

**Faculty Senate Meeting Minutes**  
**Monday, April 11, 2018**  
**Student Senate Room, LSU Student Union**



**Attendance**

*Faculty Senate Executive Committee members present:*

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

Parliamentarian: Louay Mohammed

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

1	X	William Adkins (Math/Sci)	23	X	Levent Dirikolu (Compar Biomed Sci/Vet)	45	Niki Pace (Sea Grant)
2	X	Kwame Agyemang (Kinesiology/HSE)	24	X	Brooks Ellwood (Geol and Geophys/Sci)	46	X Suresh Rai (Elect Eng/Eng)
3		Fereydoun Aghazadeh (Mech Ind Eng/Eng)	25	A	Kenny Fasching-Vamer (Education/HSE)	47	X Laura Riggs (Vet Clinical Sci/Vet Sci)
4	X	Priscilla Lily Allen (Social Work/HSE)	26	X	Mette Garde (Physics/Sci)	48	Tracey Rizzuto (SHREWD/HSE)
5		Austin Allen (Landscape Arch./AD)	27	X	Gregory Griffin (Chem Eng/Eng)	49	X Michael Russo (LSU Libraries/HSS)
6	X	Aly M. Aly (Civil Environ Eng/Eng)	28	X	Gundela Hachmann (Foreign Lang Lit./HHS)	50	X Daniel Sheehy (Physics Astro/Sci)
7		Paul Anderson (Foreign Language Lit./HSS)	29	P	Kristen Healy (Entomology/Ag)	51	X Gregory Sioles (Music/Music)
8	P	Paula Arai (Philosophy & Relig Studies/HSS)	30	X	Aixin Hou (Environ. Studies/Coast and Envir.)	52	Carlos Slawson (Finance/Bus)
9		Christopher Austin (Biological Sci/Sci)	31	X	Paul Hrycaj (LSU Libraries/HSS)	53	X Andrew Sluyter (Geography/HSS)
10	X	Maria Bampasidou (Ag Econ/Ag)	32	X	Stuart Irvine (Religious Studies/HSS)	54	X Kevin Smith (Chemistry/Sci)
11	X	Chris Barrett (English/HSS)	33	X	Brendan Karch (History/HSS)	55	P Jared Soileau (Accounting/Business)
12	X	Dorin Boldor (BAE/Eng)	34	X	Kyla Kazuschyk (Theater/)	56	X Kristen Stair (Agricultural Education/Ag)
13	X	Brett Boutwell (Music/Music & Drama Arts)	35		Yunjung Kim (COMD/HSS)	57	J. Brenton Stewart (Library Info Sci/HSE)
14	X	Areendam Chanda (Economics/Bus)	36	X	Ingeborg Langohr (Pathbio Sci/Vet Med)	58	X Judith Sylvester (Mass Comm/Mass Com)
15	X	Brett Collier (Wildlife Ecology/Ag)	37		Keri Larson (Inform Sys Decision Sci/Bus)	59	X Jose Torres (Sociology/HSS)
16		Christine Corcos (Law/Law Center)	38	P	Elecia Lathon (Education/HSE)	60	A Dottie Vaughn (Math/Sci)
17	X	Belinda Davis (Political Sci/HSS)	39	P	Catherine Lemieux (Social Work/HSE)	61	X Muhammed Wahab (Mech Indust Eng/Eng)
18		Jeff Davis (Entomology/Ag)	40		Vince LiCata (Biology/Sci)	62	P Cathy Williams (Animal Science/Ag)
19	X	Charles Delzell (Math/Sci)	41	X	Kanchan Maiti (Coast Stud/Coast and Envir)	63	X Hsiao-Chun Wu (Elect Eng/Eng)
20		John Devlin (Law/Law Center)	42	X	Juan Martinez (Pathobio Sci/Vet Med)	64	X Jianan Wu (Marketing/Business)
21	A	Rodrigo Diaz (Entomology/Ag)	43	X	Bryan McCann (Comm Studies/HSS)	65	Donghui Zhang (Chemistry/Sci)
22		Cyndi DiCarlo (Education/HSE)	44	X	Pius Ngandu (French Studies/HSS)		

*Guests:*

Robert Doolos	Jane Cassidy	Matt Lee	Kristen Hernandez	Thomas Glenn
Ryan Landry				

**Consideration of the Minutes from March 12, 2018**

Moved by Fereydoun Aghazadeh and Suresh Rai seconded.

Approved unanimously with potential corrections.

President's Report

1. Ken McMillin gave announcements of activities for which there were handouts. The Faculty Senate sponsored along with LSUnited and the Graduate School the retirement seminar held yesterday afternoon. There is Spring Green Day on April 19 on the campus. There was a flyer about LSU Internationalization grant proposals being due the end of April. Also nominees are needed for colleges/university TRSL Trustee position, and are due April 30. You must be a TRSL member not an ORP member. The position represents faculty members to TRSL. Our administrative coordinator position for Faculty Senate has been posted.
2. College elections need to be done soon for Faculty Senators. The policy committee chairs and deans will be sent information needed about the elections. He covered the numbers of people that needed to be elected in each college/area. He wanted to have the new senators join us at our May meeting.
3. Dr. Jennifer Baumgartner, Chair of the Nominating Committee, has been collecting bios of nominees for Faculty Senate the Budget and Planning Advisory Committee, Committee on Committees and Adjudication Committee. She is also taking nominations for Admissions Standards and Honors, Courses and Curriculum, General Education, Internationalization, the library and LSU Press which are LSU committees. He asked retiring senators to volunteer due to their experience to help lead some of those committees forward. He asked continuing senators to recommend colleagues.
4. Ken McMillin gave a report on Faculty Senate activities at the Provost's breakfast last month.

5. Ken McMillin had meetings with Steve Beck, ORED, VP of Student Affairs, Kurt Keppler, breakfast with Provost Koubek and promoted Associate and Full Professors, and with the new student government president Stewart Lockett, whom is articulate, passionate and intelligent. Ken McMillin was impressed with him. The first thing student government is trying to do is repair the internet system on the systems side of campus which needs assistance with IT.
6. Ken McMillin met with staff at HRM concerning directory information issues.
7. Ken McMillin met with the Faculty Adjudication Committee about the revised guidelines so they can continue activity this next month since the guidelines and operating procedures were approved by Faculty Senate.
8. Ken McMillin attended college budgetary hearings with the Budget Advisory committee members. The meetings were very informative. There were twelve meetings over six days. It allowed the college deans to focus on what they have been doing and what they need to do and what kind of money they might need for any new initiatives. Not only do we have a university wide strategic plan but every college also has plans that fit under the strategic plan and have strong initiatives for improving the quality of our students and educational offerings as well as the number of students that they really want to attract for their program.
9. Ken McMillin, Mandi Lopez and Kevin Cope met with Dan Layzell on issues regarding finance and administrative affairs.
10. The President's Task Force on Greek Affairs met about implementing the new rules. They are working closely with the Office of Student Affairs and Greek Affairs to make sure that what was proposed and recommended now is actually being implemented. Most of the things so far will also apply to student organizations so that we maintain some decorum and also provide guidance and leadership to these students.
11. Ken McMillin met with two economic labor professors and staff on the gender wage gap research proposal. It will not be as expansive and in depth as the two professors wanted because we do not have the data in an easily obtainable fashion. It will take some time for their graduate students to back and pull out the data. They do not just want to look at male and female and rank, but college differences, socioeconomic aspects and productivity aspects of faculty to determine university strengths and weaknesses. This will allow us to have equity where needed rather than where we think it might be.
12. FSEC continues to meet with the Provost.
13. Ken McMillin met with Associate Vice President Lombardo and his staff of Facilities and Property administration including Tammy Millican and a couple of other staff members about safety concerns. He mentioned the issue with Nicholson being under construction, the intersection at Skip Bertman and River Road, congestion around the Lab School. They have a \$350,000 grant to address safety on campus. There is a brochure out about the master plan which he showed.
14. Ken McMillin did a survey for the University of Tennessee-Knoxville Faculty Senate about our structure, finances and assistance we have with personnel, etc.
15. The lactation policy is being finalized, the gender equity study he already reported on and the parental leave committee has met and decided some operating guidelines and now the question is how to proceed to with the legislature to get our statues on leave policy changed.
16. Search Committees are underway for Director of Campus Planning and Facility Services in which there were seventeen applicants that were narrowed down to five, and Vice Provost of Graduate Studies and Global Engagement and Dean of the Graduate School met earlier in the week and narrowed those down from 44 to 17 or so. They are going back to look at those to see what kind of scholarly activity they have and have they ever been outside the United States in what categories and how they might improve our global engagement and third do they have administrative experience.
17. The Institutional Framework Service Excellence team will have two faculty trainers to train us. We have to be trained differently than staff. Staff has defined service roles, but faculty members are a little broader than that. We need a different categorization. If you want to be a trainer let Ken McMillin know. There might be release time, there might be a summer supplement or there will be ad comp for those selected to do that.
18. We have the strategic plan and master plan for the university. The general education committee is working very hard on integrative learning for which a seminar was held. More training and information will be provided for that as it progresses.
19. Ken McMillin mentioned the news about administrative changes at higher levels in the university. He said there may be more to come and not to worry about it and that we are on track. The executive committee and those we elect are on top of things. We have as good a relationship with most of our upper administrators as we have had for a long time. That is due to our Past President Kevin Cope cultivating those relationships, coercing them when necessary and at least developing the fact that we faculty do know what we are doing in our educational pursuits. Now there is a level of trust that hopefully we will continue to build on. He thank Kevin Cope for the background that he set up.

### ***Q&A Summary:***

Lilly Allen

Can you speak about the faculty excellence training?

Ken McMillin

We want to change the attitude about for example look at the cruddy building I am in, we know there are things we cannot change but we want to look at things we can change. We want to put our best foot forward not just for visitors but every single day because that's going to make it a better place to work. Eventually we will get to where we want to be for example with building renovations, but if we don't start we will not get there. This is the start to change the culture at LSU not only with the staff but also with the faculty.

Lilly Allen

For the last point she respects the effort and integrity of the FSEC, but telling people we are on it and not to worry may not be the best advice people are seeking right now. Faculty members in her area have concerns about transparency with investigations and all.

Ken McMillin

President Alexander and he spoke before he came here. You saw the WAFB report about HRM head A.G. Monaco being asked to resign sent shock waves throughout the university. He knew this was going to happen this past Friday. He was asked not to say anything about it. Realistically that's why he says we are on it. Some have sent in comments about academic freedom and why it was not in PS-36. We are already working on a new policy. It is incumbent upon all of you to keep us informed about what is going on in your units because that is the way we move things forward and get things done.

Importance of Faculty for Student Retention – Dr. Matt Lee, Vice Provost

He wants to get us thinking about retention. A couple weeks ago the President called in him, the Provost, Kurt Keppler from Student Affairs and Leslie Wells of Enrollment Management. The President said we do well with first and second year retention and progress towards graduation but we can do better. Many of our peers are a few percentage points above us. He asked them to come up with recommendations. Matt Lee wants to partner with the faculty to make some improvements. Our current first to second year retention rate is 82% to 83%. The last ten years it fluctuated between 82% and 85%. Seven years ago there was a retention committee and we implemented their recommendations and our retention rate went down a little and slowly trickled back up. In the overall universe of higher education we are in the top 10% for retention because we are a public flagship institution or research institution and we get students of very good quality. We all do a very good job of working with them, retaining them, and teaching them. Our ability to move the needle is a little bit different from a technical institution with a four year 50% retention rate. We are already performing quite well. We have some peers who are at 90%. Our overall six year graduation rate is about 68%. Looking at our observed is 68% and our predicted is about 70%. Enrollment management is working really hard to increase the class this fall, and we are looking at an increase of around 800 more students than we brought in last year. It will have different character to it. We had higher applications and admits of underrepresented minority group members and first generation students and grow is largely confined to out of state students. Each needs their own support system to ensure they are successful when they come here. He has been meeting with Assistant and Associate Deans and the course scheduling advisory groups to ask them to increase sections or add some online courses or something like that. The colleges have been aware of it so they are working on those types of matters. We don't want to see the shifting nature of our incoming class catch us off guard and we start losing students we admit because we see that they are capable of being successful here. He is asking us what we can do that's innovative. One area is Student Life; students with things to do are retained. He doesn't think that will help us move the needle any further. There is a high level of engagement with our students. Colleges cultivate shared identity among our students. The other side is really robust academic activities which tend to retain students as well. The work faculty is doing with students is amazing as he observed at LSU Discover Day. That kind of work helps further bind them to the university and will help us increase our retention rate. When students drop out the first year people think of them as leaving higher education, but half of our 15% that are leaving are transferring to another university. Are they leaving due to the type of academic programs or the place is too big? Models show the strongest predictor is not the GPA they are achieving but the performance difference between here and high school. We have to do some expectation management. For example a student who was valedictorian with a 4.0 may have straight B's here and they or their parents had higher expectations. He doesn't have the answers. He wants suggestions from us. He is nervous about how we will handle the numbers of students coming in. He is working with the advising units that report directly to him for example the Center for Academic Advising and Counseling to help them think about the diversity of students. He wanted to put it out there and get us thinking about it and to continue the conversation.

**Q&A Summary:**

Mette Garde

She is on the College of Science retention task force. There are problems with courses in the first year. A lot of things require money. Anything that requires concentrated time from faculty and students takes money. What are the resources for dealing with this problem?

Matt Lee

The President and Provost are aware they are going to need to invest in this. We need to get out of the business of doing things that don't really work. They may have to move money around through prioritization. Whether we put money into existing structure where we have some success, for instance supplemental instruction is viewed as a widely successful model. In the College of Science the BIOS program and boot camp really works.

Dorin Boldor

He heard that TOPS will have 19,000 with a good percentage coming here. Do we have metrics on the quality be of the students? Is their GPA going down or will it be better?

Matt Lee

We went to a holistic admission system. The ACT score and GPAs didn't move at all. This is a good quality class. He asked are they really interested students or just students who through another application in because it was free and enrollment management said they are really interested students. He expects a big group of first generation students. A large percentage of our students are in state which allows them to go home on weekends and see family, while out of state experience different socioemotional experiences here.

Suresh Rai

Is it possible to identify the students that are the top 10% based on their grades and determine what are the real problems academics, socioeconomics or something else and then provide some kind of instruction or help to them? This is especially helpful for the engineering as well as science.

Ken McMillin

We need to do our part. If only 40% of us put in mid-term grades, that doesn't help the students know where they are in class. When we don't use moodle so students don't know that an assignment changes or some other type of mechanism of informing students, and we don't turn assignments back to students on time and turn them back to them during finals week, that doesn't help them know where their learning is deficient. Faculty can do better.

Suresh Rai

We don't get to see the student until after one year in Electrical Engineering. By then the student has made up their mind as to whether they will continue or not. The help needs to be a little earlier.

Matt Lee

We can do that. He asked a group of colleagues that work with him last August in the first week of school to model risk scores based on the information they had about students. They can target resources to the students who are at higher risk. They were not able to do that. He realized he was asking the wrong people to do that. He would like to see before the semester a week by week arc of what kind of things they should be doing. In the first two or three weeks what units should be reaching out to what kind of students to make sure they are going to class or getting appropriate feedback on courses? What are we doing to assure appropriate resources are available as we ramp up into during mid-terms? Are we providing supplemental instruction for students during that period? What are they doing in the 10th or 11th weeks when getting ready for more exams? He is thinking about something along those lines where we can very intentionally know when we should be allocating what types of resources. The thing he hasn't resolved is not the issue of high risk students which we still need to attend to, but we are losing students who are doing really well. They are pulling the parachute cord and going somewhere else. We need to get a handle on that as well.

Brook Ellwood

One thing they have found is high expectations of students as to how well they are going to perform when they come here. They had one student from a super science high school with straight A's who struggled her first year and a friend of hers basically gave up and left. No one told them this will be a time where it will take time to reach that plateau and to get up to speed. The same thing happens to students coming from community colleges. They do really well and they get to LSU and expect to be flying along as a Junior and they crater. Advisors across the campus when they first meet with these students need to explain that the bar is really different.

Matt Lee

We need to not just mention it in passing but have a good authentic discussion and also talk to the parents to help them manage their expectations. The parents see them going from straight A's to B-s and they wonder if they are fooling around.

Brooks Ellwood

There are examples of students who had to do that to climb up the bar after initially struggling. He knows examples of two students who started off struggling just the initial semester who are both now in Ph.D. programs. They were not really aware and the advisors brought them along and once they became aware they progressed and were functioning well. There are a lot of students who have gone onto these major programs and who have done very well.

Ken McMillin

We have a lot of elements to help students like that such as the Center for Academic Success, our wellness programs, our student health center which is gearing up for mental health for the difficulties that some students experience. We pretty much have all the programs in place; we just need a coordinated effort. Some of your colleges are not happy that we changed our enrollment management focus this year that colleges didn't get lists of incoming applicants until late in January because we want to sell LSU as an academic institution. That was the major message to the students; if you want to work hard and are intelligent you come to LSU because you will get the best education because we are hard. Hopefully that will help resonate throughout their academic career. That's the reason why colleges didn't get applicants information so they can say yes you can come in to our curriculum in such and such because we wanted to sell that idea that LSU is an academic institution first and hopefully that will help carry through some too.

Judith Sylvester

Some things are out of our control. So many students were stressed due to the flood and what was happening with TOPS. First time students have no fall back positions. We need to work on fall back issues like scholarships. This spring has been almost as bad in term of numbers of students who are stressed. She had students with panic attacks at higher rates than she has seen in the past. She is not sure why, but they don't come to class and if they don't you can't keep track of them. There are a lot of resources on campus, but there is much more we can do to promote and not have a stigma on students who seek help for things like depression. We need work on this to get them into the classroom and to keep them in the classroom. She worries about that with our online stuff. How will we ever know what is going on with those students.

Matt Lee

That is a key point. This is something he hears over and over again. There are severe concerns about students not attending class and how to get a hold on it.

Dan Sheehy

What did you say about the list of students and not getting the lists to departments?

Ken McMillin

Enrollment Management kept the lists until almost the end of January before sending them to the college. The lists used to be wide open so colleges could contact students in November or December. Enrollment Management did that to be able to tell the students and parents how good LSU was.

Dan Sheehy

He doesn't understand why they couldn't send the list to the departments.

Ken McMillin

They wanted to focus on central message about the university as a whole first.

Dan Sheehy

He doesn't understand the logic.

Ken McMillin

We kept doing the same old thing with the same old results before. Now we will see if we get different results with a different method.

Dan Sheehy

We had trouble recruiting students this year because of this. We have been really successful contacting the students in the past.

Ken McMillin

By being a new Associate Vice President of Enrollment Management has also learned about what we have done at LSU in the past and he will learn. If he is successful it will be hard to convince him to send the list out in December again. If you can make a special case, he is reasonable.

Aly Aly

The key point to this is to really listen to students to know why they are struggling. Why do some courses have low attendance? It may be useful to do the course assessment at the mid-term not at the end of the course. This kind of communication between the instructor and student is important. Another point is the material we are teaching, we focus on what is more important than saying here is a book go do homework. We need to be reasonable to the students.

Joan King

The quicker you can get the student involved with their major department the better. They get to network at the department, they can connect with faculty, and they get to know the other students in their curriculum. That is why I keep asking why we need UCFY and why can't we enter all students right into their major into their college and talk to those specific advisors all the time. Also student activities.

Matt Lee

We talk pretty frequently about getting some consistency in advising.

Arend Van Gemmert

You mentioned that 15% are transferring, did you also include costs? Some people might be transferring because they come here thinking they have a scholarship and when they see the bill they find out the scholarship a little bit less than they expected and they cannot find a job to handle it.

Matt Lee

The financial part of it plays a roll for sure. The incremental bumping up of the cost is driving people out. He spoke to people on the task force about this idea. LSU calls students about why they are not coming back. They are leaving for financial issues but most are small amounts, like \$400, so a bridging program would be helpful to help hold them over. When you weigh it over to completing a degree at LSU it's no brainer.

Robert Doolos

In regards to Brooks Ellwood's comment, since 1989 we have had a concept that advising has been self-advisement. Departments could opt in or out to require advisement. That may be a disservice to the students; we need to look at that. Do we want to continue that practice that way? If there is no other way, then this is a way to make sure every student sees a faculty member every semester at least once to talk about their academic progress. If you require advising before the student is schedule to sign up for classes it may be helpful. Before the recession we had most money from the state now those funds come from student fees and tuition.

Lilly Allen

She hasn't seen the severity of mental health problems as much as she has seen this semester. She is amazed at the number of students that want to talk to her. It is amazing how many people just need someone to have you thought about seeing a health specialist and see somebody at mental health services. She has had a suicide attempt, multiple hospitalizations, many disability realities and lots of stress. Something is going on with our student body.

Ken McMillin

It is a nationwide issue, not just here at LSU. Deanne Morris who is in charge of our health center is aware of the situation. It still comes down to money; if we don't keep those students that apply we won't have the tuition money to beef up some of these units.

Stuart Irving

Self-advise it really stupid, that means not advised. In his department they insist on seeing every student every semester. They do it because they are concerned about attrition. Many students have problems and make bad decisions. They need an adult to talk to. For a department it's a matter of self-interest. Advise your students so that you can keep them. It's good for the university. It's a waste of money to be teaching them for two years and then lose them.

PS-36 T and NT Revisions - Dr. Jane Cassidy, Vice Provost

Last year she and the committee came to bring us the changes the committee has come up with. The policy has floated around to specific academic interested parties, places that do joint hires, legal counsel and they had to work with the Law School. We brought it to a number of other places. We are now at the very end. They sent the policy around three weeks ago and comments were requested. The comments have gotten to Ken McMillin and we are going to meet with FSEC about those. She is here to review the major points of the revisions. It looks and reads very differently, but there are very few substantial differences. Some areas were clarified. HRM and she received a lot of calls about the policy. They tried to clear up the frequently asked questions. There were nomenclature changes, for example, now called eligible voting faculty vs faculty panels. The flow is more linear chronologically through the life of a professor. Substantial changes are as follows. The section on academic freedom has been removed from PS-36 and moved to a separate policy. It deserves its own policy. Promotion and Tenure guidelines from the Law Center have been incorporated into PS-36. The Law Center did things differently. One thing is the industry standard in law is that you come in as an Assistant Professor and after three years you can be promoted to Associate Professor without tenure. After six years they are promoted to Full Professor with tenure. The section on hiring faculty with joint appointments has been expanded. For example if there will be a joint appointment there will be an MOU between the departments to delineate your appointment split, reporting line, annual evaluation writer. As far as annual evaluations you will be assigned a primary department who will do your review. The person in charge of your secondary department will get input into the evaluation though the primary department. Instead of stop the tenure clock they called it departure from tenure clock. They changed the title from stop to departure. Some people worked during the year when the tenure clock was stopped and some were told everything they did during that time didn't count. Regarding early review, the current policy says whenever you meet the standards you can go up early. That is very different from the way most universities in the country do it. A couple years ago over 1/3 of our promotion and tenure track faculty were going up early. They changed it to you must exceed or be a star to go up early. The path for instructors and general librarians has been expanded. We had senior instructors after 12 years so we changed it to after six years of one year contracts you can be eligible for the designation of senior instructor and three year contracts. After two three-year contracts they will be eligible for distinguished instructor. Whenever votes on faculty members are done, there must be three faculty members. Right now it is not necessarily required. There must be a simple majority present for meetings about appointment, reappointment, promotion and tenure. The lists of scholarship, teaching and service have been expanded. The first part of teaching gives ideas about what to include about teaching. More was included about internationalization and service learning. The lists are not exclusive. The process of hiring a faculty member with tenure has been codified as to how to do it. Annual reviews must include some form of evaluation of teaching if appropriate. More specificity is added to the timetable for third year re-appointment reviews. Departments were doing this differently, some did it in the third year and if unsuccessful they gave a fourth year. Some did it in the second year to provide notice time. Now every evaluation for the third year has to happen in the third year, if unsuccessful then they get another year to find a job. Clarification was made to the appeals process. Consistency of the process for promotion among ranks of non-tenured faculty was provided. Where possible language between PS-36T and NT were made identical for example the terms 'may' and 'should'.

***Q&A Summary:***

Dorin Boldor

If departure from tenure clock happens in the third year does it extend the third year?

Jane Cassidy

Yes, if departure from tenure clock happens in the first two years it extends the third year review.

Fereydoun Aghazadeh

We passed a resolution about Associate Professors going to Full Professor when it was not a mandatory promotion, the department could say no.

Jane Cassidy

The policy still says that there is a committee at the department level that needs to vote on whether you can go up. It also provides an appeal process if they say no.

Judith Sylvester

About going up early, our school did this for people we don't want to lose. Part of it though is looking at how many years they had before coming here. Is there some acknowledgement of previous years?

Jane Cassidy

The previous thought was, don't bring in prior years. Now you can put in writing that you want to bring in years. They had someone who wanted to go up based on their previous work but nothing was done here. It counts as an historical record, but if they do nothing at LSU it

doesn't count. It counts if it shows you have been doing things all along. Rank is not a retention issue. Our issue is because we have not been given raises. We need to not have a third of our faculty going up early. A number of these people were no different from other people but hadn't been here as long. If you can make the case to the department chair, the department chair to the dean and the dean to the Provost and the Provost to the President then they can do it.

Ken McMillin

It is clear what the candidate pool is and the offer is structured so that can be worked out ahead of time.

Judith Sylvester

When you have turn over in deans it gets sticky with what is promised and what is known.

Chung Wu

He got many documents about mainly the mandatory review part. When will PS-36T be effective?

Jane Cassidy

This fall.

Chung Wu

Who will be the contact regarding details about PS-36T?

Jane Cassidy

Me.

Chang Wu

Is there any possibility for grandfathering the old PS-36 for people who came a few years ago?

Jane Cassidy

If you have people exceeding the requirements, put them up for promotion. There is still a possibility for them to do that. You have to make a strong case.

Ken McMillin

The basics of PS-36T now and what will be haven't changed requirements it is just clearer. The comments received from you will be discussed.

Chung Wu

In the review the difference between the old and new version is in the second stage. In the new PS-36 it states the chair can decide if they want to forward the review to the college or not. The understanding is that the chair can stop it.

Jane Cassidy

That is not the intention. The faculty can move forward if the chair says no. If faculty says no, the faculty can appeal to the chair and the chair can say yes. The intention was if the faculty wants to go forward they can go forward.

Ken McMillin

If the chair upholds the committee and says no you can't go forward you can appeal to the dean. There's another remedy for a faculty member who wants to go up early. If the dean says no, then that is the final say.

Belinda Davis

This is concerning for faculty members coming to LSU with three or four years of experience were told not to put years in their letters, but there is concern on their part that even if they have those strong records the upper administration is judging them by this extreme standard. That it's going to be harder because it's appearing that they are going up early even though they are doing what you said they need to do, that there's going to be this bent that the university is drawing this hard line that they are not going to do these early tenures anymore. That they are going to be rejected even if they get out of the department and their college.

Jane Cassidy

If a justification was made that this person had three years and had been very successful at another institution and they came here and had three years of being successful here and they are going up in three years and it seems early. If the deans make a case that it's not early because they have been successful they agree with the deans argument on that. If someone has been here in their first job for four years and you want to put them up before their last two years and they didn't have any experience before, the dean would just make the case that really they are on track.

Ken McMillin

Now it's very clear that a faculty member can put in a self-evaluation to make their case even better to the review committee and the department chair and the dean. That was nebulous before but is really clarified now.

Belinda Davis

The second point is about the academic freedom portion being removed from PS-36 before a new policy is in effect. LSU is on censure by AAUP and the current President was censured by Faculty Senate. Faculty members are reticent about approving the PS-36 first before the academic freedom policy. We could be left without language for a year, two years or it could be never before we get an academic freedom policy.

Jane Cassidy

We are meeting tomorrow about the draft. It will have to go to legal counsel. It will not be done by the time PS-36 is done. We are really pushing to get PS-36 done before the summer so people know what policy they are using.

Ken McMillin

The Provost said if we get this done this next week or so it will get done. It will take a longer time, but his approach will be as soon as he sends it to the Provost so we will look at by May 1.

Brett Boutwell

Colleagues in music and dramatic arts are also concerned. He had a question about procedure. We are not taking a vote on this?

Jane Cassidy

No, no vote.

Brett Boutwell

Is the new statement about academic freedom subject to a vote in here at all?

Ken McMillin

Technically we already approved that we wanted a PS on that, but I don't remember what resolution that was. The date on the draft when we thought it would be ratified was last year, July 1, 2017. We actually had a resolution the year before that.

Suresh Rai

Is it possible to just include one single line in PS-36 that another document on academic freedom will define these things?

Ken McMillin

There are two mentions of academic freedom in PS-36T and NT. We can say there yes there is a policy on academic freedom.

Jane Cassidy

That would not be a problem. There is something in there. She will check to make sure it refers to a separate policy.

Charles Delzell

The By-Laws of the Board of Supervisors (BOS) does have a couple paragraphs about academic freedom. I think it applies whether we have a PS or not.

Jane Cassidy

We are required by SACs to have our own academic freedom policy. There is something in the BOS By-Laws that is generic about academic freedom.

Ken McMillin

Technically we are protected; just not in as much detail as a policy that is four pages vs. a paragraph.

Dorin Boldor

When does PS-36 come into play with respect to mandatory review for people who came in last year? Are the new faculty bound by the existing PS-36 because so can they chose to go under the old one since that is the contract under which they came in or do they have to go by the new one? They could say you are holding me to a different standard then when I came here.

Jane Cassidy

The policy statements are like a law, when the law changes everyone will be under the same policy. There are going to be a few people who are caught and cases will be handled on a case by case basis. They are willing to work with people who are caught. After a year people have to come to terms with the new policy.

Andrew Sluyter

How would we be caught if nothing is really changed?

Jane Cassidy

Some colleges have already sent out for external letters early. If someone is going up early and those letters have already been sent out we wouldn't say, oh no you can't do that since things are already in process.



Ken McMillin

If I were in any of those positions I would want things to be as clear as they can be on what the process is and this new PS-36 does that. Some colleges may have done things differently and we have had too many department heads who have taken liberties with interpretation of the policy. Now it is clear what each level can do. That is why we changed the faculty adjudication committee operating procedures about what they can do.

Lilly Allen

Her college objects to the removal of academic freedom. Even if a separate policy is being developed they believe the academic freedom section should not be removed.

Moved and seconded to add a statement to refer to the policy statement on academic freedom and tenure.

Ken McMillin

The motion is to add a statement in PS-36T and NT that states that there is a separate policy statement on academic freedom and tenure.

Lilly Allen

The feeling is not that they are okay with removal and just having a disclaimer in PS-36.

Dorin Boldor

You are saying before PS-36 there has to be another policy on academic freedom.

Ken McMillin

If we delay PS-36T and NT based upon this and it gets hung up in the general counsel's office then it might be this time next year before we get it approved. I don't want this to get hung up because we leave a lot of professors in limbo over the summer.

Dorin Boldor

Isn't there a section in the current PS-36 about academic freedom?

Jane Cassidy

What if we discuss including what is in PS-36 now about academic freedom at the beginning of PS-36 and then just remove it when the new academic freedom policy is done? The policy on academic freedom right now is not what the faculty wants. She has to check with legal and other people, but if we left that section in would that make you feel better?

Lilly Allen

Once people vet the separate policy.

Jane Cassidy

After we put that in, we would have a revised policy on academic freedom and then we would take that part out of PS-36.

Senator

Just add that this will only be active until a new academic freedom policy is in effect.

Dorin Boldor and others

Include existing language on academic freedom in the new PS-36 at the beginning with statement that this is valid until the new policy is in effect.

Jane Cassidy

Okay.

#### Vision for On-Line and Distance Education – Dr. Sasha Thackaberry, Associate Vice Provost

We are at a point of inflection for building LSU's digital future in an online presence. She comes from Southern New Hampshire University which is the largest online nonprofit institution in the United States. You may have read that 30,000 online students are coming into LSU in the Baton Rouge Business Report by Dr. Koubek. The concept is to open our doors to as many learners as possible that cannot be physically here as we actually have physically here. The goal is to have 30,000 learners by 2025. This will not be traditional online degree programs. There will be a portfolio of options. We have 881 learners in fully online graduate and certificate programs. We have 4,000 learners in online distance learning education. Those are correspondence courses. We have 5770 online learners in some sort of online course that is associated with an on campus program. We currently have online program management through Academic Partnerships (AP). It is basically bringing the learners in, taking them through the admissions process and turning them over to the colleges. There is a fractured web presence, some through us, some through other campuses, and some through Academic Partnerships. Some foundational issues are term structure like seven week courses. Right now people cannot go back and forth. There are challenges with calculations for Title IV reporting. We have a customer service stand point with current students, which are basically referral, for example financial aid or graduate school which causes us bounce students around. There are accessibility issues in most online courses. There is nothing systemic in place; most things in place currently are largely administrative. About 6.3 million students are taking online courses in higher education. There was a 3.9% increase. Now, 14% of all higher education students are taking all courses online and 30% of students take at least one course online. From 2012 to

2015 public institutions online enrollments have increased 13.4%. She showed examples of schools with open access online courses, for example University of Phoenix and Western Governors University. They have a flat fee for a 6 month term, \$3,000, and students take as many courses as they want for the flat fee. Grand Canyon University was nonprofit and then for profit and now want to be none profit again. Purdue University bought Kaplan, but it didn't work out and enrollments started to slide a little bit. It was partially a brand issue. They worked together to get advertising about it. The reason people go to a school is due to tuition and fees, the reputation of program wanted and the reputation of the school. There are non-traditional learners going elsewhere because there are no options at LSU. She spoke about how digital and continuing education supports the 2025 strategic plan. She covered their immediately goals. They want to create an internal infrastructure to build, sustain and scale online offerings. They want to create a best in class customer service model. They want to design and develop a portfolio of online learning experiences from training to online degrees. They want to design processes and tools to support a culture of continual improvement. They want to meet the needs of 30,000 learners online by 2025. Right now we have for credit and certificate online programs. Online learning has gone from bigger to smaller chunks. This gives folks more entrance opportunities to the university like e-tutoring. There is a portfolio of options. They have created a new course development and new program development process. She listed positions she is filling. They launched two new websites, one for our campus, [www.lsu.edu/dce](http://www.lsu.edu/dce) and one for the all LSU universities campuses, [www.anywhere.lsu.edu](http://www.anywhere.lsu.edu).

#### **Q&A Summary:**

Fereydoun Aghazadeh  
What is Title IV?

Sasha Thackaberry  
It is related to Department of Education funding such as Pell Grants and other funding.

Senator  
How do you define online? Is it exclusively online?

Sasha Thackaberry  
It depends on what you are looking at. In some cases it is hybrid courses. In some it is non-synchronous.

Lilly Allen  
We have a successful online program with 300 to 600 students in Social Work. Are we still working with AP?

Sasha Thackaberry  
Yes at this time. Our goal is to systematize it. The AP piece works better and lease well for different programs. There were issues with 113 of the 881 students which required manual intervention.

Lilly Allen  
Our online program brings in a lot of money.

Sasha Thackaberry  
The learning experience has to be in the core of that. The scale we are talking about requires a different sort of infrustructure.

Andrew Sluyter  
Is this new students or taking from on campus programs?

Sasha Thackaberry  
For example one program spiked shortly after it got going. On campus programs enrollment went down for that program. We need to know what demand we are meeting. If you are thinking about people coming back for a Master's in social work, some of them were probably having problems getting to campus to begin with, a lot of them like a hybrid program but we can't give it to them because they cannot come to campus because they are a working mom for example. We can't do a student back and forth in programs between on campus and online. Overall their program significantly grew with a gain of about 150 students.

Arend Van Gemmert  
Sports management and kinesiology increased both online and on campus.

Sasha Thackaberry  
They did a program at Georgia Tech with a goal of 10,000 students in a Master's in Computer Science at very low cost. Their goal was 10,000 students and they got 6,300 students. They wanted to know if they cannibalized their on campus program and they found out it was a completely different audience of leaners that could never get to campus. Some of those online students did a lot better than those on campus.

Senator  
He understands that the Georgia Tech program spent a lot of funding on their courses, per course of \$250,000.

Sasha Thackaberry  
At her previous position she had about 46 people and about half of them were course production. Their cost was \$20,000 to \$60,000 per course. That id a very different model than we need to create. Part of that is software stuff. At the beginning they were building that. They

have several different teams. We won't need to do that. Things that we thought were going to be expensive were not really expensive like 3-D animation. She is hiring a lot of people.

Senator

What he heard was LSU is offering \$5,000 for intellectual property for courses they developed.

Sasha Thackaberry

At other universities they used faculty as subject matter experts with a bonus attached and dual intellectual property ownership. The institution always retains a copy and the faculty always retains a copy. At Kent State University there is also first right of refusal every time a course is offered online. That is not hashed out yet. The model at Kent State has is good but the price point is a little low. Faculty involvement is critical.

Ken McMillin

She knows her stuff and could talk for hours and hours because she is so enthusiastic. She is still working on getting a group together. Feel free to email her assistant Kyle or send them to Ken McMillin and he will forward them.

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**Old Business**

None.

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**New Business**

Nomination report on Faculty Senate Officers for 2018-2019

Chair William Adkins

Officers for Faculty Senate nominees include President Ken McMillin, Vice President Mandi Lopez, Secretary Joan King, Members-at-Large Arend Van Gemmert, Hsiao-Chun Wu, and Judith Sylvester

Brooks Ellwood nominated Charles Delzell for Member-at-Large

Nomination Report accepted unanimously

Election slate of Faculty Senate Committee members – Budget and Planning Advisory, Committee on Committees, Faculty Adjudication

Not yet completed.

All moved to adjourn at 5:32 pm.