

Faculty Senate Meeting Minutes
Monday, December 5, 2017
Student Senate Room, LSU Student Union



Attendance

Faculty Senate Executive Committee members present:

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| 1. Ken McMillin (President, Animal Science) | 2. Mandi Lopez (Vice-President, Vet Science) |
| 3. Joan King (Secretary, Food Science) | 4. Kevin Cope (Past President, English) |
| 5. Arend Van Gemmert (Member-at-Large, Kinesiology) | 6. Gundela Hachmann (Member-at-Large, Foreign Languages) |
| 7. Aly Aly (Civil and Environmental Engineering) | |

Parliamentarian: Louay Mohammed

Senators present (X = Present; A = Alternate; P = Proxy):

1	P	William Adkins (Math/Sci)	21	X	Brooks Ellwood (Geol and Geophys/Sci)	41	X	Niki Pace (Sea Grant)
2	X	Kwame Agyemang (Kinesiology/HSE)	22	A	Kenny Fasching-Vamer (Education/HSE)	42	X	Suresh Rai (Elect Eng/Eng)
3		Fereydoun Aghazadeh (Mech Ind Eng/Eng)	23	X	Mette Garde (Physics/Sci)	43	X	Laura Riggs (Vet Clinical Sci/Vet Sci)
4		Priscilla Lily Allen (Social Work/HSE)	24	X	Gregory Griffin (Chem Eng/Eng)	44		Tracey Rizzuto (SHREWD/HSE)
5		Austin Allen (Landscape Arch./AD)	25	X	Gundela Hachmann (Foreign Lang Lit./HHS)	45	A	Michael Russo (LSU Libraries/HSS)
6	X	Aly M. Aly (Civil Environ Eng/Eng)	26	X	Aixin Hou (Environ. Studies/Coast and Envir.)	46	P	Daniel Sheehy (Physics Astro/Sci)
7		Paul Anderson (Foreign Language Lit./HSS)	27	X	Paul Hrycaj (LSU Libraries/HSS)	47	X	Gregory Sioles (Music/Music)
8	P	Paula Arai (Philosophy & Relig Studies/HSS)	28	X	Stuart Irvine (Religious Studies/HSS)	48		Carlos Slawson (Finance/Bus)
9		Christopher Austin (Biological Sci/Sci)	29	X	Brendan Karch (History/HSS)	49	X	Andrew Sluyter (Geography/HSS)
10	X	Chris Barrett (English/HSS)	30	X	Kyla Kazuschyk (Theater/)	50	X	Kevin Smith (Chemistry/Sci)
11		Dorin Bolder (BAE/Eng)	31	X	Yunjung Kim (COMD/HSS)	51	X	Jared Soileau (Accounting/Business)
12	X	Brett Boutwell (Music/Music & Drama Arts)	32	X	Ingeborg Langohr (Pathbio Sci/Vet Med)	52	X	J. Brenton Stewart (Library Info Sci/HSE)
13		Areendam Chanda (Economics/Bus)	33		Keri Larson (Inform Sys Decision Sci/Bus)	53	X	Judith Sylvester (Mass Comm/Mass Com)
14	X	Christine Corcos (Law/Law Center)	34	X	Elecia Lathon (Education/HSE)	54		Jose Torres (Sociology/HSS)
15		Belinda Davis (Political Sci/HSS)	35	X	Catherine Lemieux (Social Work/HSE)	55	X	Dottie Vaughn (Math/Sci)
16		Jeff Davis (Entomology/Ag)	36		Vince LiCata (Biology/Sci)	56	X	Muhammed Wahab (Mech Indust Eng/Eng)
17	X	Charles Delzell (Math/Sci)	37		Kanchan Maiti (Coast Stud/Coast and Envir)	57		Hsiao-Chun Wu (Elect Eng/Eng)
18	X	John Devin (Law/Law Center)	38		Juan Martinez (Pathobio Sci/Vet Med)	58	X	Jianan Wu (Marketing/Business)
19		Cyndi DiCarlo (Education/HSE)	39	A	Bryan McCann (Comm Studies/HSS)	59		Donghui Zhang (Chemistry/Sci)
20	X	Levent Dirikolu (Compar Biomed Sci/Vet)	40		Pius Ngandu (French Studies/HSS)			

Guests:

Robert Doolos	Rick Koubek	Matt Lee	Bobby Matthews	Christine Cheng
M.E. Hart	Kristen Hernandez	Lois Kuyper-Rushing	Susan Crochet	Brian Ainsworth

Consideration of the Minutes from November 6, 2017

Moved by Suresh Rai and seconded by senator.
 Approved unanimously with potential corrections.

President's Report

1. Because the calendar was changed, we were originally scheduled for our last meeting to be May 8 2018 which is the week after finals, so many of you will not be here. He proposed to move the meeting to Tuesday, May 1. He looked at the finals scheduled for that week and only chemistry 1201 group final is scheduled from 3 to 5 pm during that time. There were no objections to changing the day.
2. Faculty Senate Executive Committee (FSEC) has been working on revising Faculty Senate By-Law changes and adjudication committee operating procedures. This will be brought up as an item of discussion today, because our By-Laws say we must present them a month in advance of the vote. We will not have a resolution about those items; we will not have the vote today but will address questions that you might have. We will discuss those at our January meeting. Those were set up by Resolution 16-14 where we changed the name of the Grievance Committee to the Adjudication Committee. One of the procedures was that the FSEC and Provost would develop operating guidelines for the committee. The Provost is looking at the changes. Ken McMillin will meet with the Adjudication Committee in January about the changes.
3. There was a glitch in HR regarding the search for the ombudsperson because the individual coordinating the candidate interviews left HR. The interviews for that position went to another portion of the university, so we lost about a week or ten days. We are now back on track to schedule interviews with two candidates before the holidays. Both candidates who both want to come to LSU,

- both have extensive mediation experience, are licensed attorneys and both desire to get away from the bureaucracy of the legal aspect of the law and into the personnel relations part of the law. Both are personable and accustomed to working by themselves without staff.
4. Another By-Law change to be presented in January will be to change our order of business, which will be discussed by FSEC and then brought to Faculty Senate for consideration. There are things that we don't do and should do that are in the By-Laws and minor changes on position title switches. FSEC will be tackling that and we will ask several of you to serve on that Constitution and By-Laws committee.
 5. The Administrative Process Improvement Committee (APIC) website no has a travel experience link to report travel scheduling experiences using the university travel organization so we can document facts instead of antidotes as far as your travel experiences. If you travel to meetings on the university budget we would like to hear about that. There are different tabs and menus you can select, but we want to hear about your experiences so that if there are enough unfavorable experiences then we can actually make a case to the Commissioner of Administration that LSU needs to be exempted from some of those strict requirements we have now because we are one of the largest users of Short's.
 6. The Coalition on Intercollegiate Athletics (COIA), for which Dr. King is our representative to that national group, was formed because of some of the difficulties in getting the NCAA to respond to faculty members wishes. She has been selected to run for the steering committee and we voted to have her and others nominated to be on the steering committee.
 7. Several of us have asked Ken McMillin about the WAFB news report on the retirement of our LSU police captain. Ken McMillin has visited with the police chief and Ken would be glad to discuss that with us. It was handled according to the protocols we have at LSU. There are always personality differences and differences in interpretation of different words and phrases. Realistically that appears to be the end of it for a while.
 8. Dr. Lopez, Dr. Cope and Ken McMillin have regular meetings with Chief Financial Officer Dan Layzell, VP for Finance and Administration. Dan Layzell brought Tyler Kearny who will be interfacing with some of the areas that we had concerns with. They spoke about the issues faculty had with the auditor's report. They talked about some of the difficulties with auxiliary services. In order for us to implement the campus master plan, some of the new building renovations, some of the new construction, some of the demolitions, it was requested that a slight fee be put on students to help pay for that since it is in their best interests to have the best facilities we can have.
 9. There will be a position announcement for a VP of University Public Safety. That individual will coordinate aspects of risk management, the police department and other aspects that currently fall into finance and administration, that realistically need to be consolidated.
 10. We need to do something about mail and package delivery. He has been fortunate, but he was asked by a vendor about why he didn't respond to receiving a package and then they realized it was back at the vendor.
 11. The Campus Federal Teaching Enhancement Funds that primarily went for travel for faculty, and occasionally support personnel, has been shifted to use for the faculty colloquium. The faculty colloquium has become a fairly important event for training of faculty members.
 12. In regards to LSU360 for annual evaluations, P&T, grant proposal vita, and dossiers, the FSEC will meet with ITS personnel after the first of the year and we will actually map out what some of the difficulties are and some of the changes that need to be made.
 13. The Admissions, Standards and Honors Committee (ASH) looked at changing the levels of hours required for the President's Honor Roll and Dean's List. Student government passed Resolution 14 in favor of that. There are a few discrepancies in changing hours from 15 down to 12 hours and changing from 15 down to 9 hours in the summer instead of a full load. We had a few questions so he will send that back to Cathy Williams, Chair of the ASH committee.
 14. He met with VP Kepler of Student Affairs and they talked about the Task Force on Greek Affairs. They talked about general education changes and changes in the Dean of Students office.
 15. Our administrators are always scheming on how to make LSU better. Most of the things they do are not overt. Provost Koubek initiated new faculty lunches and invited him to attend. They let faculty know there is a universe outside of their department. Many have already established interdisciplinary activities. We use these meetings to answer questions and bolster LSU. We have a good group of faculty here. They will help propel us to the next level. Help them to stay encouraged. They will help pick us up because they are coming in with enthusiasm.
 16. We still have difficulties here at LSU, such as a gap between genders at different levels. He played a section of an hour long seminar on November 29 by the Council on Gender Equity held at the Vet School. Some of you will be embarrassed when your department comes up and there is a huge discrepancy on one or more ranks and others of you will say, yes we are doing a good job, because our women are either at equal or higher pay than men of the same rank. This is a dialog we need to continue to have as faculty and representing the university. We appreciate the Women's Center for helping pull together some of that data. We need to examine this because it's a pretty complicated issue. Someone who has been at rank for 20 years may not be paid as much as someone who has been in that same rank for only three years. There are lots of difficulties that arise when you try to compare that type of data. Ken McMillin thought it would be interesting for us to see some of the work that faculty are doing in an attempt to help the university become a better place. We wanted to make our administrators and faculty leaders cognizant that as we hire new faculty in we need to be aware of those things and as we make our P&T decisions, we need to have the best people but we also need to consider equity adjustments. Our leadership at the top, the Provost and President, are very aware that that is one thing that motivates faculty, is money that they can put in their pocket. We are very appreciative for the raises and we hope that that will continue.

Christine Cheng

While the data was standardized by taking into account 9 month versus 12 months appointments and these were all 100% FTE for faculty and instructors analyzed, there has to be work done to really understand why we have these differences. It is just something to start a conversation.

17. The United States Senate and House bills need to be reconciled, one has a tax on graduate student tuition waivers and one does not. That will affect our research activities in the future if those tuition waivers are taxed because some graduate students will not be able to afford to come to LSU or any university. We will have to make a decision on how to increase that salary equity so they can afford to survive. The health care costs for graduate students keeps going up; we know that our stipends have increased slightly due to Arend Van Gemmer and some of the advances he has tried to take us through the last couple of years. We are still probably not where we need to be.
18. The Board of Regents (BOS) meeting is on Friday and Ken McMillin will represent LSU and chair the Council of Faculty Advisors. We are asking for a graduate certificate in a program, a B.A. in Screen Arts, a Social Research and Evaluation center and approval for the LSU Comprehensive and Strategic Master Plan. The Association of Louisiana Faculty Senates (ALFS) statewide colleague collaborative was held last Saturday. One topic was AAUP and HCBU addressing various issues, how do we prepare graduate students for professor roles, what is the future and future outcomes of liberal education and liberal arts in Louisiana, a recap of the statewide Higher Education Future of Louisiana town hall forums, and will see how the joint special session goes in the spring as to whether we need to convene those or wait until next fall. We had a representative from LOUIS which is operated now by the Board of Regents (BOR). We previously housed LOUIS on our campus for a number of years before it moved to the BOR. Some of the topics the director of LOUIS talked about were affordable textbooks, open source movement, and the future of LOUIS library support systems.

Q&A Summary:

None.

Library funding and open access publishing policies – Dr. Stanley Wilder, Dean, LSU Libraries

He gave a presentation entitled The Journal Cost Crisis at LSU. He thanked his faculty library committee. Emily Frank is the point person for many open access journals and open textbooks. The journal costs crisis is the biggest issue for the library. There really is a wolf at the door and we need to take action as a community at this point. Annual journal costs for LSU are \$6.2 million with an annual inflation of 5% of around \$300,000 a year which in effect a budget cut. This is not a problem in isolation, a graph showed a dramatic increase in journal expenditures in relation to the consumer price index. He included the book expenditures numbers which is an important piece of this. Library collections budgets are being eaten by journals to such an extent that it drastically decreases the amount of books we can buy. There is a crisis in scholarly communication in those book bound areas. There is nothing for the Faculty Senate to do to address the budget problem, but the LSU administration has to deal with it. On other campuses the problem is very big so it calls for a community response. He wanted to tell us what the library is already doing and what we can help with. He showed a subscription model investment cycle where faculty researchers put work into a journal article that may have been funded by a grant, there are labs and salaries involved, there is peer review and then we give it to distribution publishers where it then goes to the library to purchase. There is an enormous amount of investment in this process. We give items to publishers and then they ask libraries to pay for access to it. We have given it away only to buy it back again. A solution is to publish it ourselves, called open access publishing. It has to be online, low cost, and limited restrictions to reuse. There has been a large increase in open access journals. This is not just in the world but also at LSU. We have several faculty members at LSU who publish in and who edit for open access journals. This is not creating something from scratch. This is something to move ourselves forward. The library has a lawyer with 30 years of copyright experience to do consultation with groups and individual faculty members who are presented with copyright issues and publication agreements. This is not legal services, it is just consultation. The library provides services by helping faculty identify predatory open access journals, some who published without review, which may not count towards promotion and tenure. Starting in January 2018 they will start an open access venue fund, some charge open access charges. The library would help pay for open access charges. They will bring as part of their conversation the enormous amount of activity nationally and internationally around open access and journal cost issues. There is a lot of synergy to be had in terms of connecting with these national efforts. They purchased a database with the LSU Office of Research and Economic Development (ORED) called Digital Commons, which provides for access preservation of informal scholarship, pre-prints, white papers, and conference proceedings. All of these can help you increase your impact for research. Putting your research information into this system gives you metrics on how your research is being used. What we would like to help stimulate in our community is to suggest faculty publish in open access journals. They want us to contribute our papers to Digital Commons, new ones or those that go back that are no longer accessible. Some faculty have decades of information on their hard drives. They want to have our participation in an LSU Scholarly Communications committee. They want us to talk with colleagues about the journal crisis. We are bound to enormous journal packages. We will pay \$1.9 million a year to Elsevier beginning next year. How can we do these things without purchasing the huge packages that we do now?

Q&A Summary:

Mett Garde

About the library helping to publish in open access, how much money do you have to help with that? Usually the good journals cost several thousand dollars to publish one publication. Have you thought about how to deal with how much money is there, is there going to be a review board, etc?

Stanley Wilder

He did this at another institution and randomly picked around \$20,000 to start with. They would have an established set of criteria for when a publication is good for an open access journal. They want to see how this goes and recalibrate. They want to try stuff. He doesn't want to commit anyone for money to do this, but will find help for these little test areas for experimentation.

Andrew Sluyter

Didn't Elsevier just buy Digital Commons? What are the implications of that?

Stanley Wilder

We tried to build our own institutional depository for a number of years and it was just too much to do so they took the next way out by buying the product with the biggest market share in the country, BePress. a.k.a.. Digital Commons. Six months later Elsevier bought them. This is a big problem for us and we don't have a response quit yet.

Andrew Sluyter

Have they made any noises that they are going to take things down?

Stanley Wilder

In the research library community, this is a huge imposition and some universities have given up immediately on BePress, because Elsevier has purchased it because Elsevier has strategy of starting with journal articles and choking back on the entirety of scholarly output. We just can't allow this to happen. We are in a vulnerable place right now.

Senator

For those of us who only published in journals behind a wall, if you stop buying that journal subscription you are basically cutting off access for graduate students to the history of that literature and then they don't have access to it to future literature. Even if we start publishing in open access journals now, for the case in humanities like hers, you have no access to the history of the literature.

Stanley Wilder

Humanities journals are not part of this scenario we are talking about. There are very few published by large STEM publishers. They are extremely unlikely to be affected by the dynamics we are talking about here. In the STEM areas we lose access to everything going back. It is on a kind of case by case basis in terms of the kind of licensing you do. If we purchased access to something this year, then we have access to that going forward.

Arend Van Gemmert

For open access, how would you envision that? Would it be just for open access journals or also for those giving the option?

Stanley Wilder

That is one species of problem with open access. The phrase open access is organic and can mean anything your want it to mean. Publishers like Elsevier are producing open access journals or journals that are hybrids in this way. Those producing hybrids are scams. We can't writing our submission in a way that will support author fees that go to publishers like Springer, Wiley, Elsevier which are not genuinely open access and does not help us.

Gundela Hachmann

You already implied the consequences for P&T. What can happen to make open access publishing to be more recognized?

Stanley Wilder

Libraries can't do this on our own. We can point out cases where P&T guidelines may present unintentionally obstacles to faculty who might otherwise place their work in open access publications. This may be just digital research ore different forms of digital research that doesn't fit neatly between an article and a book. Once it's on the table and exposed you can deal with it.

Arend Van Gemmert

You said you will be helping with predatory journals by identifying them. Do you have a list? There was a list that was taken down in January because publishers went after them. What was called predatory were as predatory as were thought.

Stanley Wilder

We still have the list and the criteria that Beal used to distinguish predatory journals. The list he had was non-controversial. They were useful and clear-cut things. There are journals now that publish in 2 to 3 days after payment of \$3,000. Even though Beal's list is not there they can still help faculty.

Aly Aly

It would be helpful to us to support publishing in open access journals if we have this list. When going up for promotion faculty may say this is not a good journal.

Stanley Wilder

They will talk about what they can do in particular to produce lists for faculty.

Arend Van Gemmert

Make it only accessible to people at LSU as an internal document.

Gundela Hachmann

Speak about how the LSU repository works if faculty members move to another university. When we leave LSU we lose access because we lose our affiliation so how is the content on LSU commons being dealt with? Do you still have control over your account?

Stanley Wilder

It's open access. Once you submit a publication to the institutional repository it is there permanently and they will keep it there forever. You could port it to another institution if you saw a reason to do that.

Mandi Lopez

In some disciplines, people live and die by H factor which is driven by citations and that is just an example. On occasion they will publish a graduate students' work in open access to get exposure. How do you see that impacted by the digital repository? How will you get students to publish in there in terms of H-Factors and number of citations?

Stanley Wilder

It is well known that institutional repositories across the country increase everyone's citation and visibility of their work. Our institutional repository has been up for a year and we have 20,000 items in there already. A lot of those are theses and dissertations at this point. Go into LSU Digital Commons and pull up any of these and look at how many downloads are done for each item. You can see where around the world the work is being downloaded in such a way as to help graduate students and the faculty make the case at P&T time as to the full impact of their work. It may be that citations to peer reviewed publications count for more. This is something you can use for work that isn't appropriate for publishing in that way. Scholars produced a full spectrum of work and its amazing when it's out there, indexed by Google that its seen and used and cited. It's a terrific way to increase all of our productivity.

Arend Van Gemmert

Have you thought about faculty who are doing collaborations with other institutions? Are there any relationships between institutions?

Stanley Wilder

We would not limit authorship to LSU.

Arend Van Gemmert

He authors papers with someone at Auburn or Texas A&M. Is this viable or not?

Library Lawyer

You don't have to be a single author.

Stanley Wilder

We will spell this out in the policy we establish.

Clicker management- Susan Crochet, Director, ITS Portfolio Management Office

She is the Director of newly formed Portfolio Management Office. Andrea Ballinger in the last several months visited you and gave her IT road map. The office was created to deliver effective project management. They want to enhance decision making, data to support decisions and bring it to faculty for feedback. They want to enhance teamwork. She will be working on LSU360 mapping. They provide consultations from IT. They produce reports that they bring to IT governance. They have a website that went live last week. You can send an email to PMO@lsu.edu. The PMO office is providing project management, resource management and change management initiatives all of which this university did not have in the past. Their objective is to work to address areas of improvement of the student response system. Student Government approached Andrea Ballinger about the clicker issue. The students' issue is that there are several clickers in their backpack all with different subscriptions rates of which IT supports Turning Technologies. The functionality is dwindling; they want to improve the devices. They want to assist in bidding out a new contract to get a better price. She asked how we might adopt a single clicker system for the university. They collected students concerns. They conducted a faculty focus group of those who are heavy users of clicker technology. They conducted a faculty feedback survey to all faculty members sent from Strategic Communications. You can still participate in the survey. She wants to discuss options and strategies to obtain buy-in for adoption of a single student response system. If they get approval her plan is to ask LSU Procurement to approach Turning Technology, which has been vetted for security issues. The faculty focus group wanted to pilot something for a semester or so. That is not the timeframe they are working on right now. They will bring our functionality issues back to them. They want to understand and plan for a course of action that brings the faculty to a single source for clickers. If they negotiate a better contract and price, that is good for the students. If students still have several devices in their backpack, how can we move towards that goal there? She wanted to know what the options were for faculty and IT to start brainstorming as to how to do this.

Q&A Summary:

Arend Van Gemmert

He thinks it is good to move to one system, however you shouldn't restrict faculty. He sees it as a textbook. It may be that that one system is better for that one class. You can say that this is the best option and we move forward, but I cannot see restricting it.

Ken McMillin

There has to be some compatibility with our system.

Arend Van Gemmert

You can have a clicker system that is not compatible, but you have to upload everything.

Susan Crochet

That is okay with ITS perspective but they are supporting one since it is better for security and other overarching reasons. That doesn't preclude you from choosing another. The only issue is to the student.

Andrew Sluyter

How many students and how many classes are using clickers?

Susan Crochet

About 20,000 students are using Turning Technologies currently.

Stuart Irvine

What does the clicker cost, are students paying for it?

Speaker guest

For the clicker and subscription it runs about \$45 at the bookstore and \$32 online, with a \$10 mail in rebate.

Susan Crochet

The students want a price of around \$20.

Stuart Irvine

If you require a certain clicker you don't want to change the requirement frequently, like a new clicker every year. That's not fair to the students.

Arend Van Gemmert

He thinks that is why she is here and what the students want.

Ken McMillin

Do we need to set up a committee to work with Susan on this project?

Gundela Hachmann

She is not clear what we are voting on, because as far she understands it IT represented only one option. The option is you go and talk to Turning Technologies to negotiate. Nobody can say much because no one wants to say no, because 20,000 students are using it. It is not our place to say no. What other alternatives are there if Turning Technologies is not the place?

Susan Crochet

In the focus group they looked at the major players and Top Hat is one and what they gleaned from that was that Top Hat was applications only. Some faculty members do not want the smart phone out in the classroom and some say it's fine. Turning Technologies appears to be the one option that does offer both. Either you can require your students to have a device or you can opt for the cell phone.

Mett Garde

They pay either way; they pay for the subscription not for the clicker.

John Devlin

He moves to go forward with the action plan.

Arend Van Gemmert

He seconded motion.

Brooks Ellwood

Turning Point doesn't give him the information that he needs. He wants them to be a little more flexible because they block some of the information for some reason.

Mett Garde

Is there a possibility that the students pay a one-time fee, instead of paying again to use that same clicker in another course?

Susan Crochet

When we went to subscription model obviously they had to pay more money. They are looking at trying to negotiate something for the senior that only needs a clicker for the first time in that last year one year vs. freshmen that may get a multiyear discount for using it all four years

on the front end, so they are looking at different tiered options and a variety of pricing plans, to give them more options that meet their specific circumstance.

Ken McMillin

Does the faculty focus group represent a cross section of those 20,000 students as far as instructors who teach those courses?

Susan Crochet

She uses the expertise of the Faculty Technology Center who is most familiar with those instructors who call for assistance as well as those who have used both technologies. She believes she had a good cross-section of some that were new users, some that were long time users, some who have switched from one technology to another and can speak to both as well.

Ken McMillin

He asked if there any of us who would like to serve on the committee or if we have a colleague in our departments that is enamored with their system that we may not use again? They looking for all input we can provide because we are here to serve the students in this regard. We know why instructors use clickers and they are useful in some classes; and maybe some of us need to adopt that technology. We need to make a decision today.

Vote to promote action plan presented by Susan Crochet for IT: Approved with one abstention.

Student Systems Modernization Project- Tom Glenn, ITS Student Program Director

They call it the feasibility and fit assessment project because they need to evaluate the vendor product to make a decision whether or not to go forward. He covered background at LSU about our student system that was developed on the mainframe and then we looked into a modern enterprise system. In 2014 LSU received an rfp for an enterprise resource package and LSU selected the Workday system. At that time Workday did not have a fully developed student system. Nine universities worked with Workday as design partners with LSU being one of them. A number of people from LSU met with the Workday people regularly over the last three years to move forward on that project. When he came LSU was in the purchase decision phase. This summer and fall they gathered requirements for a student system, from all enrollment management system offices and communities in the colleges for their requirements. This system needs to be implemented well, because the Workday HR finance system has been challenging. We need access to data. There is more to evaluating a vendor product than just functionality. Many universities have implemented the same exact software but had very different experiences. ITS had information meetings with colleges and departments, governance groups, staff senate, student government, had Workday prepare a three hour video for us that was shown to people numerous times. They had sessions with graduate advisors and undergraduates as well as advisors, college administrators and others. They also were fortunate because of our relationship with Workday; they helped us build scenarios on functionality with LSU data, from recruitment through graduation. He stated the items on the fit assessment card. They identified stakeholders including Academic Affairs, Dean of Students, Financial Aid, Law Admissions, Vet Admissions, Student Life, etc. They also brought to this, an idea of standards based processes. This would be the first time LSU has used a tool for this large of a project. They used a RACI model. They looked at groups that would be accountable for each area. Stakeholder involvement is very important. As we go forward we will look at business process mapping and look at how a tool should be configured so they can do their job. They held a meeting from all campuses in Alexandria to get feedback. Other campuses are using different systems, such as PeopleSoft. They brought the group together to go through the requirements. He showed the various systems that we would have to integrate with Workday, but several student related matters would be done in the single ERP. The issues are what do we need to do, see and connect to, to do the student business side. He showed a Workday business process, with different versions for different organizations. Workday is highly configurable with its processes as long as you know the start and end. For Workday student they looked at what reports are needed. Right now there are 264 reports. They received feedback from departments for requirements and received 774 requirements of which 688 are currently in the system and 86 are not planned. They also asked for a wish list of items that the current system could not do. We are at 89% of that now. Workday fits 92% of our needs for Do, See, and Connect. Workday allowed us to put data into it to see how it works. The chancellor at the Eunice campus allowed us to do an accelerated implementation. It would allow us to get into the system on our own to see how it can be configured. He covered the history of enterprise systems. The advantage of Workday is that it is one code line. All customers are using the same product and same release. Other software requires the new versions to be implemented. Workday delivers 510 business processes. It can be configured. For integrations there are 300, but clients have developed 179,000 integrations. The emphasis is on the university to see how it works and how we want it to be implemented. There is a culture here at LSU to resist change. He covered the current mainframe setup now which has all student services and many different programs. The sunset for the mainframe system is July 2020. They are doing a presentation to IT Governance this Tuesday. Their recommendation is to go forward with Workday student. He understands the problems with the implementation of the financial Workday. Working with those people from other campuses who have done this before and teamed up with others on campus who know the system, policies and practices, he thinks it is the right decision to go forward with Workday student. Even Health Sciences using PeopleSoft want to participate.

Q&A Summary:

Charles Delzell

It seems like a good system. He hasn't looked at any other systems.

Arend Van Gemmert

What was shown was very nice, but will it also work for graduate students?

Tom Glenn

Yes, we have been interacting with Workday. Graduate advisors asked if the program could track theses. The answer is yes, it's in the product.

Arend Van Gemmert

He wished that the Workday financial things were working as well as this one.

Tom Glenn

The Workday product is very configurable. The problems now are due to how LSU chose to configure the product. In a system that affects students, students have choices to come here or elsewhere and you want to do it well.

Stuart Irvine

Are there alternatives to Workday? If the university wasn't very good at configuring Workday before why could they do it now?

Tom Glenn

If we didn't go with Workday, we would have two other choices, People Soft and Banner. You have to implement their software on hardware you own and you have to work to maintain it. Banner is not as configurable as Workday is. If he was still at the previous university he would recommend the Workday system. It would be beneficial to have people working on this who have implemented systems like this before. He considers himself an academic administrator not an IT person due to his prior experience.

John Devlin

Would this further lock us into the Workday system? Is it possible to reconfigure or re-implement the system we currently have?

Tom Glenn

Yes, it is possible to re-configure the system. Andrea Ballinger has hired TSI to help us map business processes beginning with student processes, HR and student financials. It will make us part of a unifying system. There are a lot of advantages to the Workday product if it's done well. For the prior system they didn't have a lot of expertise on the team who had implemented ERPs before and they thought they had to turn on the switch on time and on budget. They didn't really understand the business process mapping and how configurable this system is. Workday is very different from how LSU built the mainframe.

John Devlin

So the answer is yes, it will lock us in.

Tom Glenn

He would say that is a positive thing. He would want to know how cross functional this is. He wanted to know can information roll up and can we do things that cross campuses. On the student side we can do a lot of that. Workday has updates every six months and we are seeing added functionality.

Gundela Hachmann

She thanked him for his thorough investigation. She hears a concern that the implementation may still not work out smoothly. Do you plan to have a transition phase with a small group of people with Q&A on the product and the specific contributions to LSU before you roll it out to everyone?

Tom Glenn

The Eunice campus will help with that so we can implement the full suite from end to end. The implementation phase will have subject matters experts from the beginning to come in and look at the tool to see how we can configure it to help them do their job.

Judith Sylvester

Her problem is we get this implemented, and they never sit with us when they implement it and when there is a problem, they say we don't control that, that's a software update and they never consulted us in the process. When they talked about Workday financial they said it would be great but there were problems. We are jaded because someone else decides how is going to work and it doesn't fit what we actually need.

Ken McMillin

It will all boil down to whether the students are ready to accept this kind of technology because they are used to an old one. Is the new one going to be as good as we think it is, probably not? Will it be better in two years and we have a generation of students go through in four or five years?

Tom Glenn

Workday student is highly accessible to mobile devices. The students adapted to the new technology very well. The problem is that the faculty and staff are resistant to change. They showed it to student government and they liked that they can register on their phone and register for financial aid. We need to do it well.

Old Business

Second Reading, Resolution 17-07, “Restructuring of LSU General Education”, Sponsored by Faculty Senate Executive Committee on behalf of the Faculty Senate General Education Committee

Read by Ken McMillin

LSU Faculty Senate Resolution 17-07

Restructuring of LSU General Education

*Sponsored by Faculty Senate Executive Committee
on behalf of the Faculty Senate General Education Committee*

Whereas the faculty of the University are charged to determine the educational policy of the University by the LSU Board of Supervisor Bylaws; and

Whereas a charge of the Faculty Senate General Education committee is to recommend restructuring of general education, when appropriate; and

Whereas the LSU Strategic Plan 2025 has strategic challenges of transforming education; developing leaders; advancing arts and culture; bridging the coast, energy and environment; fostering research and catalyzing economic development; and improving health and wellbeing; and

Whereas a University-led initiative is to develop an Integrative Core to produce highly effective leaders, problem solvers, and global citizens; and

Whereas proficiencies in critical inquiry and integrative thinking, communication, quantitative and inferential reasoning, civic and global learning, and integrative and applied learning will enhance the skills of LSU graduates;

Whereas developing these proficiencies in General Education courses will promote synthesis of information in multidisciplinary and co-curricular contexts and so improve student learning in solving of complex problems in higher level courses;

Therefore be it resolved that the Faculty Senate General Education Committee will propose appropriate strategies for changes in General Education courses to be an integrative learning core; and

Therefore be it further resolved the Faculty Senate General Education and the Admissions, Standards and Honors Committees will suggest means and strategies for implementation of teaching methods that enable integrative learning in all university courses; and

Therefore be it further resolved that the Faculty Senate General Education; the Admissions, Standards and Honors; and the Educational Policy Committees will recommend necessary resources for faculty members to learn and apply the appropriate pedagogical approaches for implementing integrative learning in courses.

Q&A Summary:

Charles Delzell

He moved to amend the fourth whereas to drop the term ‘global citizens’. He googled it and some definitions are positive and some negative. He gave examples from Great Britain and the University of British Columbia. Motion seconded by Brooks Ellwood.

John Devlin

He would be strongly opposed. As the world becomes more integrated, from a perspective at the law school they promote that civil law is an entrée to legal systems around the world.

Brendan Karsh

It is his interpretation that this language was taken directly from the strategic plan itself so it was following the lead of the strategic plan itself.

Arend Van Gemmert

He would be against it. The arguments are about making it blend, but it doesn’t mean you are not making it inclusive of cultures. There are a lot of citizens who are very inclusive.

Vote on motion: Did not past.

Brett Boutwell

He would like to continue on the forth whereas clause. He doesn't understand the syntax. He also doesn't know what an integrative core is.

Ken McMillin

It's a concept that we are developing those skills that currently are in some general education courses but not in other general education courses. We want to propel LSU forward so that most general education courses have one or more of those skills or core values.

Brett Boutwell

Should we define what an integrative core is?

Ken McMillin

It is in the strategic plan and that is what we want the general education committee to actually do, to make recommendations on how we are going to proceed on this. It will be a progressive approach to changing our general education. The general education committee is not going to look at 200 or some odd general education courses all at once. This is just to reinforce the authority that the committee already has.

Stuart Irvine

He had questions about the first two therefore clauses. They say that the General Education Committee and the ASH committee will propose and suggest. To whom?

Ken McMillin

To us.

Stuart Irvine

So they will come to Faculty Senate with their ideas and we have to approve this?

Ken McMillin

That is way the process works. They approve and we have oversight over every committee that Faculty Senate has.

Stuart Irvine

What happens if we don't approve it?

Ken McMillin

They will probably still go forward anyway. They have the authority to do so through our By-Laws. What we are saying in this resolution is that we trust you to go forward but we want to be involved in the process. None of us have done this before at LSU, so we have no idea what direction we are going to head off into and where we might end up. If we don't start we will never get there.

Senator

In the integrative core they ask for skills to be assessed across departments, for example when teaching across the curriculum. We also do this in our department, so in the process of integrating what might be considered as skills and training across departments, that you don't actually erase departments that do that kind of work. For example for the communication one, it didn't include that you had to take a communications course, right, so this has been used across universities to justify eliminating departments. Our department wanted to make sure that would not happen.

Ken McMillin

That has not been in the conversation in any way shape or form.

Senator

Not that that is in the integrative core but once the interrogative core was implemented after the fact. Our department just asks that that is something that won't be considered. I know you said we are going to approve it.

Ken McMillin

There may be some departments that have the will have the same general education courses that they did next time the review process comes around, but he would think the general education committee would be really adverse to messing with our administrative structure. That's not in our purview.

Senator

You don't understand what I am saying. In the process of re-doing the general education curriculum, the general education curriculum often sets the standard of what we value.

Ken McMillin

We do not have a general education curriculum right now. We have general education course requirements but we don't have them integrated into a commonality so we know what skills every student is going to get. One of the processes is to design a 'matrix' for lack of a better term, so that we know that every student is going to have certain critical thinking skills, certain critical reasoning skills regardless of what curriculum they come out of and it will be much more applied to their discipline once they get to the end of that curriculum. It will be different for very graduate in some aspects but it will still embody the characteristics we want of all graduates.

Senator

The concern is that when you displace skills from someone, for example communication across the curriculum. Communication across the curriculum supports the idea that people in different disciplines can use communications assignments to teach communications in their classroom in their classrooms, but that does not supplant being trained by people who are actually trained in the field of communication.

Ken McMillin

No, absolutely. That's why it says 'what necessary resources are we going to need' to satisfy the third Therefore. The Provost has dedicated funds to help implement all of this.

Provost Koubek

This is statement of the faculty that communication skills are important to the DNA of our institution. It doesn't diminish the role of that department it actually highlights that department.

Senator

The only concern that the English faculty would have is that support in Communication across the Curriculum (CxC) not in the actual department. For example there are courses that are actually certified as communication intensive, but under that format that was suggested a communication studies course would not satisfy that communication elective. That would be problematic, unless you would make sure that the class that would could would.

Matt Lee

In an earlier draft there was an example of a communication course that required 6 hours of communication to satisfy that area required by the Board of Regents. In a later draft they used a CxC course as an example, but they need to change it to a CxC or similar communication based course.

Mandi Lopez

Regarding the forth whereas as a friendly amendment, she gave options to change it A) integrative educational core or B) integrative core curriculum.

No seconds on Mandi Lopez's amendment.

Pau Hrycaj

Why can't we have an option C with parentheses saying integrative core (as defined in the Strategic Plan 2025).

Motion seconded. Vote: Approved.

Ken McMillin

So it will read: ... 'integrative core, as in our LSU Strategic Plan 2025'

Senator

Is the university lead initiative itself the Strategic Plan 2025? Is that the initiative you are referring to?

Ken McMillin

No, the initiatives are embedded within the strategic plan. There are about 14 specific university lead challenges.

Stuart Irvine

He thinks this resolution should have come to the Faculty Senate a lot earlier. We should have been asked to approve it before it ever got into a Strategic Plan approved by the Board of Supervisors. We as a faculty are supposed to be making decisions on academic standards and the like. Who can opposed teaching problem solving to undergraduates, but it strikes me as fairly labor intensive and it strikes him an impractical given the large size of our general education classes. Many of them are large lecture courses. To teach problem solving effectively requires much smaller sections and he doesn't believe LSU will see smaller sections anytime soon.

Vote by hand: Yays 19 Nays 3 passed.

New Business

Proposal to change Adjudication Committee description and charges in Bylaws Article IX. Committees 4. The Standing Committees of the Senate Sections on Faculty Adjudication Committee

Faculty Adjudication Committee

Definitions

1. The adjudication process provides a mechanism for actions to address disputes through formal clarification and evaluation of the issues surrounding the complaint and information obtained during any investigations of the complaint for those disputes have not been resolved through reasoned discussions and decisions of the involved parties and/or the University Ombudsperson.
- ~~42. A "grievance complaint" is a complaint or claim that there has been unfair or unequal treatment by reason of an act or condition which is contrary to established University policy and procedure governing the employer-employee relationship, or any action or decision that a faculty member feels has adversely affected his or her professional capacity as an LSU employee that appears to have occurred or been decided unfairly, improperly, or in violation of University policy or has caused hostile or intolerable work conditions. The complaint will be considered a grievance when the Adjudication Committee agrees to accept the complaint as a grievance and begin committee activities on the complaint. Misapplications of University policies, but not dissatisfaction with existing University policies may be considered as grievances. Violations of academic freedom, negative evaluations not based on objective criteria, salary decisions indicative of a pattern of poor administrative judgments, perpetuation of unsafe or hostile work environments, continuing intolerable conditions, and continuing behavior or conduct unbecoming a faculty member may be considered as grievances. Actions or decisions that may not be considered grievances are those that are encompassed by specific University policies, including, but not limited to sexual harassment; discrimination based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability or status as a disabled veteran or a veteran of the Vietnam era; or procedures associated with appointment, tenure or promotion decisions. The committee shall not hear appeals arising from the dismissal for cause of a tenured faculty member, after due process as outlined in PS-104 that there has been a violation, misinterpretation, or inequitable application of University employment policy.~~
2. The definition of the term, "faculty member," as used by this committee, shall be the definition provided in Section 1-2.2 A, Bylaws and Regulations of the Board of Supervisors.

Charges

The Faculty Adjudication Committee shall ~~have the authority:~~

1. ~~To~~ hear all complaints of faculty members relating to salary, promotion, nonreappointment, tenure, and allegations of other unfair treatment, hostile environments, or improper implementation of University policy. Any allegation of unfair treatment can become a grievance, but the Adjudication Committee cannot substitute its judgment for an academic judgment made in a fair and reasonable manner, according to University evaluative procedures. ~~It may determine, however, The Adjudication Committee can advise administrators on redress and alterations of decisions when it is judged, however,~~ that such an academic judgment has been unfairly made or hopelessly corrupted by bad practices or procedures and is, therefore, improper or invalid. ~~The committee shall not hear appeals arising from the dismissal for cause of a tenured faculty member, after due process as outlined in PS-104.~~
2. ~~To~~ decide whether or not the facts of a faculty petition merit a detailed investigation;
3. ~~To accept a complaint as a grievance and~~ conduct an investigation when it appears to be warranted based upon the information on the situation provided to the committee;
4. ~~To~~ seek to bring about a settlement, if this appears to be possible, among the involved parties with or without a formal investigation of the situation;
5. ~~To~~ report its findings and recommendations, if the case is found to have merit, but a settlement cannot be effected. Copies of these findings will be sent to all parties involved in the investigation, and in a case which requires administrative assistance, copies will be sent to the LSU administration and to the Faculty Senate Executive Committee of the Faculty Senate. If the findings indicate that the grievance complaint ~~is not justified does not merit an investigation~~, the committee's findings report shall only be communicated to the petitioner and Faculty Senate President where the grievance has gone no further than to the committee. Where the case has ~~gone further than to be considered by~~ the committee, the committee's report of findings and recommendations shall be communicated to the petitioner, all parties, and to all levels of administration which have been involved in the case;
6. ~~To~~ keep confidential all complaints, grievances and findings of the committee relative to complaint and grievance petitions. Parties to a complaint or grievance will be protected from retaliation of any form.

Membership

Nine tenured faculty members; three members elected each year by the Senate to serve a 3 year term. The Committee on Committees shall nominate six or more persons for the three positions. Additional nominations may be made from the floor of the Senate. The three persons who receive the largest number of votes shall be elected. The fourth person shall be an alternate. If a replacement is needed for a member unable to serve out a full term, the alternate shall serve. Chairs and heads of departments, deans, and directors are ineligible. The Committee at the beginning of each academic year will elect a Chair-elect who will succeed the Chair the next academic year, and the Chair will become the Past Chair, who will not serve on the Committee if the term has expired. Committee members may only be elected and serve for two consecutive 3-year terms. The committee will meet within the first month of each semester to review the operating guidelines and on a regular basis to discuss pending complaints or accepted grievances.

Ken McMillin

This was only for your information today not to vote on because we need to introduce changes a month ahead of time. This is a proposal to change the Faculty Senate By-Laws to change the name of the grievance committee to the adjudication committee and assigned the FSEC and the Provost to develop operating procedures. The red and strikeout are the changes the old is in black font. It provides structure for the procedures. The procedures are that a member or the chair of the adjudication committee is contacted by a faculty member with a complaint. The next question is how to resolve the complaint. The committee looks at the complaint and decides if they want to investigate the complaint. If not going further, the Faculty Senate President and all parties in the complaint get the report that it's not going to go any

further. If the committee wants to go forward to a grievance they do an investigation and the report goes to the Provost and the Provost and President make a decision. The adjudication committee is still advisory to the administration. The hope is that the adjudication committee that represents us will examine all the facts and make a reasonable recommendation. The faculty member can also have the adjudication committee reach a resolution without having to resort to an administrative action. They have been limited to policy problems, but it was expanded to resolve cases at the most basic level, in other words police ourselves.

First reading, Resolution 17-08 “Implementation of University Lactation Policy and Procedures”, *Sponsored by the Faculty Senate Executive Committee on behalf of the LSU Staff Senate*

Read by Mandi Lopez

LSU A&M Faculty Senate Resolution 17-08

Implementation of University Lactation Policy and Procedures

*Sponsored by Faculty Senate Executive Committee
on behalf of the LSU Staff Senate*

Whereas Louisiana State University does not currently have an official lactation policy that provides employees and visitors with a private place and reasonable break time to express breast milk; and

Whereas Section 7(r) of the Fair Labor Standards Act effective March 23, 2010, requires employers to provide a reasonable break time for an employee to express breast milk and a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public for lactation; and

Whereas Louisiana State University lacks an online resource that provides employees, students, and visitors with information on available and appropriate locations throughout campus for lactation purposes; and

Whereas Pennington Biomedical Research Center as a Louisiana State University campus provides an official policy for employees who are breastfeeding; and

Whereas national universities including University of Alabama, University of Mississippi, Texas A&M University, University of North Carolina-Charlotte, University of Connecticut, Brown University, University of Georgia, Mississippi State University and the University of Florida have policies and resources for lactation;

Therefore be it resolved that the Faculty Senate requests that LSU Administration, with adequate staff and faculty representation, establish an appropriate lactation policy for LSU employees, appropriate campus locations that meet the Section 7(r) Fair Labor Standards Act requirements, and an online resource that provides employees, students, and visitors with information on available and appropriate locations on campus for lactation purposes.

Proposed Lactation Policy
Staff Senate Draft revised November, 2017

PURPOSE

To define the guidelines associated with breastfeeding and lactation accommodations in the workplace. This policy meets all minimum federal and state law requirements.

GENERAL POLICY

Reasonable break time (as defined by the Fair Labor Standards Act) will be provided for an employee to express breast milk for her nursing child. A dedicated private location with reasonable access, other than a bathroom, that is shielded from view and free from intrusion by coworkers and the public will be provided.

APPLICABILITY

LSU faculty, staff, students, and visitors are allowed to use designated lactation areas.

EXPRESSION OF MILK

Expression of milk is defined as the initiation of lactation, by manual or mechanical means.

BREAK PERIODS

Employees should provide reasonable notice to their supervisors of the intent to take lactation breaks. The supervisor shall provide the employee with a reasonable rest period to express milk. A reasonable rest period is not less than 30 minutes during each 4-hour work period. A supervisor and employee will work together to create a work schedule that both accommodates the mother's need to express milk and work activities, including more frequent intervals with shorter time periods, if needed.

LACTATION AREA

Lactation areas are provided that include a lockable door, work surface and chair, conveniently placed electrical outlets, and signage to indicate when the room is in use. Users will need to supply their own pumps and other necessary items. Locations of lactation areas can be obtained by visiting (links).

STORAGE OF EXPRESSED MILK

The employee may bring a cooler or other container to the workplace for storage of expressed milk. The supervisor will ensure that there is adequate space in the work area to accommodate the cooler. If possible, the supervisor will allow the employee access to refrigeration for storage of the properly labeled expressed milk.

DISAGREEMENT RESOLUTION

Disagreements between the lactating employee and her supervisor or coworkers will be discussed with the University Ombudsperson before Human Resource Management becomes involved for policy disputes.

Moved into discussion.

Ken McMillin

This resolution is almost the same as the Staff Senate resolution. HRM has been working with the Staff Senate because HRM is responsible for the Fair Labor and Standards Act (FLSA) implementation. The wording is meant to be flexible because each lactating female has different requirements for the amount of time and frequency for breast milk obtaining. We also wanted to comply with the FLSA so we have to work closely with HRM.

Judith Sylvester

It doesn't say anything about breast feeding on campus. I would assume that they would not only be allowed to express milk but also breast feed. It could be a visitor, a wife of a student or students themselves or sometimes we bring our children to campus.

Ken McMillin

He thinks it is intentionally vague so it will become a supervisor/employee with HR interference if necessary.

Judith Sylvester

It specifically says it's for us.

Mandi Lopez

I understand what you are alluding to. The expressed point of this is that there was a potential that employees were not being allowed time necessary to express breast milk. She didn't think they were comfortable expanding it beyond that. This is because people were being restricted.

Ken McMillin

Although there are five buildings at Pennington all are in such close proximity that they only need to have one or two places. That's the immediate difficulty. Tammy Millican, from Facilities Planning, is also involved because obviously it is cost prohibitive to have a lactation room in every single building. It would require some logistical planning to find out what is an appropriate space and the Staff Senate has gone back and forth, they wanted to say a reasonable distance. What is that? If we just have a policy as a first step then that will fit into the ranks of the top tier universities that recognize and value the needs of our employees. This policy is going to be tweaked many times. The Staff Senate took the initiative but FSEC felt the faculty also needed to endorse it. Why didn't we have this before, so that is the basis for it?

Senator

Everyone knows they have a lactation room.

Ken McMillin

There is already one at the Vet School.

All moved to adjourn at 5:35 pm.