

Faculty Senate Meeting Minutes
Tuesday, March 15, 2011
Student Senate Room, LSU Student Union



Attendance

Faculty Senate Executive Committee members present:

1. Kevin L. Cope (President, English)
2. Pratul Ajmera (Vice-President, Electrical Eng)
3. George G. Stanley (Secretary, Chemistry)
4. Ken McMillin (Member-at-Large, Animal Sci)
5. Priscilla D. Allen (Member-at-Large, Social Work)
6. Joan King (new FS member-at-Large, Food Sci)
7. Bill Daly (Past-President, Chemistry Emeritus)

Parliamentarian: Charles Delzell (present)

Senators present:

1	Mary Aime (Plant Path/Ag)	26	✓	Joseph Francis (Compar BioMed/Vet)	51	✓	Rebecca Owens (Curricul & Instruct/Ed)
2	✓ Pratul Ajmera (Elect Eng/Eng)	27	✓	Juhan Frank (Physics/Sci)	52		John Protevi (French Studies/HSS)
3	✓ Priscilla (Lilly) Allen (Social Work)	28	P	Craig Freeman (Mass Comm/MassCom)	53	✓	Suresh Rai (Elect & Comp/Eng)
4	✓ Gabriel Beavers (Music/MDA)	29		Stephen Gaunt (Pathobiological Sci/Vet)	54	✓	Lawrence Rouse (Coastal Studies/C&E)
5	Melissa Beck (Psychology/HSS)	30	✓	Wes Harrison (Ag Econ/Ag)	55	✓	Kresimir Rupnik (Chem/Sci)
6	✓ Dana Bickmore (Ed Theory Pol Pract/Ed)	31	✓	Dominique Homberger (Bio/Sci)	56	A	Michael Russo (LSU Libraries/Lib)
7	Michael Bowman (Comm Studies/HSS)	32		Andrea Houston (Info Sys & D Sci/BA)	57	✓	Cristina Sabliov (Bio & Ag Eng/Ag)
8	A Kathleen Bratton (Political Sci/HSS)	33	✓	Jennifer Jolly (Ed Theory Pol Pract/Ed)	58	✓	Bhaba Sarker (Const Manage & Ind/Eng)
9	✓ Stephanie Braunstein (LSU Libraries/Lib)	34	P	Benjamin Kahan (English/HSS)	59		Frederick Sheldon (Bio/Sci)
10	✓ Renee Casbergue (Ed Theory Pol Pract/Ed)	35		Rajgopal Kannan (Comp Sci/Sci)	60	✓	George Stanley (Chemistry/Sci)
11	✓ Paolo Chirumbolo (Foreign Lang/HSS)	36	✓	Joan King (Food Sci/Ag)	61	✓	Suzanne Stauffer (Lib & Info Sci/SLIS)
12	✓ Aaron Clopton (Kinesiology/Ed)	37	✓	Jeff Kuehny (Horticulture/Ag)	62	✓	Padmanabhan Sundar (Math/Sci)
13	✓ Kevin Cope (English/HSS)	38	✓	Joseph Legoria (Accounting/BA)	63		Gail Sutherland (Phil & Relig/HSS)
14	✓ Larry Crumbley (Accounting/BA)	39	✓	Michael Leitner (Geog & Anthro/HSS)	64	A	Carol Taylor (Chem/Sci)
15	Jennifer Curry (Ed Theory Pol Pract/Ed)	40	✓	David Lindenfeld (History/HSS)	65	✓	Dianne Taylor (ELRC/Ed)
16	✓ William Daly (Chemistry/Sci)	41	✓	Michelle Livermore (Social Work/SW)	66		Jeffrey Taylor (Geology/Sci)
17	✓ Josh Detre (Ag Econ/Ag)	42	✓	Mandi Lopez (Vet Clinical Sci/Vet)	67		Phillip Tebbutt (Interior Design/A&D)
18	Neila Donovan (Comm Sci Disord/HSS)	43	✓	Kevin McCarter (Exp Stat/Ag)	68	✓	Justin Walsh (Art/A&D)
19	✓ Kerry Dooley (ChemE/Eng)	44	P	Alison McFarland (Music/MDA)	69		Wanjun Wang (Mech Eng/Eng)
20	✓ Susan Dumais (Sociology/HSS)	45	✓	Patrick McGee (English/HSS)	70	✓	Michael Wascom (Environ Studies/C&E)
21	Kristi Dykema (Landscape Arch/A&D)	46	✓	Ken McMillin (Animal Sci/Ag)	71	A	Edward Watson (Info Sys & D Sci/BA)
22	Bruce Eilts (Vet Clinical Sci/Vet)	47		Reem Meshal (Phil & Relig/HSS)	72	✓	Hsiao-Chun Wu (Elect & Comp/Eng)
23	✓ Guillermo Ferreya (Math/Sci)	48	✓	Louay Mohammed (C & Environ/Eng)	73		Yi-jun Xu (Renew Nat Res/Ag)
24	P John Fletcher (Theatre/MDA)	49	✓	Jeff Nunn (Geology/Sci)	74	✓	David Young (Physics/Sci)
25	Kristopher Fletcher (Foreign Lang/HSS)	50	✓	John Nyman (Renew Nat Res/Ag)			

Guests Attending:

Jeffrey Wale	Thomas Rogers	Sara Zimmerman	Jennifer Cargill
David Constant	Robert Doolos	Gil Reeve	Melinda Solmon
Holly Carruth	Bobby Mathews	Jim Murphy	Dani Borel

Consideration of Minutes for the meeting of Feb 15, 2011

Approved unanimously (provisionally, later revision possible)

President's Report

- There is a Faculty Senate Chancellor Forum in Shaver Theatre at 3:30 PM on March 16. Focus will be on the budget situation, but it will be semi-informal and the question and answer period can cover any topic of interest.
- Some departments are removing course outlines from the catalog. We are concerned about this and are checking into it further.
- Discussions between the Chancellor, FSEC, and various coalitions supporting LSU and higher education are ongoing. The FSEC had a meeting with the Chancellor about this the other day.
- Revisions to PS-29 have been passed on to the provost and are being considered for adoption. We will keep you informed on its progress.

- PS-7 concerns the naming of honorifics to faculty and it is currently being reviewed and updated.
- In some departments the salaries of PI's are being put 100% onto research grants. Vice-Chancellor Klei is addressing this issue.
- Chancellor Marsala from LSU-Shreveport requested an expedited approval of curricula at the recent Board of Supervisors meeting. This is still being considered.
- J.K. Haynes from Morehouse University will be on campus on April 7 & 8 to give several presentations. These are co-sponsored by LSU & Southern University. He will give a workshop on career options for graduate students on April 7. His presentation on April 8 will cover evaluation criteria for faculty depending on their time as a faculty member.
- On April 11 the consortium of Louisiana Colleges and Universities will meet jointly with the state-wide association of Faculty Senates under LSU sponsorship. There will be a meeting at Lod Cook from 10 AM to about 2:30 PM. The topic will be administration listening to faculty.
- On April 16 there will be another summit of faculty leaders at Alexandria. This is open to all interested faculty. The meeting will be joint with the statewide AAUP chapter. The guest speaker will be Belle Wheelan, President of the Southern Association of Colleges and Schools (SACS) Commission on Colleges. More info will be posted on the faculty senate web site.
- The legislature will not disperse the budget directly to universities for 2011-12. Instead it will first go to the Board of Regents. This has raised some concerns.
- The state-wide transfer council is considering a situation from nurses and the nursing curriculum. Although LSU does not have such a curriculum, it does produce many students that go on into this area. We are monitoring the situation.
- There are new efforts to implement a state-wide common course numbering system for higher education. There are clear problems with this and the initially proposed system. We are involved in studying this further.
- You may have heard about the 3% increased contribution to LASER. This does not seem to affect the teachers retirement system, but we are not clear on how far this proposal might go. We are monitoring this situation as well and will fight any attempt to hit the teachers system.
- UNO-SUNO merger report is in the news. Although this doesn't directly affect LSU-BR, we are closely monitoring this situation as well. I'm concerned that there may be some tenure "erosion" issues tied into this.
- There is a state effort to minimize students entering 4-year institutions and taking any remedial courses. This could negatively affect us and we are keeping an eye on this as well.

Q&A Summary:

None

Moment of Silence for Robert Ward

Observed

Presentation by General Education Committee Chair Melinda Solmon: General Education "Competencies" and the Reconceptualization of "Gen Ed" [Bobby Matthews & Jim Murphy assisting]

The last SACS review was in 2004 and we were criticized for our General Education requirements. We therefore embarked on a review and report to SACS in 2009 to show progress in this area. More than 300 gen ed courses were reviewed and a new assessment grid was created. All courses will be reviewed on a 5 year cycle. There are six broad criteria which all LSU students should be versed in by graduation. Each department must update the assessment matrix for each course and file a report annually. The learning outcomes do not have to dominate the course, but the course should address them in some meaningful way. Assessment starts this spring and Bobby Matthews will be working on that. A group of graduating Seniors will be selected and paid to participate in the detailed assessment. 3000 & 4000 level courses will not be approved for general education credit as these are usually too specific to satisfy the Gen Ed requirements. Details are posted on the Gen Ed Web site.

Q&A Summary:

Susan Dumais: Will the assessment be based on prior or the new outcomes?

Bobby Matthews: New outcomes.

Susan: But the courses the seniors have taken covered the old outcomes.

Bobby: The new outcomes in large part take into account the old outcomes. So there shouldn't be much of a problem.

Wes Harrison: What is the assessment cycle? When will reports be due?

Bobby: By June 15 each year.

Wes: The new matrix will have to be in line with the new outcomes?

Bobby: Yes. My staff probably has already done this for you.

Senator: What constitutes a pattern of non-compliance time-wise?

Jim Murphy: Probably at the 5 year cycle review, although it could pop up sooner.

Justin Walsh: I hope you mean that reports are due each year the course is offered.

Jim: Yes, only when a course is offered.

Juhan Frank: I'm concerned about the lack of Science representation on the Gen Ed committee. For example, you list Astrology instead of Astronomy! We do not teach Astrology!

Bobby & Melinda: That is a typo and we will get that fixed.

Juhan: The criteria for competency in scientific and mathematical methods mentions the use of laboratory and real-world problems. That is impossible with the requirements we have in Gen Ed. Students need to complete one sequence of lectures (6 hours) either in the life sciences or physical sciences. Then 3 hrs of lecture in the other area. There is no laboratory requirement!

Jim: You need to consider the "lab component" in a more general sense. Some classes offer activities that include lab-like activities. This fulfills the essence of the lab component. They are written vaguely to cover a wide variety of courses on campus.

Melinda: Getting back to your point about lack of Science representation on the Gen Ed committee. Each college has a representative on the Gen Ed committee.

Juhan: There is no representative from Physics, Chemistry, Biology, or Geology.

Melinda: There is a College of Science representative. We are always open to comments on the Gen Ed requirements.

Jim: We need to become compliant with SACS requirements. The assessments are designed to do this.

Wes: So when I submit a report on June 15 the committee will evaluate this and check a box that the course is in compliance and is OK?

Jim: Although there may be reports each year, more detailed evaluations will take place on a rotating 5 yr schedule.

Paolo Chirumbolo: For foreign Gen Ed courses do we have to submit a report this year?

Bobby: No, next year since they currently are not Gen Ed courses.

Juhan: About the exit interviews. The students will be assessed in all six areas?

Bobby: There will be teams of evaluators that interview students for part of the evaluation process. Students will also be asked to provide a sample of work from the course that illustrates what they have learned from the course.

David Young: Why can't you do a written exam?

Bobby: How would you do that?

David: You can give standardized tests in most of the science areas.

Jim: We would still have to interview the students for some of the other assessment criteria.

Presentation by and Discussion with David Constant, Dean of the Graduate School Concerning the Restructuring of the Graduate School and Graduate Council

We have been very busy over the last 6 months with the reorganization of the Graduate School.

ESL was one of the topics that the Graduate Council studied and reported on. More flexibility was allowed in some situations (e.g., students on Fellowship or Research Assistantships). An appeal process has also been implemented and departments can propose their own ESL training programs.

Supplements and Enhancements are now called Enrichment funds and are given (leased) to the colleges and departments directly. In the past they were \$3000 and \$5000. Now programs just get a lump sum of money and they can be spent on graduate students as departments see fit.

A new Graduate Faculty appointment procedure was designed with the Graduate Council and has been forwarded to the Deans. Primary authority has now been given to the colleges and will be implemented in August, 2011. New assistant professors will be put on 6 year terms as associate members. Upon promotion/tenure faculty will become full members. Affiliate members will still go through the Graduate Council.

Our policies and procedures committee is studying how much can be delegated to colleges and departments. For example, minimum GPA's are now up to the department. Petitions won't be needed. But departments will be evaluated for progress and success with their graduate programs on their program reviews.

Grad Council membership used to be mainly appointed by the Provost. The Faculty Senate passed a resolution with a new system where 2/3's elected and 1/3 appointed. We worked this out with the old Provost, but the new Provost but this on hold for the time being. We have passed on a new response to the FSEC and are encouraging a sub-group from the Graduate Council to meet with the FSEC for further discussions.

Q&A Summary:

Wes Harrison: In evaluating graduate faculty status you mentioned that annual reviews could be used. Does that mean that grad faculty status is on an annual basis?

David: No, it is up to the college and Dean.

Dominique Homberger: How do we ensure that departments are working under equal quality? Before we had the Graduate School that did this.

David: The colleges can do this and have been doing this. Programs that perform well can get more resources while programs that don't can lose resources. There is also an appeal process in regards to Graduate Faculty status.

Bill Daly: Will the council still be involved with reviewing promotion and tenure decisions?

David: yes.

Pratul: Is there a danger in not specifying the length of membership as a Graduate Faculty member? For example, if you are mentoring a graduate student and then lose graduate faculty status there could be major problems.

David: We did discuss these situations and the appeal system should be able to handle that.

Senator: Can the Graduate Council override a Dean's decision on Graduate Faculty status?

David: Yes, the appeal process involves the VC of Research Tom Klei.

John Nyman: Last year the Faculty Senate voted for elected members to the Graduate Council. This was done to have better representation of the graduate program. The resolution left open the exact distribution for representing the colleges and the exact number. What is the current status of that?

David: Following the resolution would nominally increase the council size from 16 to 19. This will make it even harder to meet. We need to talk about that some more.

New Business (moved up portion)

Kevin Cope: Due to budget problems the state library system, LOUIS, is facing cutbacks. UNO has been fighting this and has enlisted our support. Thus the following resolution. Due to the presence of several experts in the audience, Sara Zimmerman (Head of LOUIS) and Dean Jennifer Cargill, we will move this up in the agenda.

First Reading, Resolution 11-07: "A Resolution in Support of LOUIS"

Introduced by Kenneth McMillin at the request of the UNO University Senate

Whereas access to library resources is important to undergraduate and graduate education, research, and outreach of LSU A&M faculty, staff, and students, and

Whereas Research I standing and SACS accreditation is highly dependent upon the library resources available to the LSU community, and

Whereas LOUIS, the Louisiana Library Network, provides essential information resources and services that contribute to the success of our university and college students and faculty through a consortium of 47 member libraries, and

Whereas These essential resources and services include the LSU Library automation system and catalog of the library collections, electronic research databases and full-text journals, remote access to library resources through authentication of users, Interlibrary loan and reciprocal borrowing among all member libraries, and the Louisiana Digital Library, as well as centralized servers and an expert support staff, and

Whereas LOUIS purchased over \$19 million of resources for member libraries in 2010 for only \$3.1 million, representing a huge savings to each campus and to the state, and

Whereas In the past, the Board of Regents provided 70% of the funding, with member institutions contributing 30%, a feasible amount for all members, and

Whereas LOUIS funding is uncertain for 2011, and LSU and other institutions do not have the funds to cover the Board of Regent's share, especially in the face of current dramatic budget cuts, making library resources and services across the state in peril as of July 1, 2011, and

Whereas Governor Bobby Jindal has repeatedly exhorted institutions of higher education in Louisiana to do "more with less," and

Whereas LOUIS, the Louisiana Library Network, has been saving the state money by doing more with less since 1992,

Therefore be it resolved that the Board of Regents is implored to restore full funding for LOUIS in their budget as an essential resource for students and faculty across the state of Louisiana.

Moved to debate.

Q&A Summary:

Jennifer Cargill: LOUIS was created from grant funding and continues to be 70% funded through grants with a 30% institutional contribution. We strongly encourage the LSU Faculty Senate to support this resolution.

Ken McMillin: Isn't it correct that at one point funding was a dedicated line item in the BOR budget, but since then it has become more diffuse.

Sara: It was a line-item for several years, but the problem is that we had to lobby every year to keep it as a line-item. It then got rolled into the BOR budget. The BOR has generally been good at funding LOUIS, but more recently the budget problems resulted in a cutback. UNO has been very instrumental in bringing this issue to the front burner. It has been discussed with the new Commissioner and he is aware of the situation. Resolutions like this could well help keep it alive.

Bill Daly: Just a minor change. The Carnegie Foundation no longer uses Research I classification. You should use the correct term.

Ken: I'll accept that as a friendly amendment.

Juhan Frank: I have a question about the tone that the term "implored" sets. Is that the correct tone? How about it is "resolved".

Ken: I wanted to use a stronger term, but we are not in a position to demand that they do anything.

Kevin: Do you want to move this resolution to vote on it today?

George Stanley: I move that we waive the rules for a second reading and vote today.

Motion passed unanimously

Resolution passed unanimously.

Report of the Nominating Committee

Mike Wascom is the outgoing Chair of the Nominating committee and we thank him for his service. He will present the slate of nominees for the FSEC.

President: Kevin Cope

Vice President: Ken McMillin

Secretary: George Stanley

Member-at-Large: Joan King

Member-at-Large: Larry Rouse

The sixth seat on the FSEC is elected from the new incoming Senators in September.

Kevin Cope: I very much want to thank Pratul Ajmera and Lilly Allen for their years of service to the FSEC.

Bill Daly: I'd like to nominate Louay Mohammad for member-at-large (Louay accepts the nomination)

Lilly Allen: I'd like to nominate Joey Legoria for member-at-large (Joey declines)

Advisory and Discussion Regarding a Student Initiative to Post Faculty Evaluations Online

Kevin Cope: We have had a request from several senators about students posting evaluations of faculty online. We met a while ago with Chuck Wilson about this, especially concerning potentially slanderous comments, popularity contests, etc. We have not currently taken any position on this issue. I see that we have some students who want to comment on this.

Dani Borel, Jeffrey Wales & Thomas Rogers: We fill out evaluations on teaching at the end of each semester and would like to have access to these to help us in choosing courses and picking faculty that teach those courses. We only want a subset of the current questions for posting for students. These would be the more objective questions from the student evaluations and not include any student written comments about the course or teacher. [This is a highly abbreviated summary – please see video for entire student presentation by Dani Borel & Jeffrey Wales as well as the faculty discussion]

Joey Legoria: Could you repeat the five questions that you want to include in the web posting?

Jeffrey Wales: 1) teacher accessibility during office hours; 2) was the textbook relevant to the graded material (used much or not); 3) how well the instructor related and taught the course material, which is on just about every college evaluation; 4) how is the lecture material presented – PowerPoint, etc.; and 5) would you recommend this course to another student. This would be posted on the LSU website and possibly protected via PAWS login.

Joey: Teaching evaluations are part of PS-36 and faculty evaluations so that might be an issue.

Jeffrey: We've spoken with A.G. Monaco and he has tentatively indicated that it would be OK to post this information.

Mike Wascom: You really need to clear this through the university attorneys.

Senator Wu: Wouldn't it be better to have a separate teaching evaluation system that students could use to get around the problems with using the university teaching evaluations?

Jeffrey: That is one of the options we are considering.

George Stanley: I'm OK with you posting my evaluations. But I'm concerned about some of our new assistant professors that often start off a little rough on their teaching. I don't want to see student evaluations "nailing" them and turning off students from taking their class. These faculty usually improve dramatically over the first several times teaching any course.

Jeffrey: We'll consider that.

Lilly Allen: I find that when I teach an easier or more fun course I get better evaluations, while when I teach harder more research oriented courses I get poorer evaluations. So you need to consider this.

Larry Crumbly: What is the purpose of this?

Thomas Rogers: So we can get better information about courses and professors with scheduling courses.

Dominique Homberger: I'd like to see more information about students on how they did in other courses posted to help me in my teaching. But there are privacy issues both with my proposal and with yours.

Patrick McGee: I also have problems with this proposal and the objectification of teaching and pedagogy. This is a very difficult area to quantify. What you are asking is only one tiny part of the overall teaching effort. When you teach a hard course you usually get lower evaluations because difficult material is harder to teach and for students to appreciate. No matter what anyone says, evaluations are largely related to the grade that students think they are going to get in the course. So I don't think this actually serves a good purpose and creates a very skewed impression on a professors teaching competence.

Renee Casberge: I have questions about your methodology and evaluation of that. There are times when lecture is just what I need vs. doing hands-on activities. And other times when it is the other way around. So what does a "3" mean for lecture?

Jeffrey: We need to work with Bobby Mathews more about this. For many courses this wouldn't help much, especially with fairly fixed criteria.

David Lindenfeld: I'm in favor of this and the information it will provide. Students know the difference between easy and hard courses so I don't think that is an issue.

Mike Wascom: I respect Dr. Matthews but advise that you talk to the university lawyer about the legality of using student evaluations of faculty.

Susan: What about graduate student instructors? It is a similar issue to that brought up for assistant professors.

Jeffery: We are still thinking about this.

Dianne Taylor: I move that we move on.

Approved unanimously

Old Business

Second and Final Reading of:

Faculty Senate Resolution 11–03

“Adjustment of Fall Semester Start Date to Allow for a Week-long Thanksgiving Holiday”

Sponsored by Senator Joshua Detre

Whereas, the current University calendar has the Thanksgiving holiday beginning at 12:30 pm on the Wednesday preceding Thanksgiving Thursday; and

Whereas, the Ascension Parish Schools, Catholic Schools of the Diocese of Baton Rouge, Central Community School System, East Baton Rouge Parish School System, Livingston Parish Public Schools, West Baton Rouge Parish Schools, and Zachary Community Schools have for many years scheduled their Thanksgiving Break beginning with the Monday preceding Thanksgiving Thursday; and

Whereas, this has created an annual problem for LSU faculty and staff with school-aged children as they must deal with child care issues during that period; and

Whereas, faculty members often observe poor classroom attendance on the Monday - Wednesday preceding Thanksgiving Thursday; and

Whereas, students who attend classes on the Monday - Wednesday preceding Thanksgiving Thursday often voice their displeasure and frustration and/or appear disinterested in the material being covered; and

Whereas, LSU, in order to meet the total number of class days required in a semester could start the fall semester on a Thursday as opposed to a Monday; and

Whereas, this start date would provide benefits to students and faculty as it makes more efficient use of limited class time at both the beginning of the semester and before the Thanksgiving holiday break;

Therefore, Be It Resolved that the LSU Faculty Senate, affirms its support for the Thanksgiving holiday to begin, with the Monday and Tuesday preceding Thanksgiving Thursday, coupled with the start of classes in the fall semester to begin on a Thursday to compensate for the instruction days lost because of the lengthening of the Thanksgiving holiday.

Q&A Summary:

Robert Doolos: The summary in the packet is mainly limited to southern schools, although Alaska slipped into this. Only 2 of the schools have week-long vacations. I'm not sure that this is doable due to issues with running all the mainframe programs that require a weekend to run. I've asked ITS to do an analysis on this but have not heard back from them as yet. The other question is can we move the start of the semester back an entire week? Maybe, but there are issues with summer intersession. I do not believe that this resolution will solve any staff problems since they won't get the entire week off.

Kerry Dooley: How many MWF vs. TTh lectures?

Robert: Generally 42 MWF's and 29 TTh's. The resolution would have to be modified to start on a Weds, not on Thursday in order to keep the proper # of lectures.

Thomas Rogers: [Reads Student Senate message in strong favor of this resolution.]

Rebecca Owens: We should get input from Residential Life and Dining about this.

Ken: Robert, what is the problem with starting an entire week earlier?

Robert: There could be issues with summer intersession and orientation.

Wes: What if you eliminate the Fall Break?

Robert: That still leaves us with one missing MWF class.

George Stanley: I like the resolution but there are a number of issues that have been presented that we don't have answers to. So I think we should defer the resolution till we get more information on the options.

Kevin: So we can vote or defer the resolution to gather more information.

Mike Wascom: I move that we defer this resolution to the next Faculty Senate meeting and get more information.

Approved unanimously to defer to April meeting.

Second and Final Reading of:

Faculty Senate Resolution 11-04
“Concentrated Study Period Policy Revisions”

Introduced at the Request of the Student Government Association

Whereas, Louisiana State University currently conducts a Concentrated Study Period prior to the week of final examinations; and

Whereas, the intended purpose of the Concentrated Study Period is to allow students an opportunity to focus specifically on their final examinations and class projects; and

Whereas, the current policy does not allow students to focus specifically on their final exams and projects due to the additional amount of work required in their courses; and

Whereas, this additional work may be assigned due to the provision of the existing policy which allows graded required course work (including exams, quizzes, and homework) which may count for a total of at most 10 percent of a student's grade in the course; and

Whereas, Student Government is proposing the policy be revised to state, “Graded required course work (including exams, quizzes, and homework) may count for a total of at most 5% of a student's grade. Class projects (excluding exams and quizzes) are exempt from the 5 percent limit. The assumption is that work on such a project will take place throughout the semester. Exams and quizzes shall be defined as a question or set of questions to be given within a designated period of time;” and

Whereas, this new policy will better reflect the intended purpose of the Concentrated Study Period and increase student capacity to prepare for final examinations; and

Therefore, Be It Resolved that the Faculty Senate affirms its support for the proposed revision for the Concentrated Study Period and asks that the Provost implement the revised policy.

Q&A Summary:

Larry Rouse: So if I give quizzes worth 10% and give 10 quizzes a semester, can I give a quiz during dead week?

Jeffrey: Yes, that quiz would only be worth 1% and that is OK.

Larry: I think you should make it clearer that you are referring to an individual quiz.

Jeffery: Right now up to 10% of a student's final grade can be assigned during dead week. We want to change that to 5%. We think that the current 10% is too much to put into “dead week.”

Vote is called. Hand vote is taken 17 to 11 in favor.

Resolution passes.

New Business

First Reading of:

Faculty Senate Resolution 11-05
“Rapid Implementation of Curriculum and Related Changes”
Sponsored by Senator Joan King

Whereas the Board of Regents has recently moved up their timetable of program review from every three years to every year; and

Whereas the Board of Regents has changed the review rules so that the review history of program completers is now based on an average of the last three years instead of the last five years; and

Whereas several of the LSU A&M programs have been identified as low completers in the last 2 years with 28 identified in April 2009 (with accelerated review of these in October 2009) and 34 identified this January 2011; and

Whereas faculty must devote critical time to defend programs through appeals and/or on restructuring of curricula related to these programs at risk; and

Whereas curricula changes affect strategic planning, curricula assessment efforts and student recruitment; and

Whereas current, transfer and potential new students that have been recruited are directly affected by the changes in curricula and some students have decided not to attend LSU A&M or transfer away from LSU A&M due to the uncertainty in timing of implementation of curricula changes; and

Whereas the university has moved away from providing printed catalogs which used to be published four times a year including April, June, July and August, and now mainly publishes the catalog online so that curricula changes could now be easily and timely placed into the catalog in the online system; and

Whereas in the past, curricula changes approved at all required levels by the end of Spring semester were implemented by the university the following Fall semester;

Be it resolved that the LSU A&M Faculty Senate requests that all changes to curricula be implemented immediately the next semester after all required approvals, beginning this Fall 2011 semester with curricula changes that were and are approved in Fall 2010 and Spring 2011.

Resolution is moved into debate.

Q&A Discussion

Joan: All the BOR changes has affected advising in my department where I'm the advisor. There is often a lag in

Robert Doolos: We print fewer hard copy catalogs, but we still give hard copies to new students and departments. I just want to make it clear that we just print once a year either online or hard copy.

Joan: The online catalog said it was published 4 times a year.

Larry Rouse: Based on what Robert said I think you should correct the language in the one whereas about number of times the catalog is printed.

Joan: I'm going with what is listed on the online catalog, but will check into it further.

Wes: I'd like to see more flexibility but I think there is a potential problem with when the catalog is published and what the student's degree requirements will be. I don't want to see a student looking to finish and saying "wait up that class wasn't in the catalog when I started". But it became part of the catalog due to a revision after the student started their major.

Joan: I do know that a lot of courses have revisions done that are implemented the next semester. Students need to follow the new course curriculum in this case.

Wes: I'm more concerned about larger changes.

First Reading of:

LSU A&M Faculty Senate Resolution 11-06
Transfer and Re-Entry of Students into Curricula
Sponsored by Senator Joan King

Whereas there is a written statement in the General Catalog stating, "The catalog that determines the curricular requirements for an undergraduate degree is the catalog that is in effect at the time of the student's entry. This catalog may be used for a maximum of 10 years provided enrollment is not interrupted for two consecutive semesters. Students whose enrollment is interrupted for two or more consecutive regular semesters may choose no catalog earlier than the one in force at the time of re-entry." (These students are considered to be native students); and

Whereas the General Catalog also states, “Continuing students may elect a subsequent catalog when a new major is selected or when a catalog reflects a revised curriculum. Transfer students may use the catalog in effect at the time of their first entry into an accredited higher education institution, provided that the transfer to LSU is made within five years of the first entry.” (Transfer students are considered to be non-native students); and

Whereas the General Catalog also states, “The University will make a reasonable effort to honor the statement of curricular requirements in the chosen issue of the catalog. However, because courses and programs are sometimes discontinued and requirements are changed as a result of actions by accrediting associations and other external agencies, the University, having sole discretion, shall make the final determination whether or not degree requirements are met.” (1); and

Whereas returning and within LSU A&M transfer students are directly affected by changes in curricula (2); and

Whereas there is an unwritten policy that prevents students from transferring from one curriculum to another during the semester; and

Whereas there is no strong rationale to delay the internal transfer of students from one curriculum to another even though a list of majors for each curriculum must be determined at specific times; and

Whereas undue restrictions on internal transfer or choices in curriculum catalog for transfer or continuing students may result in a decrease in student graduation and/or retention rates;

Be it resolved that the LSU A&M Faculty Senate requests that students who have been matriculating in any program at LSU be allowed to transfer between programs at any time during the year provided they meet the entry requirements of the related college and/or degree program.

Be it further resolved that the LSU A&M Faculty Senate requests that students who matriculated in any program at LSU, who were unable to complete the last semester of their curriculum in a sequential manner due to extenuating circumstances, be allowed to complete that degree program upon re-entry regardless of whether the program was terminated previous to the student graduating in that degree program.

Footnotes:

- (1) In The Daily Reveille on February 25, 2011 page 11 a story stated “Jeannine Kahn, Regents assistant commissioner for academic affairs, said the faculty and students work together to ensure success when programs are terminated or institutions merged. Also in the same article, Jeannine Kahn was quoted as saying “it is common practice for students to be able to complete their degree programs if affected.”
- (2) For example, several internal transfer students, in the past year, missed the opportunity to transfer prior to administrative changes in their program and were unable later to transfer to curricula that were in the process of being merged due to Board of Regents termination. For another example, at least one student, when returning after sitting out for one year due to financial reasons, was unable to complete the last semester of their degree program and will now be required

Moved into debate

Q&A Summary:

Joan: As an advisor we have several students who wanted to join our program but couldn't do so until the end or beginning of a semester. They have to wait until between semesters to transfer and sometimes students forget and are blocked out of transferring for another semester. Another problem concerns our department being under review by the Board of Regents as a low completer program. Students that forgot to transfer into our program between semesters were further blocked from joining our program due to it being revised and merged with another department. It also creates a problems for advisors to properly advise students and to get them on track as soon as possible.

Adjournment at ~5:42 PM