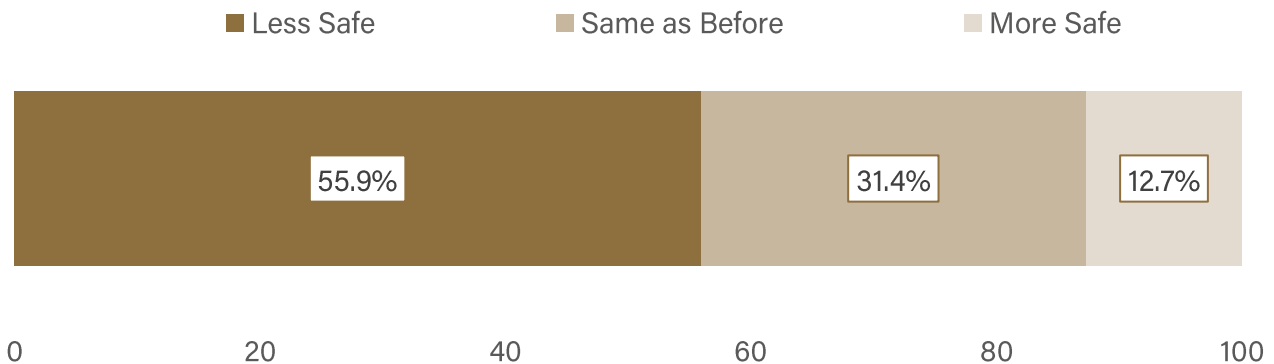


Preference for Teaching and Interacting with Students in the Fall

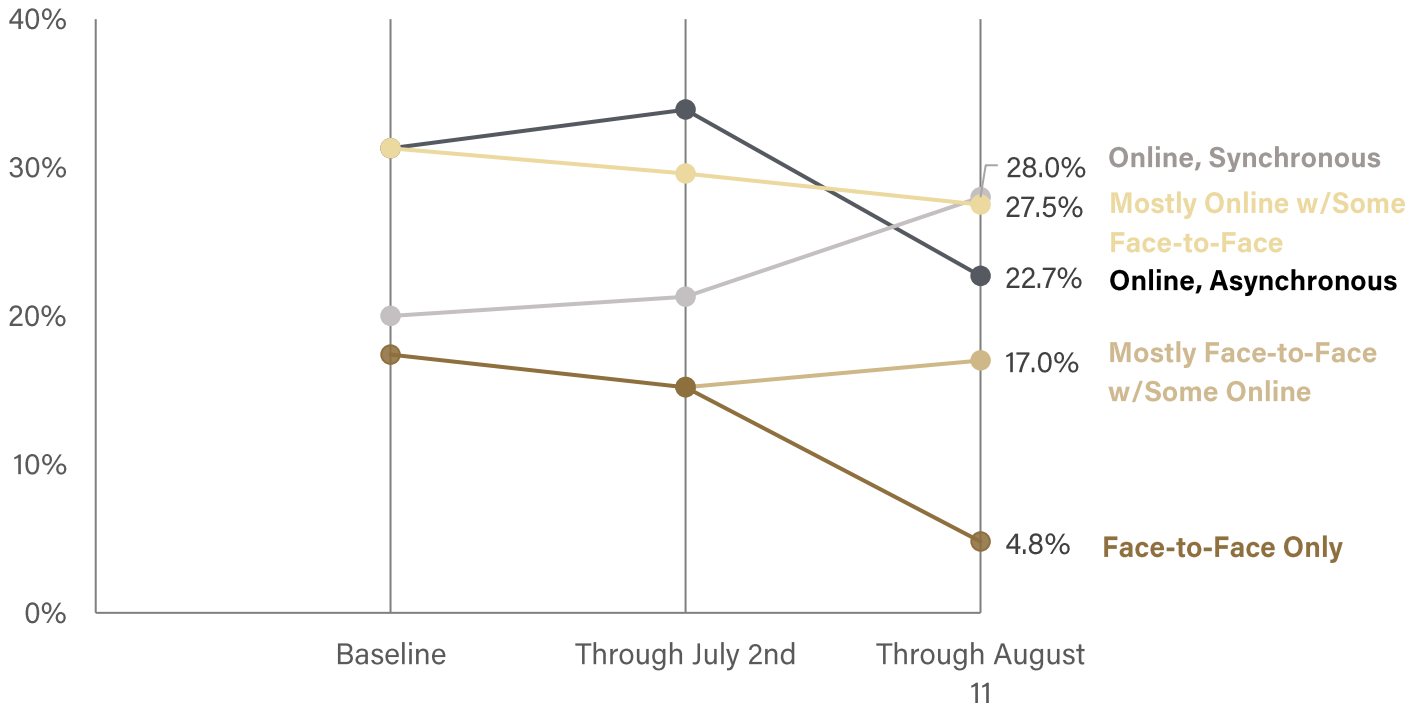


Note. "Mostly Face-to-Face with Some Online" was added as an option to the Wave 3 survey. Now that it is available, it appears that some shifted their preferences from "Mostly Online with Some Face-to-Face" to "Mostly Face-to-Face with Some Online" while others likely shifted to Online Only

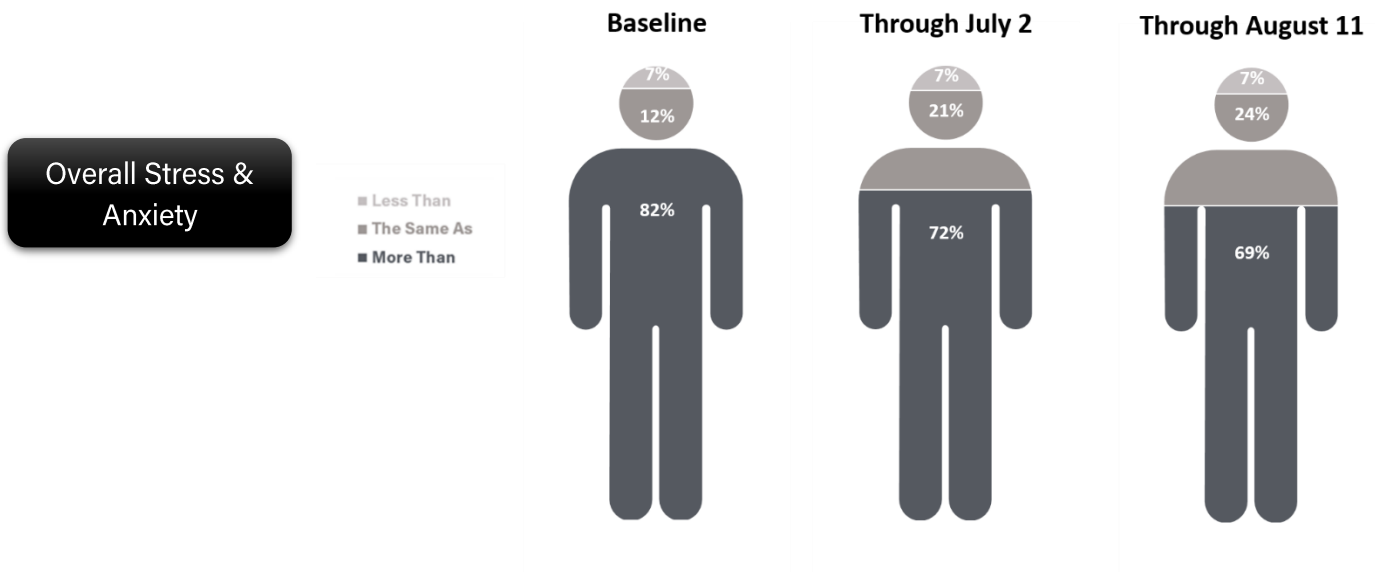
Perception of Safety in Teaching and Interacting with Students in the Fall

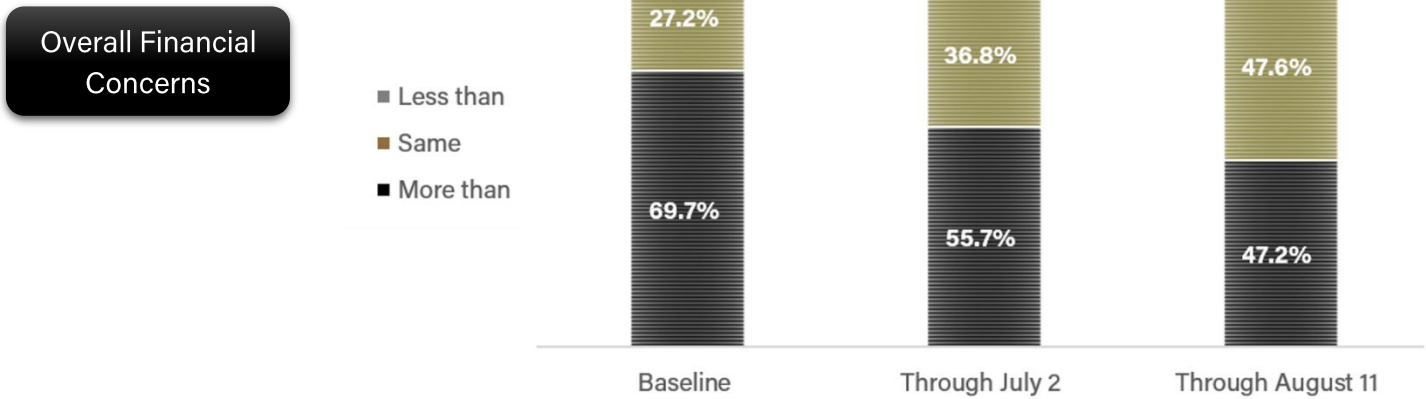


Change in Preference for Teaching & Interacting: Early June to Early August



Overall Personal and Financial Concerns about Reopening in the Fall





Additional Concerns about Reopening in the Fall

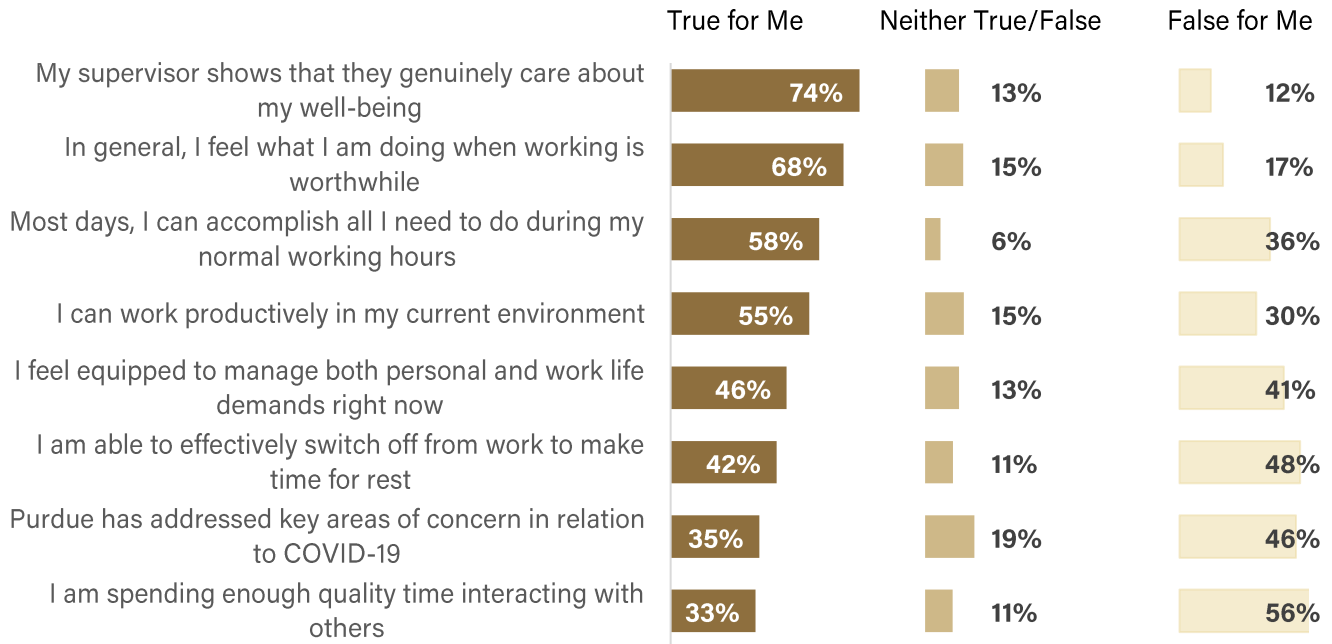
Concern	More than Wave 2	Same as Wave 2	Less than Wave 2
Keeping Job	41.4%	50.9%	7.7%
Insurance	34.6%	60.2%	5.3%
Medical Bills	37.9%	56.5%	5.6%
Child Care	44.1%	50.8%	5.1%
Food Shortages	27.1%	62.2%	10.8%
Housing	20.4%	71.4%	8.2%
Visa Status	32.8%	64.7%	2.5%

- Staff (49%) and grad students & post docs (44%) reported more concerns about ***keeping their jobs*** compared to faculty (37%) and undergrads (38%).
- More concern regarding ***housing*** was reported by undergrads (35%) followed by grad students & post docs (27%), faculty (15%), and staff (14.0%).
- ***Food shortages*** were of more concern for grad students & post docs (41%) and undergrads (34%) followed by staff (24%) and faculty (17%).
- Significantly greater concern about ***medical bills*** was reported by grad students & post docs (47%) followed by staff (37%), undergrads (33%), and faculty (33%).
- Grad students & post docs reported significantly more concern about ***insurance*** (48%) followed by staff (29%), undergrads (25%), and faculty (25%).
- Significantly greater concern about ***child care*** was noted for faculty (51%) and staff (51%) compared with grad students & post docs (31%) and undergrads (27%)³.
- Undergrads (71%) and grad students & post docs (50%) were significantly more concerned about their ***visa status*** followed by faculty (18%)⁴.

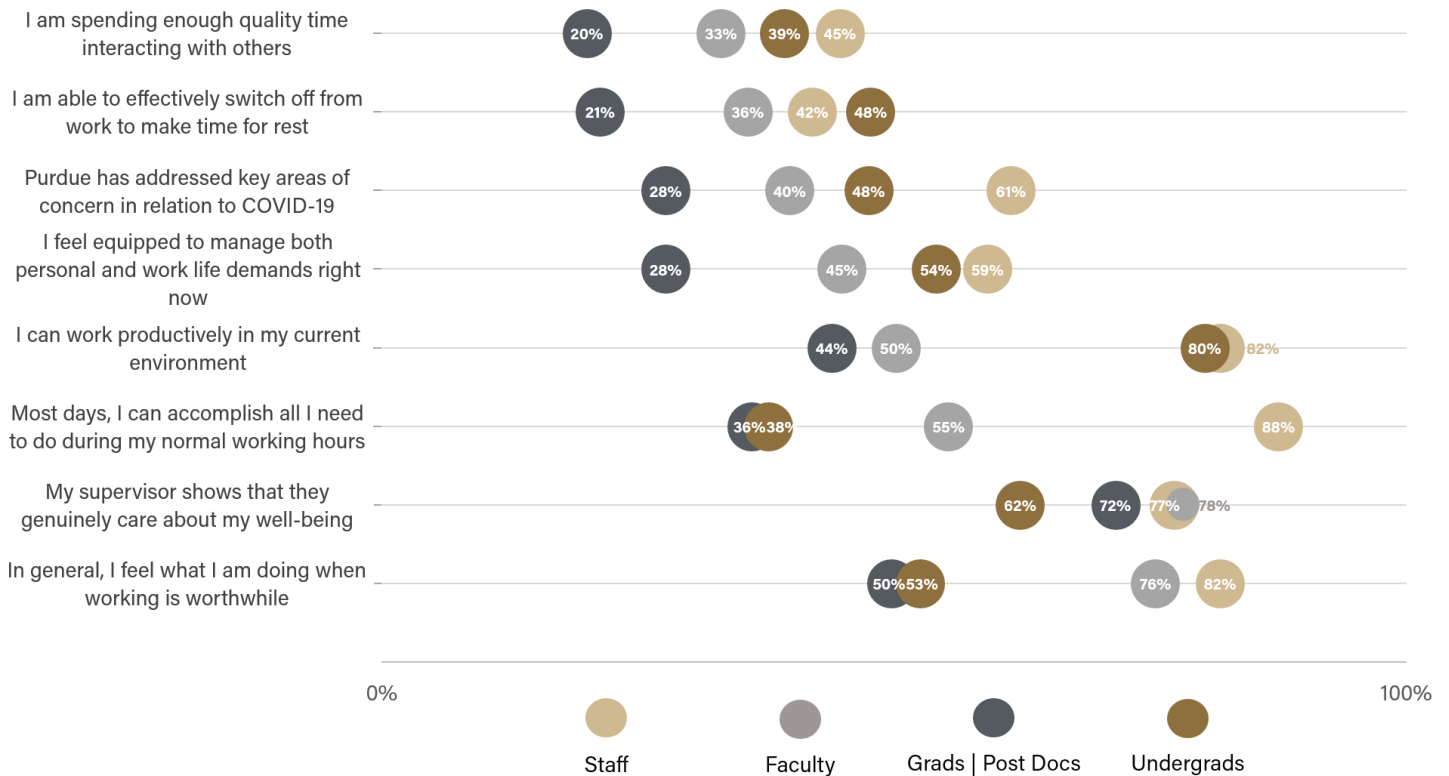
³ Note that only 236 participants (i.e., 37%) out of 639 reported that child care issues were applicable.

⁴ Note that only 119 participants (i.e., 19%) out of 639 reported that visa status was applicable.

Overall Personal Well-Being⁵



Personal Well-Being by Employee Status



⁵ Items adapted from <https://www.culturefirst.com/insights/covid-19-wellbeing>

COVID-19 Testing

23.6%

Taken a COVID-19 test

0.7%

Tested positive for active COVID-19 infection

0.7%

Tested positive for COVID-19 antibodies

2.9%

Lived with or interacted closely with someone who tested positive

12.8%

Wanted a COVID-19 test but were unable to get one

COVID-19 Test Turnaround⁶

44.6%

Received COVID-19 results in **< 3 days**

43.9%

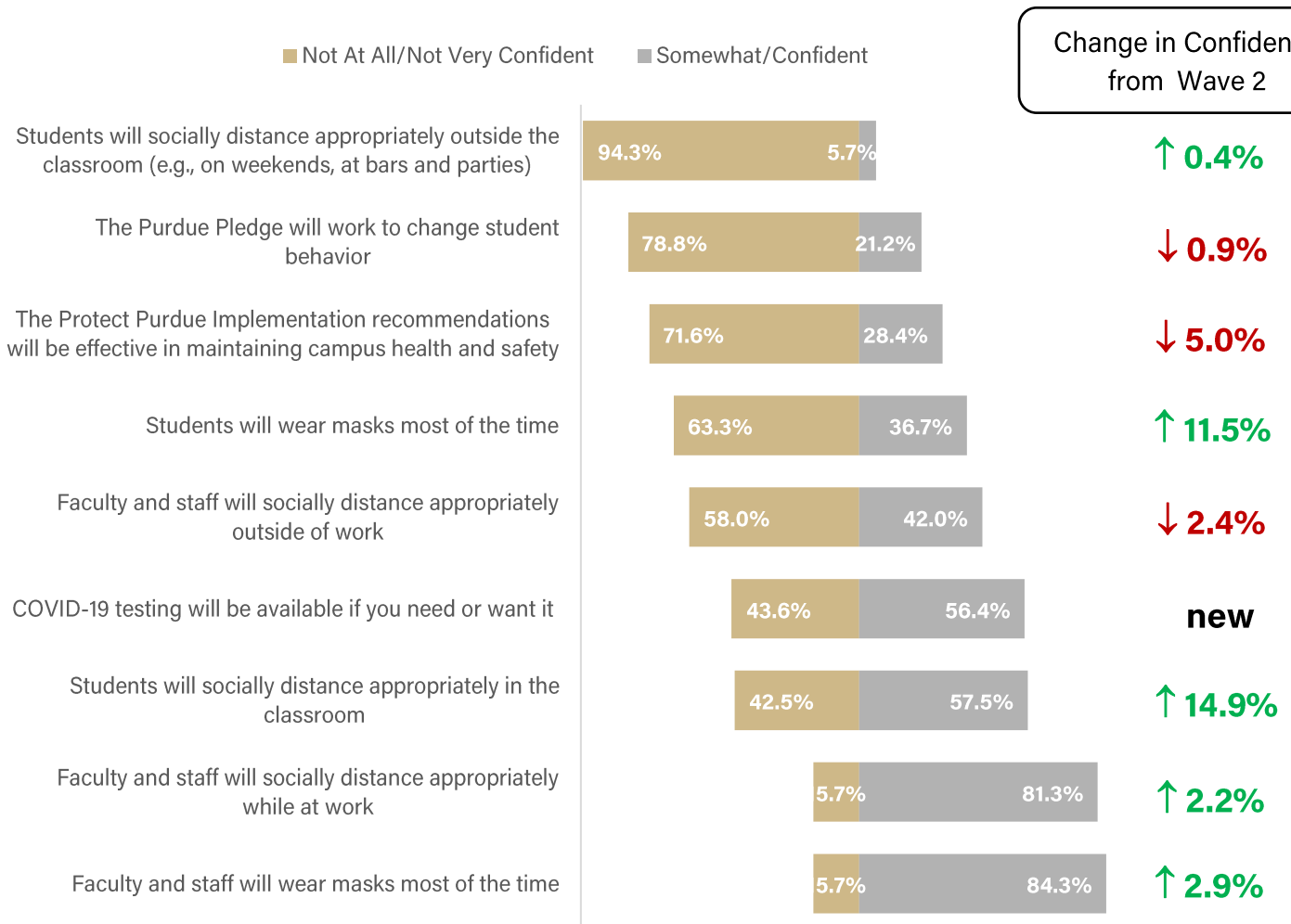
Received COVID-19 results in **3 to 7 days**

9.5%

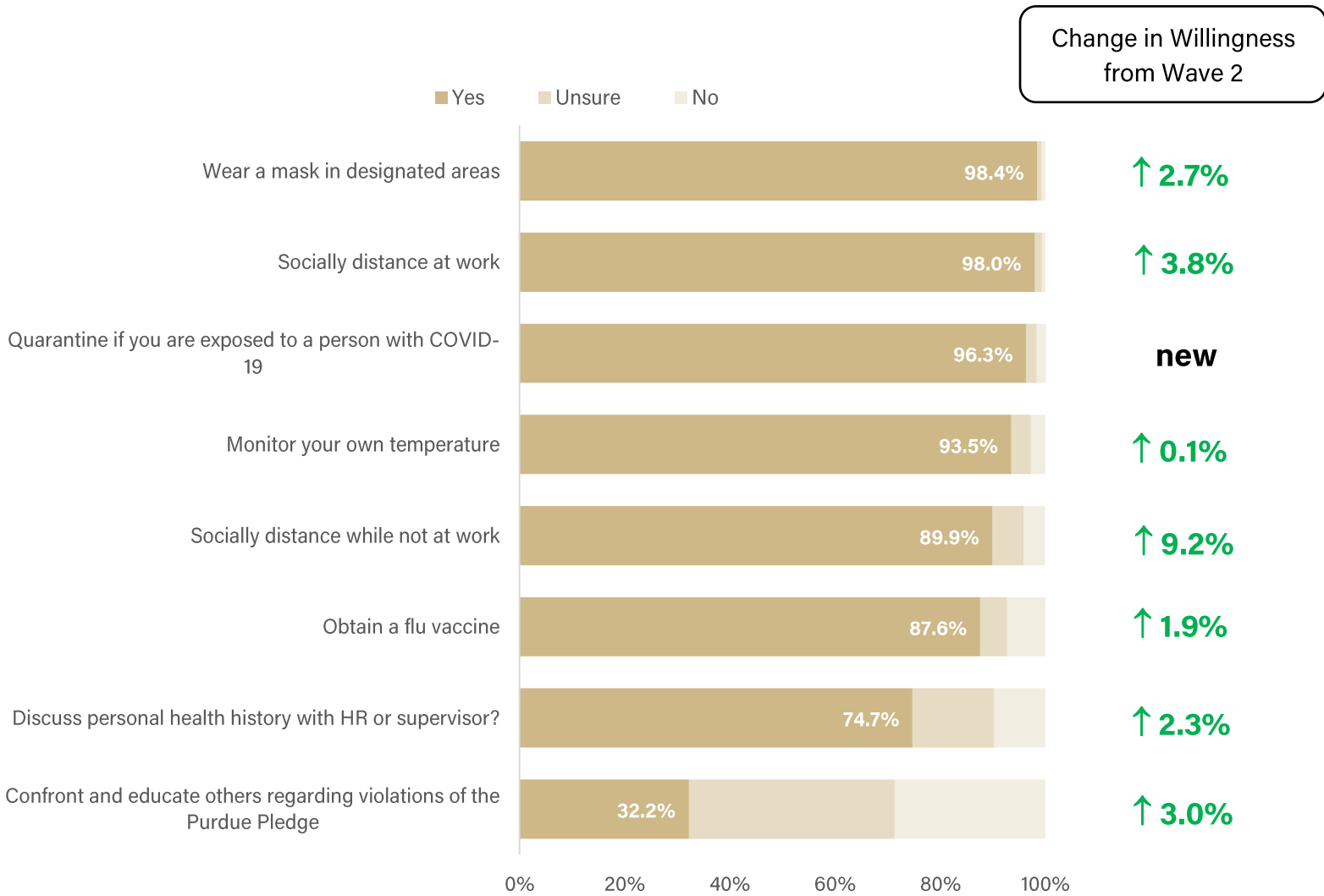
Received COVID-19 results in **> 7 days**

⁶ Sums to >100% because respondents may have taken more than one COVID-19 test.

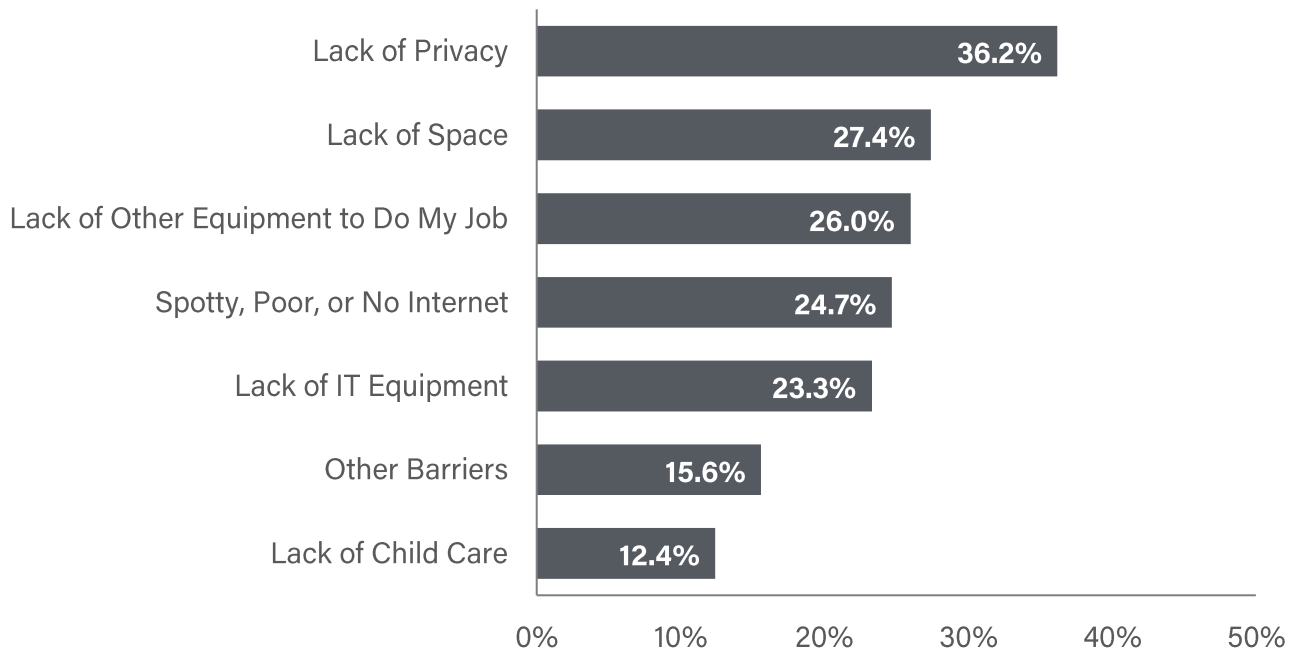
Confidence in Others' Willingness to Engage in Health & Safety Measures



Personal Willingness to Engage in Health & Safety Measures



Barriers to Working Remotely



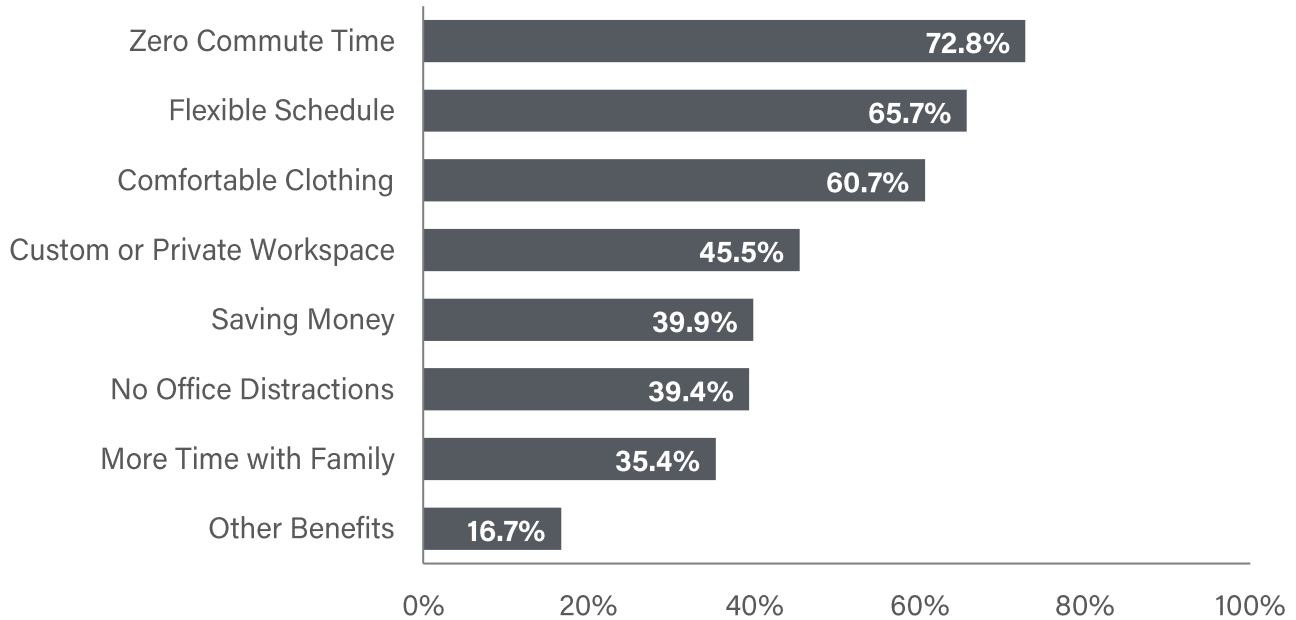
Increased Monthly Expenses

Across all respondents, 38.2% reported increased monthly expenses averaging about **\$87** per month (SD = 44). As with the overall survey results, the majority of expenses were associated with upgrading to higher-quality internet service, experiencing higher utility costs, needing consumable office supplies, and outfitting a home office. Nearly as many respondents who did not purchase these items reported needing them to more effectively do their jobs.

About 45% of staff reported spending more per month working remotely followed by graduate students and post docs (i.e., 40.3%), faculty (i.e., 38.8%), others (i.e., 32.1%), and undergraduate students (24.5%). This difference was not statistically significant, however⁷. Staff costs were estimated at \$45 extra per month followed by others (\$56 extra); undergraduates (\$64 extra); grad students & post docs (\$72 extra); and faculty (\$74 extra).

⁷ $\chi^2(4) = 6.98, p = .137, \text{Cramer's } V = .14$

Benefits to Working Remotely



Findings of Note

CLA respondents continue to express significant concerns across multiple indicators about reopening this fall including a greater desire to work and teach remotely; higher levels of stress and anxiety; more financial concerns; and diminished well-being, particularly among faculty, grad students, and post docs. CLA respondents also report many benefits and a number of barriers to working remotely. Please note that the overall Wave 3 Fact Sheet details open-ended responses to other identified barriers and benefits to remote work; reasons for increased monthly expenses; and ideas for additional compensation and benefits that would help during this difficult period.

Prepared By:

Deborah L. Nichols, PhD
 Cheryl Cooky, PhD
 Stephen Beaudoin, PhD
 Audrey Ruple, DVM, MS, PhD, DipACVPM, MRCVS

Additional assistance provided by Manushag Powell, PhD

Dear Senators,

The Nominations and Elections Committee has reviewed the needs for populating the CLA Senate DEI Committee and has proposed a nomination and election procedure (highlighted in yellow below). Per our current bylaws (Section 5.00), we need to follow the procedure for amending the bylaws to include this new committee as a standing committee:

February 9 – Committee Description, Duties & Responsibilities with the proposed Nomination & Election Procedures will be distributed with the agenda and marked “discussion only” as a proposed amendment to the bylaws.

March 9 – Proposed amendment will be marked for “action” and a vote will be taken.

Attached is the “discussion only” draft that will be presented by Nominations and Elections Chair Nick Rauh and discussed during the committee reports section of the senate meeting.

“DISCUSSION ONLY” DRAFT

The CLA Diversity, Equity and Inclusion Committee will consist of four members of the faculty, three elected by the Senate and one to be appointed by the dean; two staff members; two graduate students; and two undergraduate students. No department or school can have more than one faculty member serving on the committee. Faculty members elected by the Senate, or appointed by the Dean, do not have to be members of the Senate. **LANGUAGE TO BE ADDED AND APPROVED BY THE CLA SENATE:** Staff committee members are identified by the CLA Chief Operating Officer, endorsed by the CLA Nominations and Elections Committee, and approved by the CLA Senate. Graduate and undergraduate student committee members are selected on a rotating basis by Heads of Departments or Schools. The chair will be elected by the committee from those chosen by the Senate. The faculty will serve three-year staggered terms. Staff terms will be limited to one year with the option of an additional year and student terms will be limited to one year.

Duties and Responsibilities. The CLA Diversity, Equity and Inclusion Committee is intended to provide guidance to Senators and other CLA colleagues in all aspects of climate, recruitment, retention, inclusion, and equal opportunities for access and success. In keeping with the call of the CLA’s Strategic Vision Plan (2019), it will advise the Dean’s Office about consistent messaging in support of diversity, inclusion, and equal opportunity; coordinate with departmental or school committees in charting our course for improvement, and promote relationships between the CLA and cultural centers on campus. The Committee chair will cooperate with the CLA Director of Diversity and Inclusion. The Committee shall respond to incidents of intolerance on campus and provide to the Senate and College a regularly updated list of support services and diversity resources on campus. The Committee shall collect and maintain data regarding hiring, promotion and tenure, recruitment and retention for both faculty and students and other diversity issues. The CLA Diversity, Equity and Inclusion Committee shall also meet annually with the Dean. The CLA Diversity, Equity and Inclusion Committee will advise other committees as needed or as charged by the Chair of the Senate

Dear Senators,

The Nominations and Elections Committee has reviewed the needs for populating the CLA Senate DEI Committee and has proposed a nomination and election procedure (highlighted in yellow below). Per our current bylaws (Section 5.00), we need to follow the procedure for amending the bylaws to include this new committee as a standing committee:

~~**February 9** – Committee Description, Duties & Responsibilities with the proposed Nomination & Election Procedures will be distributed with the agenda and marked “discussion only” as a proposed amendment to the bylaws. DONE~~

March 9 – Proposed amendment will be marked for “action” and a vote will be taken.

Attached is the “FOR ACTION” draft that will be presented be presented under old business and voted on by the Senate as an amendment to the bylaws.

FOR ACTION

The CLA Diversity, Equity and Inclusion Committee will consist of four members of the faculty, three elected by the Senate and one to be appointed by the dean; two staff members; two graduate students; and two undergraduate students. No department or school can have more than one faculty member serving on the committee. Faculty members elected by the Senate, or appointed by the Dean, do not have to be members of the Senate. **LANGUAGE TO BE ADDED AND APPROVED BY THE CLA SENATE:** Staff committee members are identified by the CLA Chief Operating Officer, endorsed by the CLA Nominations and Elections Committee, and approved by the CLA Senate. Graduate and undergraduate student committee members are selected on a rotating basis by Heads of Departments or Schools. The chair will be elected by the committee from those chosen by the Senate. The faculty will serve three-year staggered terms. Staff terms will be limited to one year with the option of an additional year and student terms will be limited to one year.

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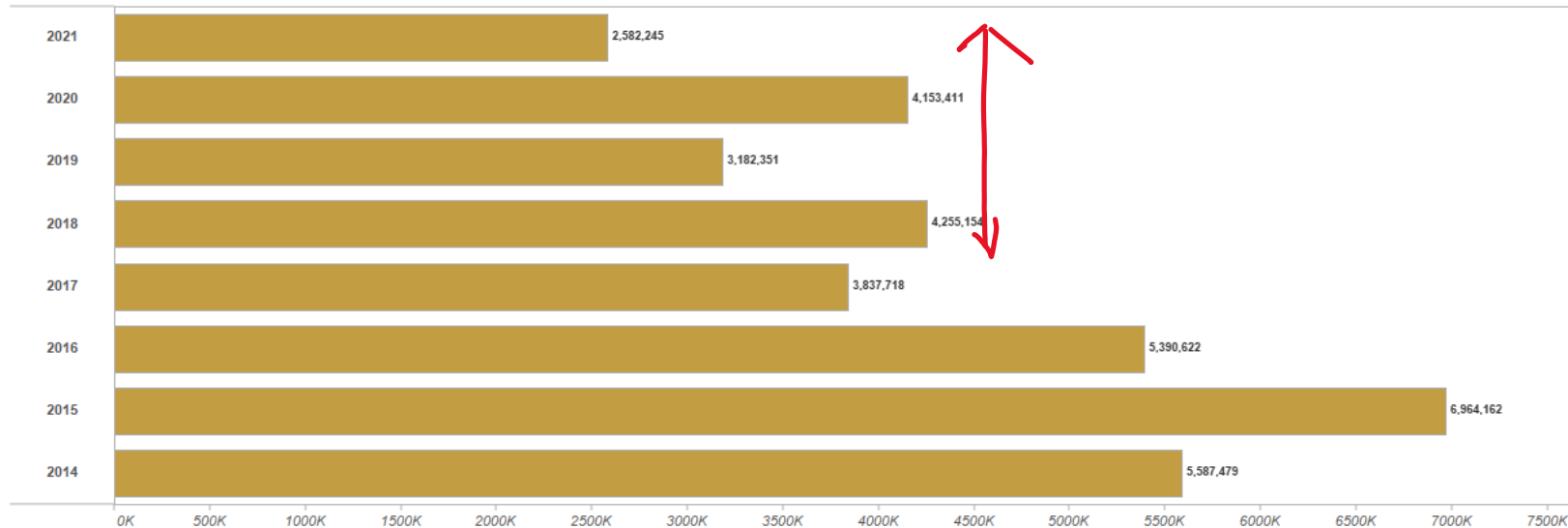
CLA GRANT ACTIVITY

2015 – 2021

Award Amount by Sponsor Category by Fiscal View

Notes: Fiscal Year is from July to June. Fiscal 2021 is as of January 2021

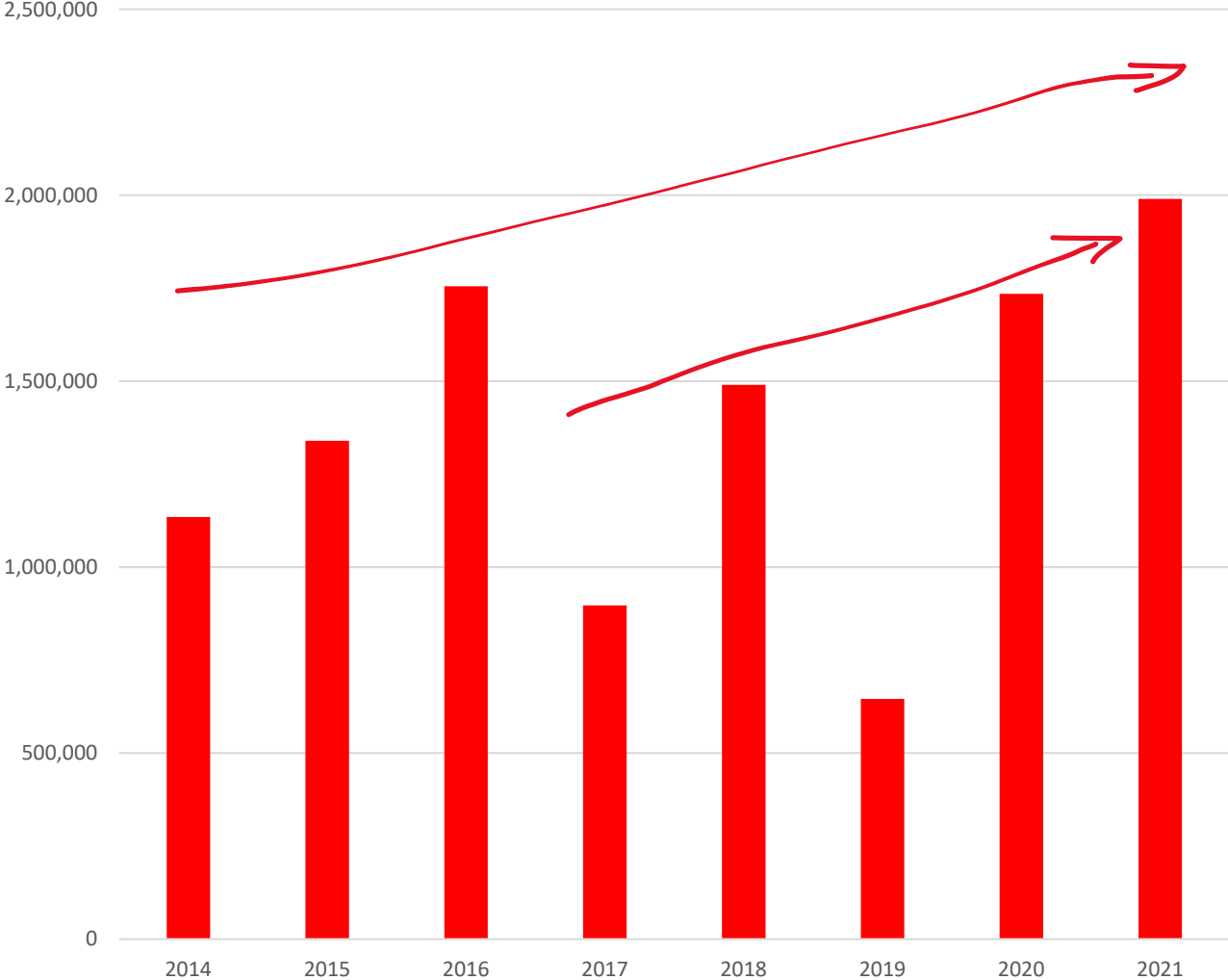
- Award FY
All
- Award FY Period
All
- Calendar Year
All
- Calendar Month
All
- Fiscal or Calendar
Fiscal View
- Campus
All
- College with Nbr
4017 - College of Liberal Arts
- Department Name
All
- Sponsor Name
All
- ARRA
All



Award Amount by Sponsor All by Sponsor Category								
	2021	2020	2019	2018	2017	2016	2015	2014
Federal	1,989,774	1,734,997	645,673	1,489,924	897,188	1,754,995	1,339,921	1,134,753
Foreign Govts	16,559	23,299	31,077	134,276	67,533	35,000	79,840	-18,924
Industrial/Foundations	330,661	1,911,276	337,173	871,801	875,363	478,136	4,021,423	1,535,444
PRF/Purdue	190,067	483,839	2,139,797	1,720,342	1,997,634	3,118,059	1,522,978	2,917,398
State/Local Govts	55,184		28,631	38,813		4,432		18,807
Grand Total	2,582,245	4,153,411	3,182,351	4,255,154	3,837,718	5,390,622	6,964,162	5,587,479

Industrial and Foundations								
Profit/NonProfit in Industrials and Foundations	2021	2020	2019	2018	2017	2016	2015	2014
Non-Profit	306,845	1,063,160	337,173	871,801	875,363	464,529	3,959,529	1,512,444
Profit	23,816	848,116				13,607	61,894	23,000
Grand Total	330,661	1,911,276	337,173	871,801	875,363	478,136	4,021,423	1,535,444

CLA FEDERAL GRANTS



PROPOSALS IN VALUES

Sponsored Program Proposal Trends Overview

Notes: Fiscal Year is from July to June. Fiscal 2021 is as of January 2021

Submit Date Fiscal Year: Multiple values

Submit Date Fiscal Month: All

Campus: All

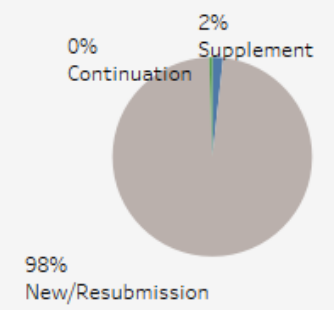
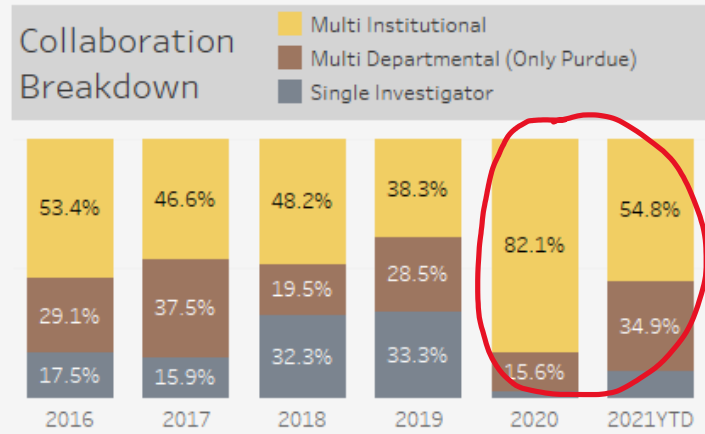
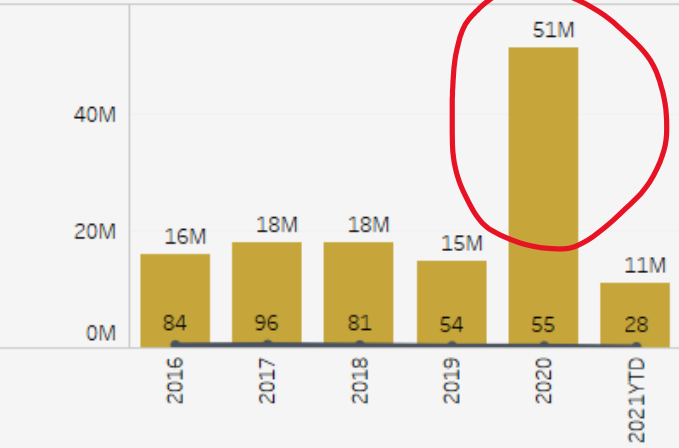
Business Area: 4017 - College of Liberal ...

Sponsor: All

Proposals ≥ \$1M

No

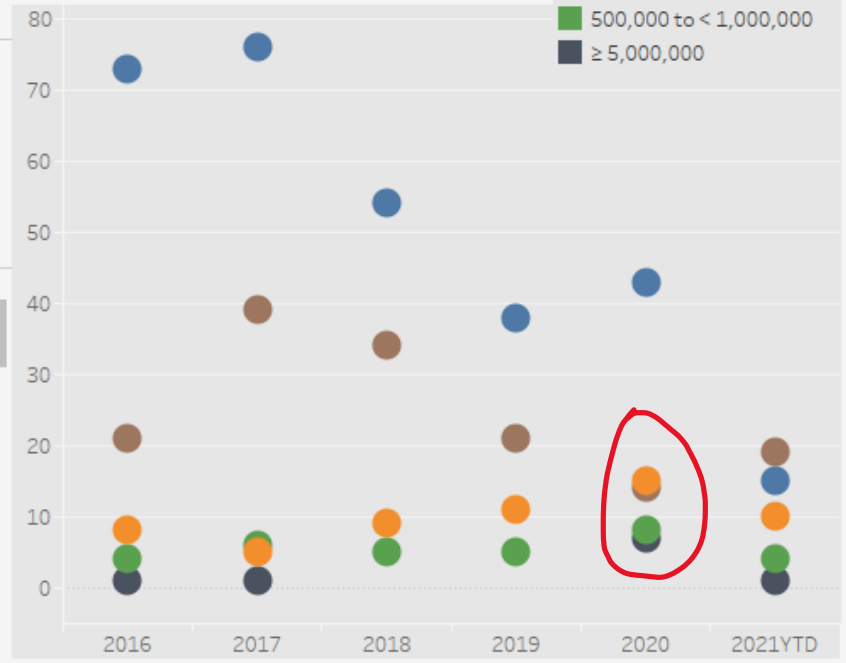
Yes



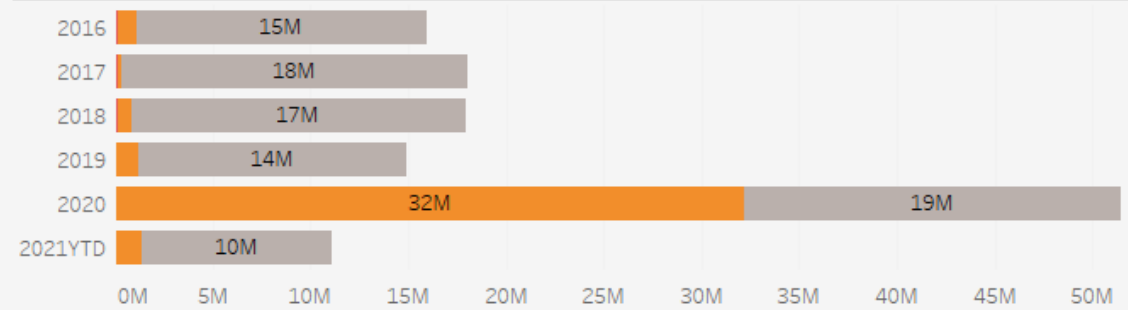
Averages Proposal Amount Levels

Amount CAT	2016	2017	2018	2019	2020	2021YTD
0 to < 100,000	23,037	22,564	29,921	26,933	21,991	23,684
100,000 to < 500,000	157,370	161,826	164,833	180,070	174,654	124,381
500,000 to < 1,000,000	397,169	187,895	310,273	569,544	250,720	267,608
1,000,000 to < 5,000,000	988,586	1,000,963	1,024,600	657,959	766,514	715,958
≥ 5,000,000	1,468,720	3,879,592			4,939,614	179,889

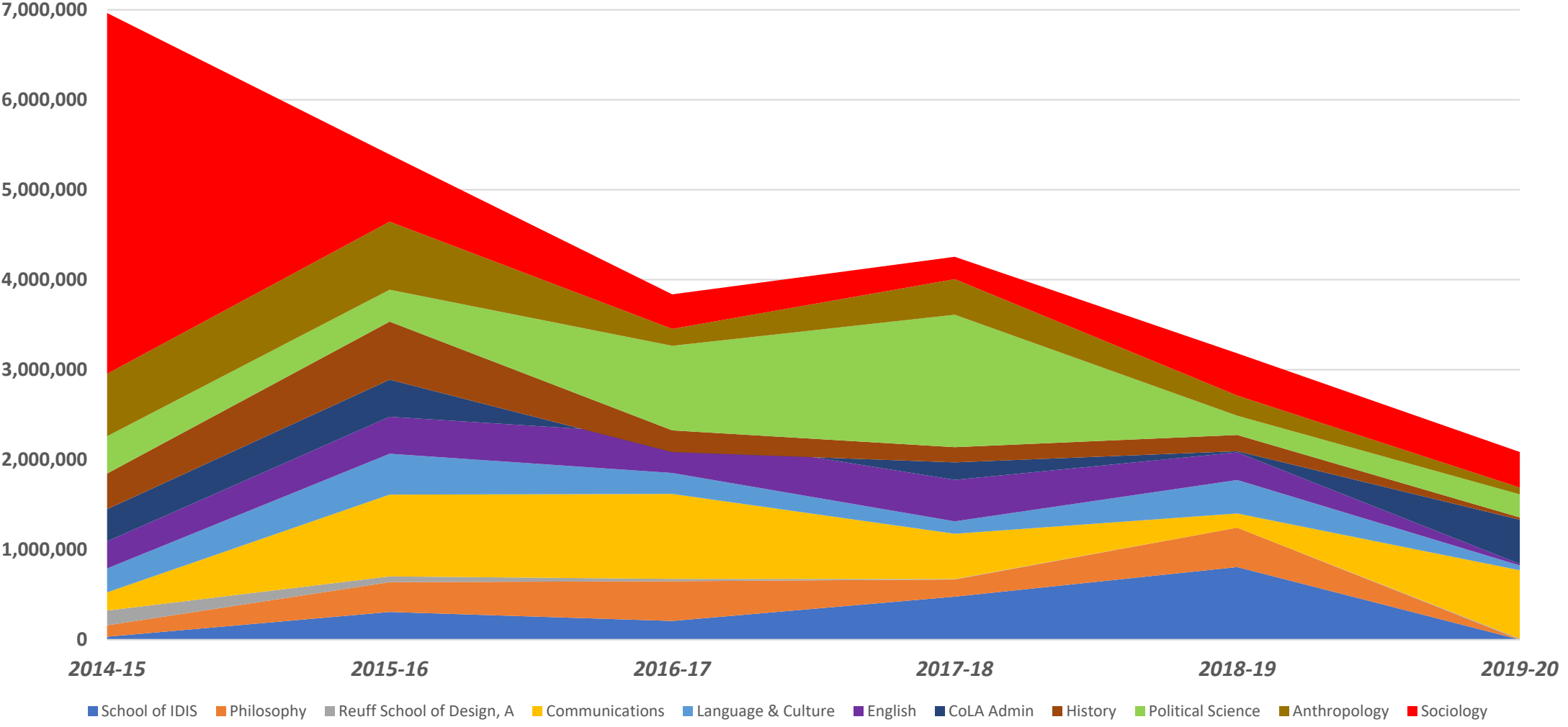
Proposal Amount Levels Count



Activity Type



Total federal and Private Grant Amount, Comparative distribution by department and time (absolute numbers)



Proposed Guidelines for Minor Curriculum Changes

In the interest of efficiency, the CLA Educational Policy Committee proposes the following set of guidelines regarding minor changes to the curriculum in the College of Liberal Arts.

Once a curriculum change has been approved by the individual department or school, and has been vetted by the Registrar, the Associate Dean for Undergraduate Education and International Programs and their staff will have the discretion to approve certain minor changes without consulting the CLA Curriculum Committee. These changes must be determined to have no impact on CLA units outside the initiating department or school and must belong to one of the following categories of possible changes:

1. Course Attributes – changes to allow/disallow Credit by Exam, Variable Title, Coop, Internship, Honors
2. Course Fees – fees added to courses outside of standard tuition
3. Credit Hours – change in credit hours, e.g. variable credit to fixed credit, increasing or decreasing the number of credits.
4. Grade Mode – change in grade modes can include allowing for P/NP
5. Prerequisite or Corequisite – change to the prerequisite or corequisite to a course, e.g. a course is listed as a pre or co requisite that is no longer offered, a pre or co requisite has a new course number
6. Course Repeatable Status – change in the option to repeat a course, to allow repeatable status, or limit the number of credits awardable
7. Restrictions – addition or removal of restrictions affecting registration, e.g. only for students in X major, instructor permission or department permission required
8. Schedule Type – change to or from any of the listed schedule types: Lecture (LEC), Recitation (REC), Presentation (PRS), Laboratory (LAB), Lab Prep (LBP), Studio (SD), Distance Learning (DIS), Clinic (CLN), Experiential (EX), Research (RES), Individual Study (IND), Practice Study Observation (PSO)

This list of acceptable minor changes will be reviewed every three years by the CLA Educational Policy Committee to determine whether revisions may be needed.

Resolution

WHEREAS, we as a faculty are committed to educating ourselves and others; and

WHEREAS, the CLA Senate recognizes that all members of the Purdue community deserve to live and work in a respectful environment without facing intolerance, bigotry, or bias; and

WHEREAS, the University has a responsibility to recognize and protect the rights of all members of its community; and

WHEREAS, we as faculty adhere strictly to University calls for diversity, inclusion, and equity; and

WHEREAS, we as a faculty recognize that Indigenous peoples have a strong and enduring relationship to the land that they and their ancestors reside on; and

WHEREAS, we call on Purdue to follow the lead of other higher education institutions in the United States such as Santa Clara University and the University of Illinois and make clear Purdue University's commitment to diversity and inclusion of all peoples:

BE IT RESOLVED that the CLA Senate will support efforts to acknowledge publicly the first people to live on the land now occupied by Purdue University and to reduce historical and cultural erasures, discrimination, racism, and xenophobia in our community and the University.

We will begin by putting the following statement on the CLA Senate website and by directing faculty and graduate students to it so that they may incorporate it into their classes and other events at Purdue University:

Before we begin today, we would like to acknowledge the ancestral home of the first people who lived on the land Purdue University now occupies. There are no monuments, signs, or named building that acknowledge the first people. We should do better. We must do more. The least we can do today is acknowledge those ancestral and historic people, including the Potawatomi and Miami, and acknowledge them for being the first stewards of this land.

MINUTES OF THE SENATE OF THE COLLEGE OF LIBERAL ARTS

The April 2021 meeting of the Senate of the College of Liberal Arts was held at 3:30pm on April 13, 2021 via Zoom, with Shannon McMullen presiding. Minutes are submitted by Torsten Reimer.

1. Approval of the Minutes from last CLA Meeting in March

The minutes of the March meeting were approved by general consent.

2. Chair's Remarks – Shannon McMullen

Dr. McMullen thanks everybody who contributed to the senate in the academic year 2020/2021.

3. Dean's Report

Senior Associate Dean Joel Ebarb provides an update on expected teaching policies in the fall of 2021/2022. Senior Associate Dean Ebarb shares that almost 89% of the courses in the spring semester of 2021 were face-to-face or hybrid, which was on a similar level as pre-pandemic. In the fall of 2020, this percentage of face-to-face and hybrid classes was down to 64% as many classes were taught online.

Replying to a question from Professor Andrew Flachs, Senior Associate Dean Ebarb shares that there is a clear expectation on campus that everybody will continue to be masked indoors in the fall of 2021 and that the current protocol regarding masking will be in place in the fall semester also.

Regarding vaccination requirements, no decision has been made yet as to whether vaccination will be a requirement for students who are able to get vaccinated.

Answering a question regarding plans for densification and classroom occupancy, Senior Associate Dean Ebarb informs the senate that any classroom that holds 300 or less students will be back to pre-covid capacity. Importantly, upper administration built a caveat into the policies in that policies will be adapted and possibly reversed in case of a radical change and surge in Covid19 cases.

4. Old Business: Amendment to the Bylaws to Create the DEI Standing Committee

Dr. McMullen opens the floor by summarizing the March senate meeting: "The senate had some deep and useful discussions in its March meeting about the creation of the DEI standing committee. In that meeting, some concerns were raised about the structure of the committee, its role, its possible duplication, and a question about whether there should be ex officio status for the director of diversity and inclusion initiatives of CLA, which was not in the original proposal. The senate ended by tabling the proposal after much good discussion."

Professor Paul Dixon moves to take the DEI matter off the table so that the senate can discuss it.

Professor Kristina Bross seconds, and the senate passes the motion unanimously with 30 *yes* votes.

Professor Dixon, who chaired the sub-committee of the senate that worked on the proposal of the DEI standing committee, stresses that the DEI would not duplicate structures in the Dean's office as the proposed DEI would be a committee of the senate representing the view of the CLA faculty, addressing unique questions: "From the perspective of the faculty, how well is the college doing in terms of inclusion? How can we as a faculty help build a more equitable environment in the college? These are vital questions that the proposed committee would address, and we should not merely be following the

lead of anyone else in these areas, we should be speaking for the faculty. So, I strongly support amending our bylaws in order to create this Standing Committee for Diversity, Equity and Inclusion.”

Professor Brian Leung adds that the ad-hoc committee was trying to do due diligence and not replicate a committee that already exists and that the ad-hoc committee saw the DEI as an opportunity for dialogue on inclusion and diversity between the senate and the Dean’s office.

Professor Nicholas Rauh reminds the senate that the DEI committee was already approved in the 2020/2021 fall semester and that all the senate was trying to do this semester was determine the right procedure for populating the committee.

Prof. Patricia Boling stresses that the CLA director for inclusion and diversity will be an expert on these matters and suggests to officially ask the Director to be a member of the DEI standing committee ex officio, which would institutionalize the connection between the CLA director for inclusion and diversity and the DEI committee.

Prof. Will Gray moves to amend the amendment for the DEI committee to include the Director of Diversity and Inclusion initiatives as an ex officio member for that committee. Professor Arne Flaten seconds the motion. The amendment passes with 24 *yes* votes, 2 *no* votes, and 3 *abstentions*.

Prof. Arne Flaten moves to amend the CLA senate bylaws to form and populate the DEI standing committee as proposed (see minutes of the CLA senate meeting in February). Patricia Boling seconds. The proposal is approved by the CLA senate (24 *yes* votes, 1 *abstention*, 3 *opposed*).

5. Committee Reports

a. Curriculum Committee – Senior Associate Dean Joel Ebarb

Senior Associate Dean Ebarb presents course revisions for courses on global modern art, pop culture, and Spanish. Prof. Eric Waltenburg moves to accept the curriculum changes as proposed. Prof Harry Bulow seconds. The proposed changes are accepted with 27 votes *in favor*, 1 *abstention*, and none *opposed*.

b. Education Policy Committee – Prof. Elaine Francis

Prof. Francis informs the senate that Senior Associate Dean Ebarb invited the educational policy committee in the fall semester to consider drawing up a set of guidelines about which minor curriculum changes could be reviewed by the associate dean's office without putting it to the CLA curriculum committee. The idea behind this initiative was an increase in the efficiency of the process of curriculum changes and to set some standard guidelines for practice.

Prof. Francis explains that *minor changes* are changes that would not have an impact on the units outside of the department; they only go through the department curriculum committee. Thus, *minor* does not mean that a change is unimportant to a department but that it wouldn't have an impact on the units outside a department.

Prof. Francis presents a short list of minor changes to the description of classes and a motion to accept these changes. Prof. Eric Waltenburg seconds the motion, which is accepted by 28 *yes* votes, 1 *abstention*, and none *opposed*.

c. Faculty Affairs Committee – Prof. Keith Shimko

The FAC had its annual meeting with the Dean. Prof. Shimko will share a written report about the meeting with the senate. Three take-aways that will be described in more detail in the report: 1) Departments have discretion to discuss if they want to alter their research and productivity expectations for promotion and tenure cases as well as for annual evaluations due to the challenges of the Covid pandemic. 2) Regarding research funds on the college level, Dean Reingold expects that the Provost Office will start again to provide funding in AY 2021/2022 for CLA research initiatives such as Aspire and the center fellowships. 3) Dean Reingold expects to be able to finance 10 faculty searches in the college next year.

d. Nomination and Election Committee – Prof. Nicholas Rauh

Prof. Rauh presents a slate with new members for the CLA senate leadership and CLA senate committees for the senate's consideration for AY 2021/2022.

Prof. Alfred Lopez (chair), Prof. Patricia Boling (vice-chair), and Prof. Rebekah Klein-Pejsova (secretary) are nominated for the senate leadership in 2021/2022.

Prof. Rauh moves to accept the presented slate. Prof. Eric Waltenburg seconds. The senate approves the slate unanimously (26 *yes* votes, no abstention, 0 *no* votes).

6. Presentation of New Graduates – Senior Associate Dean Joel Ebarb

Senior Associate Dean Joel Ebarb presents the new graduates of the college, which are approved.

7. Final Remarks and Adjourn

Senior Associate Dean Joel Ebarb thanks Professors Shannon McMullen, Eric Waldenburg, and Torsten Reimer for their senate leadership this year. Dr McMullen thanks all senators for their service to the senate and CLA and wishes the incoming leadership all the best for the coming year.

Prof. Eric Waltenburg moves to adjourn the meeting. Prof. Torsten Reimer seconds. Prof. McMullen adjourns the meeting.