

Faculty Senate Meeting Minutes
Thursday, December 7, 2011
Student Senate Room, LSU Student Union



Attendance

Faculty Senate Executive Committee members present:

1. Kevin L. Cope (President, English)
2. Ken McMillin (Vice-President, Animal Science)
3. Joan King (Member-at-large, Food Science)
4. George Stanley (Secretary, Chemistry)
5. Bill Daly (Past-President, Chemistry)
6. Kenneth Fasching-Varner (New Member-at-large)

Parliamentarian: Louay Mohammed (absent, represented by proxy)

Senators present:

1	Sibel Ales (Oceanography/C&E)	23	✓	Kristopher Fletcher (Foreign Lang/HSS)	45	✓	Jeff Nunn (Geology/Sci)
2	A Linda Allen (Chemistry/Sci)	24	✓	Joseph Francis (Compar BioMed/Vet)	46		John Nyman (Renew Nat Res/Ag)
3	✓ Gabriel Beavers (Music/M&FA)	25		Juhan Frank (Physics/Sci)	47	✓	Heather Ondercin (Polysci/HSS)
4	✓ Melissa Beck (Psychology/HSS)	26		Craig Freeman (Mass Comm/MassCom)	48	✓	Evelyn Orman (Music/Music & DA)
5	✓ Dana Bickmore (Ed Theory Pol Pract/Ed)	27	P	Stephen Gaunt (Pathobiological Sci/Vet)	49	✓	Rebecca Owens (Curricular & Instruct/Ed)
6	P Graham Bodie (Comm Studies/HSS)	28		Wes Harrison (Ag Econ/Ag)	50	✓	Rosemary Peters (French/HSS)
7	William Boelhower (English/HSS)	29		Richard Holben (Drama/Music & DA)	51		Suresh Rai (Elect & Comp/Eng)
8	✓ Dorin Boldor (Biol Eng/Ag-Eng)	30	✓	Dorothy Jacobsen (Kinesiology/Ed)	52	✓	Margaret Reams (Environ Studies/C&E)
9	✓ Stephanie Braunstein (LSU Libraries/Lib)	31	P	Jennifer Jolly (Ed Theory Pol Pract/Ed)	53	✓	Lawrence Rouse (Oceanography/C&E)
10	Robb Brumbfield (Bio/Sci)	32		Rajgopal Kannan (Comp Sci/Sci)	54		Bhaba Sarker (Const Manage & Ind/Eng)
11	P Russell Carson (Kinesiology/Ed)	33	✓	Joan King (Food Sci/Ag)	55	✓	George Stanley (Chemistry/Sci)
12	A Paolo Chirumbolo (Foreign Lang/HSS)	34		Jeff Kuehny (Horticulture/Ag)	56	✓	Suzanne Stauffer (Lib & Info Sci/SLIS)
13	Aaron Clopton (Kinesiology/Ed)	35		Michael Leitner (Geog & Anthro/HSS)	57	A	William Stickle (Biological Sci/Sci)
14	✓ Kevin Cope (English/HSS)	36	✓	Vince LiCata (Biological Sci/Sci)	58		Padmanabhan Sundar (Math/Sci)
15	✓ Larry Crumbley (Accounting/BA)	37	✓	David Lindenfeld (History/HSS)	59		Gail Sutherland (Phil & Relig/HSS)
16	✓ William Daly (Chemistry/Sci)	38	✓	Michelle Livermore (Social Work/SW)	60	P	Carol Taylor (Chem/Sci)
17	✓ Jeffrey Davis (Entomology/Ag)	39	✓	Mandi Lopez (Vet Clinical Sci/Vet)	61		Dianne Taylor (ELRC/Ed)
18	✓ Neila Donovan (Comm Sci Disord/HSS)	40	✓	Kevin McCarter (Exp Stat/Ag)	62		Jeffrey Taylor (Geology/Sci)
19	P Kerry Dooley (ChemE/Eng)	41	✓	Patrick McGee (English/HSS)	63		Phillip Tebbutt (Interior Design/A&D)
20	A Bruce Eilts (Vet Clinical Sci/Vet)	42	✓	Ken McMillin (Animal Sci/Ag)	64		Justin Walsh (Art/A&D)
21	✓ Kenneth Fasching-Varner (Ed T Pol Pract/Ed)	43		Reem Meshal (Phil & Relig/HSS)	65	✓	Wanjun Wang (Mech Eng/Eng)
22	✓ Guillermo Ferreyra (Math/Sci)	44	P	Louay Mohammed (C & Environ/Eng)	66		Hsiao-Chun Wu (Elect & Comp/Eng)
					67		David Young (Physics/Sci)

Guests present:

Robert Doolos

Lawrence Dathoff

Thomas Rogers

Consideration of the Minutes

Moved and Accepted Conditionally.

Special Presentation by Chancellor Mike Martin

Holiday Thanks to the Faculty Senate for an A+ job. It has been a trying year but we are looking forward to a better year ahead. Thank you for all you do!

President's Report

- Last time around we passed a resolution to change class time to starting at the hour or half hour. Robert Doolos is working hard on this. Robert reported that it may be implemented Fall 2012 or Spring 2013 at the latest.
- We also passed a resolution for an institutional repository to store important campus documents. Will Hires (Library) is heading up this effort and brought in a consultant from Tennessee recently for advice on this issue in mid-November.
- Mail issues: There was an issue with one of the broadcast e-mails concerning campus mail and rules on proper use. The Faculty Senate Executive Committee (FSEC) has been working on this issue. Jason Toliver has been very cooperative on resolving the problems concerning campus mail.

- Jason Toliver is also assisting with setting up improved cultural activities in the Student Union.
- We have been having continuing problems with translating international credit hours to LSU credit hours. The Faculty Senate Executive Committee and a new campus/administrative committee is working to improve the situation.
- The FSEC has received a number of queries about the pedagogical soundness of the intersessions. We have discovered that the intersessions are financially sound and bring in about \$800K/yr. The ASH committee is exploring the intersession issue with regards to number that should be offered.
- Gil Reeve in Academic Affairs has geared up to meet the challenge of the upcoming (and perpetually ongoing) SACS accreditation effort.
- We have been also dealing with a variety of parking issues. The FSEC has met with Gary Graham to try and solve these issues. I'm happy to announce that most of these will be solved. The Hart Lot will be reconfigured to allow more commuter parking. Visitor parking has also been a problem. Some visitors that have tried to make it past the gates have met with problems. Gary has issued new instructions to the parking gate attendents to allow more flexibility in allowing visitors on campus. Finally, night parking for faculty will be more rigorously enforced by parking.
- There have been some high school students with high GPA's and standardized test scores that couldn't get into LSU due to missing fine arts credits. The Board of Regents has loosened the requirements that should fix this problem.
- The common course numbering scheme is having problems in determining equivalencies between institutions and courses. Solutions are being worked on.
- Today UNO received its reaccreditation from SACS despite objections from the AAUP.
- Many colleges across the state offer quite a bit of flexibility for admitting students involved in dual enrollment high school/college programs, while LSU is very fussy. ASH is working on this issue as well.
- Reorganizing the higher education boards is unlikely to occur. More power to the BOR has been proposed, which as drawn criticisms from the various college boards.
- Jim Purcel chose the LSU campus (Alex Box Stadium) as his last stop on his state-wide tour. There was a spirited discussion with some of the LSU Supervisors about a variety of issues. More discussions may happen over Christmas.

Q & A Summary:

No discussion.

Presentation by New Associate Dean Matthew Gregory (Student Advocacy & Accountability).

I'm happy to be here and do have a background in law enforcement (FBI & State Police officer in Illinois). Dr. Cope asked me to come and update you on our office and its functions. We handle academic dishonesty cases and other related problems. Jennie Stewart in our office has a law degree and experience with social work. She often deals with students having family and other social/personal problems. Katie McGee Barras and I handle most of the academic and non-academic cases that come to our office. It is important for students to have due process and to follow proper procedure. Students aren't our children, we need to treat them like adults with full legal rights. We want to have students come in and have a discussion with us about the event as soon as is reasonable. I had a recent discussion with a Chemistry faculty member, for example, who is editor for a chemistry journal and deals with plagiarism issues everyday with submitted papers. So this isn't just a student problem or a problem that stops after graduation. We are OK with and encourage faculty involvement with academic honesty issues. We are more than willing to work with you on this, but we do want to be informed about issues you are dealing with. We are updating our web site to make it more useful to faculty.

Q & A Summary:

Kevin: We often hear that the internet has caused cheating to run rampant. Is this true?

Matt: Yes – it is called Google. We've even had a case of faculty members getting questions from the web that students have also found. Technology is also useful for catching students that copy things from the web.

Stephanie Braunstein: As a librarian we'd be happy to talk to you further about this. We have lots of electronic resources aside from Google.

Jeffrey Davis: What happens to students caught plagiarizing?

Matt: We hold graduate students to a higher standard than undergraduates because they should know better. A first offence for a grad student can lead to suspension. For undergraduates it depends on the situation and severity.

Senator: Many international students do not fully understand what plagiarism is.

Matt: That brings up the important point of education.

George Stanley: I've seen massive copying and pasting from the web on my assignments. That is why I need to always come up with things that can't easily be found via Google. I'd also like to see better communication between your office and faculty. For example, I have a case pending in your office and haven't heard anything about what is happening.

Matt: We are working to improve our communication with faculty. We certainly want to get faculty more involved in our deliberations.

Vince Licatta: I've worked with your office on the accountability side working with distressed graduate students. Your office has been very helpful. So I'd like to thank you and your office.

Matt: Thanks! We are also interested in interacting and involving more faculty in our office.

Jeff Nunn: I'd like to see more information on your web site about graduate student issues. One of our ugliest incidents involved a graduate student plagiarism case where a number of faculty got too involved. Clarifying the roles of faculty and the department in such issues is important.

Matt: I agree.

Matt: I'd like to close about something I read concerning academic honesty issues. When you talk to your students about academic honesty add a personal note that academic dishonesty hurts the faculty member as well. Making it more personal to the faculty member can have a greater impact on the student.

Presentation by Vice-Chancellor Sandra McGuire on the activities, findings, proposals, and plans of the Retention Committee.

- I'm handing out a copy of the recommendations that the committee made. We had 42 members on the committee because we wanted to involve as many stake-holders as possible. Our goal was to increase student retention and success towards graduation within a 4 to 6-year period. Our retention rate over the last few years has been fairly stagnant. Remember that the LA-GRAD act requires us to increase our graduation rate. The retention rate for the 2009 entering class was only 84.2%. Our goal is 86% over six years. Our institutional peers have a retention rate of 87%.
- We need to close a gap of almost 10% relative to our peer institutions for the 6 year graduation rate.
- One problem is that entering students don't have a good enough GPA or academic background to do well in the LSU academic environment.
- The repeat/delete policy at LSU is different than most of our peer institutions. For LSU both courses count for the overall GPA, while at our peers the first lower grade is dropped. We should consider changing this.
- Summer bridge programs are very important to increase student success and get them adapted to university life.
- The amount of academic support available in the form of tutoring, TA's, and faculty involvement are important for first year student success.
- Student homesickness is also an issue in some cases.
- We want to engage students, faculty, staff, and administrators in coming up with solutions. We want students to initiate a student-lead campaign to encourage class attendance and attention in class. The student leaders also indicated that these things would be easier to accomplish if we had more engaging faculty instruction and activities in the classroom.
- If you fail a course at LSU you have to retake it within the LSU system. This is a problem for many students. We'd like to see more flexibility in this policy.
- We strongly recommend boot camps or summer bridge programs as students involved in these have considerably higher retention and success rates.
- We should have a centralized faculty teaching improvement group.
- We are also looking at lowering the reentry GPA for students returning to LSU that have done work at other institutions.

Q & A Summary:

Kenneth Fasching-Varner: Have you considered a faculty in residence program? This would allow faculty to live on campus to promote better student-faculty interactions.

Sandra: Good idea.

Larry Rouse: Have you researched why students leave?

Sandra: There are a wide variety of reasons. Students that live off-campus and from out of state have the highest drop-out rate. When we asked students that left what was the most important thing they would tell other students to attend class.

Jeffrey Davis: Has the retention rate been affected by “No Child Left Behind”?

Saundra: Not really.

Joan King: I don’t think that if students transfer from one program to another that they can graduate in 120 hours.

Saundra: Some students can graduate that have enough credit hours to graduate but hang around for a number of reasons.

Joan: When students leave and return they are put under the new catalog, which can cause problems for them trying to finish.

Update and Appeal by Southern University Faculty Senate President Sudhir Trivedi

Let me thank Kevin again for inviting me in to speak to you. This is my third visit this semester. I’m passing out a letter that I’d like to read portions to you.

What is happening to Southern will spread and affect other colleges and universities across LA, eventually coming to LSU.

We need your help. Please consider donating some money to our non-profit fund so we can hire a lawyer to pursue this from a legal avenue. I’m leaving a number of pre-addressed envelopes with Kevin to make it easier to donate money.

Q & A Summary:

John Protevi: I’ll send a check when I get home.

Kevin: I’ve looked over the Southern University budget and have never seen such a mess. This is a situation that most definitely needs to be looked into.

Old Business

All three resolutions postponed till the January meeting.

New Business

First reading:

Faculty Senate Resolution 11–22 **Civil Disobedience on Campus: Rights and Responses** *Sponsored by John Protevi*

Whereas the theory and practice of nonviolent civil disobedience is one of the great moral achievements of the past 200 years,

Whereas in particular the use of nonviolent civil disobedience was an essential part of the movements for women’s suffrage and for African-American civil rights that changed American society forever,

Whereas our charge as educators includes the nurturing of proper means of expression of the consciences of our students,

Whereas the “negotiated management” paradigm for dealing with nonviolent civil disobedience[1] was widely and successfully used in the 1980s and 1990s and offers both police and nonviolent civil disobedience participants the opportunity to negotiate the conditions of arrests, and is thereby congruent with university values of reasoned discourse,

Whereas the “strategic incapacitation” paradigm in wide current use eschews the practice of negotiation, and is thereby incompatible with the values of universities,

Whereas the “strategic incapacitation” paradigm licenses the use of batons, pepper spray, sound cannons, rubber bullets, and other “less lethal” weapons, without negotiation,

Whereas some of these weapons have been recently used in shocking and unjustified displays of violence by university police at the University of California, Berkeley, and the University of California, Davis,

Therefore, the Faculty Senate of Louisiana State University calls upon the Chancellor of the University to forbid the use of “strategic incapacitation” tactics on University grounds when dealing with nonviolent civil disobedience, to mandate the immediate adoption of, and training in, the “negotiated management” paradigm by University police when dealing with nonviolent civil disobedience, and to commit the University to policies that protect the rights of students, faculty, and staff to engage in the historically significant and morally justified practice of nonviolent civil disobedience on University grounds.

[1] Patrick F Gillham, *Securitizing America: Strategic Incapacitation and the Policing of Protest Since the 11 September 2001 Terrorist Attacks*. *Sociology Compass* 5/7 (2011): 636–652, 10.1111/j.1751-9020.2011.00394.x (<http://onlinelibrary.wiley.com/doi/10.1111/j.1751-9020.2011.00394.x/full>).

Accepted into debate

Q & A Summary:

Bill Daly: Do you want to include a paragraph about the UC-Davis incident?

John: Yes, I think that is a good idea.

First Reading of:

Faculty Senate Resolution 11–23
“Repeat Course Credit Policy Revisions”
Introduced at the Request of LSU Student Government
Read by Thomas Rogers (Student Government)

WHEREAS, Louisiana State University has expressed an ongoing commitment to be recognized nationally as a Tier I research university and state flagship public institution of higher learning; and

WHEREAS, the current repeat course credit policy does not accurately reflect the withdrawal policies in place at universities deemed our regional and national peer universities; and

WHEREAS, when a student finishes a class with a passing grade, that student still may not fully understand the material covered in that class; and

WHEREAS, currently, if a student passes a class with a “C” grade or higher, he or she is not allowed to take the same course again without obtaining specific approval from the Dean of the Department; and

WHEREAS, the current system thereby allows for a possible penalty to students who do well in a class, at the same time giving advantage to those who did not pass;

THEREFORE, be it resolved that all students should be able to retake the class under the following conditions:

1. The second attempt grade will be shown on the student’s transcript next to the first attempt grade
2. The second attempt grade will be the one factored into the GPA equation, even if it is lower than the first attempt grade
3. The second attempt hours will not count towards graduation credit hours
4. The second attempt hours will count towards scheduled semester hours
5. A student may retake up to three classes but cannot exceed more than 11 hours
6. No time limit is imposed on when a student may re-take a course
7. Standard W regulations apply when dropping the second attempt
8. A student’s eligibility for retaking a course more than once will be at the discretion of the dean of the course’s department
9. Students found guilty of academic dishonesty are not eligible for a re-take.

THEREFORE, be it further resolved that the Faculty Senate affirms its support for the proposed revisions to the Withdrawal Date Policy and asks that the Provost implement the revised policy.

Accepted into debate with one senator opposed

Q&A Summary:

Ken McMillin: Why not count the second attempt hour and eliminate the first attempt grade?

Thomas: Because we don’t want this to be a repeat and delete policy.

Ken: Have you talked to the registrar about this?

Thomas: No.

Kevin: Robert, would you like to comment?

Robert: I believe it would be good to submit this resolution to ASH for careful consideration. There are a number of issues and ramifications with this resolution.

Sandra McGuire: I did talk to Katrice Albert and her office is in favor of this policy.

Kenneth Fasching-Varner: I’m trying to understand point number 9. Does that mean that if it is a required course for your major you can’t retake it?

Thomas: No, that would be up to a counselor. I’d be happy to amend the language if you want.

Arend Van Gemmert: Why no time limit? A student could come back later when an easier teacher is teaching the course.

Thomas: We wanted to keep things flexible.

Bill Daly: I’d like to propose that we do not have a second reading until we hear back from ASH.

Kevin: That means that we will suspend the rules to await the feedback from the ASH committee before the second reading occurs.

Passes unanimously to suspend the second reading until the Faculty Senate receives a report from ASH.

First Reading of:

LSU Faculty Senate Resolution 11–24
Including International Scholarly Activities in PS-36 Promotion and Tenure Documents
Introduced at the Request of Lawrence Datnoff, Bruce Sharkey, and Hector Zapata
of the Faculty Senate International Education Committee

Read by Lawrence Datnoff

Whereas the LSU Flagship 2020 recognizes the importance of internationalizing the University;

Whereas international activities have been listed as important performance indicators in the areas of Discovery, Diversity and Engagement within the Flagship 2020;

Whereas it is widely recognized that successful university internationalization must be faculty driven;

Whereas an internationalization taskforce appointed by the LSU Provost conducted a faculty wide survey in 2010 and found 10% of the Professors listed promotion and tenure considerations as an deterrent to international activities;

Whereas the internationalization taskforce also found a lack of information and a lack of resources to be a deterrent to faculty members who wish to engage in international activities;

Whereas the prestigious Boyd Professorship is awarded to outstanding members of the faculty who have attained national or “international” distinction for outstanding teaching, research or other creative achievement;

Whereas the current Promotion and Tenure (PS-36) document makes mention of the word international only once under scholarship;

Whereas there is a need to clarify and provide substantive criteria for internationalization in PS-36 so that faculty members understand its importance and that international accomplishments and activities are given a standing in PS-36;

Whereas many LSU peer institutions such as the University of Florida have incorporated internationalization into their P&T policies with a nation-wide trend of doing the same;

Whereas LSU has an unprecedented opportunity to become the global flagship institution in the Gulf south region since the State of Louisiana has a commercial global presence and a rich cultural history;

Therefore be it resolved that the LSU Faculty Senate recommends that PS-36 should be revised to reflect the encouragement, support and reward of international related scholarly activities in the areas of discovery, creative works, learning, diversity and engagement.

Accepted into debate

Q&A Summary:

Larry Rouse: Any suggestions on where to add it to PS-36?

Lawrence: Yes, we’ve forwarded suggestions to Bill Daly modeled on the University of Florida document, which is fairly extensive.

Ken McMillin: I’d like to see scholarly activities included in the last Therefore (updated version of resolution included above).

George Stanley: I think we are already doing this. Every journal that our faculty publish in is an international journal and has international impact.

Lawrence: There is very little currently in PS-36 that pertains to international activities. We believe that there should be some explicit statements concerning international activities.

George: I’d be strongly opposed to routinely including international tenure reviewers because I’ve seen too many very strange reviews on tenure or grant proposals.

Bill Daly: I agree that it is important to add more international activity specifics into PS-36.

Adjournment at 5 PM