

Faculty Senate Meeting Minutes
Monday, November 6, 2017
Student Senate Room, LSU Student Union



Attendance

Faculty Senate Executive Committee members present:

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

Parliamentarian: Louay Mohammed

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

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

Guests:

Ryan Landry	Matt Lee	Joey Impastato	Jesse Downs	Kayla Kucharchuk
Kyle O'Neal	Rick Koubek	Maria Fuentes-Martin	Bobby Matthews	

Consideration of the Minutes from October 5, 2017

Moved by Judith Sylvester and seconded by Mike Russo.

Approved unanimously with potential corrections.

President's Report

1. The current student management system has to go away since it is outdated. It is vetting several options. Geaux Forward (Student System Modernization Project) meetings will be held on Nov 7 at 3 to 5 pm in Lockett Hall room 10 and Nov 8 at 2:30 to 4:30 pm in Howe-Russell-Kiffen Room E-130. If you are interested in what students do such as recruitment, registration, courses, etc. this is the management software that will guide those through. Several faculty senators on the IT governance council have been overseeing this project. Mr. Borne came to talk to us at our September meeting about this project. They have made lots of progress in two months and these meetings are to find out what the most recent updates are and to give input. The goal before its actually put up for a vote is to have 80% of what we do now be ready to immediately implement and incrementally add other things we have to do.
2. FSEC proposed changes to the Faculty Senate By-Laws regarding the adjudication committee (formerly grievance committee) charges and as part of the resolution we passed last year operating procedures were developed. We will bring those changes for Faculty Senate approval in the December meeting. Operating procedures were developed so that anybody who has a complaint or potential grievance can know what exactly is going to go on, how that committee conducts its business and know exactly where your complaint or grievance stands. A draft will be submitted to the Provost for his comments so by the next meeting when it comes time to vote we will have everything fairly well set.

3. For the academic calendars for 2018-2019, 2019-2020, and 2020-2021 we worked with Matt Lee about some changes for 2019-2020. The major difficulty was the issue with spring break occurring late into the semester with only 1 or 2 weeks before finals. In 2019-2020 we will revert back to having spring break back in March. Matt Lee said we are set now with disengaging spring break with Good Friday so it is closer to the middle of the semester and similar to what most of our peers do. Some of the technicalities are is that were still have Good Friday off and the difficulty in tying it with Good Friday was we couldn't satisfy both the public and parochial school systems because those very seldom fall on the same weeks. Having our own published in advance allows parents to plan ahead for the break. One other aspect that was a problem was the country music festival. For the next couple of years we have the calendar set. One senator asked if the semester will be shifted back due to the country music fest. We pushed it back three days, but will have finals a week later but still finish in the first week of May. We won't be starting the first week of January. Matt Lee said it will start on January 15 with commencement on May 15.
4. President Alexander established a Task Force on Greek Affairs with three separate subcommittees, University Governance and Oversight of Greek Organizations, Greek Organization Internal Governance and Accountability, University Governance and Oversight of Other Student Organizations. Some of the rules we have for Greek organizations do not apply to regular students. The question is why not and should they. Each member serves on two subcommittees so there is good overlap of the committees. There was some discussion on operational procedures by Andrea Guillory, head of Greek Affairs and some of her staff. There is a representative from the general counsel's office so they know what the regulatory guidelines are as far as federal and state law. They are hoping for some degree of resolution so we know exactly where we are at and we know what we need to do as far as accountability and how the Greek system in particular, but how all of our student organizations need to function in the future. Hazing is the biggest issue. There is also general aspects as to do they follow the drug policy, do they treat their peers as they really should be treated in an educational institution. The committees will work until the end of January and he expects there will be a report by the end of January. He expects there will be a couple of campus wide symposia and seminars on that. Jason Badeaux, Student Government President, is also on the subcommittees that Ken McMillin is on. They is agreement that there needs to be some changes. The Dean of Students said its daunting task. They are looking for ideas on how to deal with the student issues. They are hoping for positive changes. Ken McMillin said this is a campus wide initiative that can't come soon enough but has to be done right. There are lots of major universities around the country with issues with their students and student organizations. We want to be in the front as far as leading with standard operating procedures. We need to have guidelines that are not so restrictive that students are going to say they will not go to LSU because they want to control my life. There is a fine balance there. They are open to comments and suggestions. They are trying to be very deliberate and trying to consider all viewpoints.
5. There is a search committee for the ombudsperson and the 71 candidates have been narrowed down to 4 or 5 who have been phone vetted. There are four left that will interview next Monday.
6. Due to changes in how we operate and other guidelines we have, and changes in titles, etc. The FSEC will work on updates in the Constitution and By-Laws. That will be a long-term ongoing process also. Send him an email if you notice items that need to be changed.
7. Out of the strategic plan one major pillar is to increase the service and accountability of everybody who is at LSU. That means trying to put our best foot forward with a visitor, to ourselves, whether it's an administrative office, whether it's a custodian, whether it's a faculty teaching a class, so in that regard Heather Herman is chairing a service and operational excellence committee. Ken McMillin and Brendon Karch will be the faculty representatives on that committee. There are a lot of staff and other personnel. They can make an impact if we have some guidelines to go forth. They will hire a third party to give them some guidelines. Some peers are so friendly it makes people want to go.
8. The APIC committee website hasn't been used as much as they thought this past year. Ken McMillin, Gundela Hachmann, Mike Russo and Kip Mathews are members of the committee. With all the difficulties that faculty, staff and administrators have with our state contracted travel agency, Short's, there will be a button to record your travel experiences, both good and bad. We want you to be as definitive as possible. They want to establish a case log of the difficulties that we have. LSU spends about \$7.2 million and athletics over \$3 million. The rest of us spend about \$5 million. Anytime we can save money is good. Sandi Gillian is chairing the committee. Gundela Hachmann said they discussed different templates with IT and they are in the process of implementing the one submitted. They are trying to figure what information is needed in an easily inputted way. This is to build a case for more autonomy for travel.
9. We are not compliant in our websites in ADA regulations. We now have an Online Accessibility Work Group. If you have experience with ADA compliance or website design or function and want to serve on that committee, Matt Lee wants the very best people. Our 10s of thousands of websites each has to comply. We want people familiar with the various aspects to serve on the work group.
10. The BOS meeting on October 13 did not have a lot serious business. They approved the establishment of a Graduate Certificate in Archival Studies, established a BA in Screen Arts, a Social Research Center and the LSU Comprehensive Master Plan. Parts of campus will open up and alumni are in awe of some of those progressive things. That will help with their fundraising drives.
11. We had a Baton Rouge Regional Tall Hall Forum on "Higher Education: The Future for Louisiana" on Nov 2. The moderator was Jim Engster. Panelists were Rep. Carter, Carpenter, Marcelle and Smith and SG President Jason Badeaux. The idea was how do we develop higher education to a degree. One idea was to make every students stay in the state for one year for every year they get TOPS, but will there be a job for them here? We may have another one this spring. He wanted to publically thank Commissioner Rallo and his staff for helping us out that way.

Q&A Summary:

None.

LSU Olinde Career Center Initiatives and Activities – Jesse Downs, Director, and Kayla Kucharchuk, Manager, Experiential Education

They discussed with Faculty Senate before ways to integrate internships within the curriculum. They are already tapping into resources who are contacting faculty to come have a conversation with them when they go meet employers who are contacting faculty. There are students contacting faculty to ask career related questions. They want to strengthen this program going forward. They want to know our suggestions, concerns and what they are missing the mark on when talking about careers. The Career Center mission is to educate students and preparing them for careers that fit their career core. They find out students' career needs and find out what students need to go into that career, like doing research, participating in experiential learning and what that means to them. They are here to compliment the academic mission of the university so they envision their services wrapping around the academic core and help students along that career development path. That could be figuring out what the students are interested in and their long term goals to preparing and understanding competencies, gaining experiences and then transitioning into the next step. That could a full time job, graduate school, service in the military and becoming an active productive citizen after their time here at LSU. Their primary constituent is students, but they serve alumni and the community. Their basic service includes resume writing, practice for an interview, writing a personal statement for graduate schools, career exploration planning, 4-year career planning, job and internship searches, and college specific career coaching. They test ran having an embedded career coach in the Colleges of Business and Engineering. They facilitate all formal career events on campus. They work with employers by providing free online job postings, recruitment events, recruitment strategy consultation, on-campus interviews, and act as a conduit to student organizations and faculty, coordination of recruitment visits, internship development and enhancement and employer branding. They want to leverage our partnership through sharing resources. They started a liaison program 15 years ago, so every senior college has a liaison, so they can learn what those particular students need to know. Kayla is the liaison to the College of Science. They can also do tailored classroom presentations, to cover what we want our students to learn. They have several off the rack presentations but they can make them more specific to the area. They also have job related pages called job blasts and widgets. They need our help to champion relationships with industry partners. Faculty may not have time to work with those employers or maybe they are searching interdisciplinary. They can help facilitate the connection with us.

They do a graduating student survey. They are currently doing a six month follow-up to see where they are going, where they are located, what their salary is, if their job is connected to their field of study. Matt Lee has to produce reports for the state. They can provide report information to us as well. They offered trainings such as Title IX and internship trainings. They want to explore faculty sponsored training, working one on one with faculty to figure out the best way to manage these relationships. They want to continue with their internship course collaboration, regarding internship courses for credit. If you want to build something that possibly already has some internships in place, they will collaborate on that. They want to work with us in ways that make sense, to find ways to match career work with what is going on in our classrooms. How can we make the learning core more integrative, not just internships, but class assignments where students do reflections on their career choice or informational interviews to discern what happens in jobs, and also resume development. Whether it's for a grade or just ideas we have, they want to be an asset to us. Contact Jesse Downs at jdowns@lsu.edu or Kayla kayla@lsu.edu Tel: 578-2162, 158 Student Union for more information.

Q&A Summary:

John Devlin

We used to have our own separate career services; can we work with you now?

Jesse Downs

We do work with law students. Those students interested in career paths bot aligned in a traditional field do use the online management system through centralized campus and on campus interviews. The Law School career center uses the main recruitment center to facilitate their legal career interviews. The Law School collects their own information but they also collect information for the law students as well.

Aly Aly

He is glad we have the resources on campus. His experience from other schools is that the core for an excellent education is the marriage between the industry and the university. What we need to work on is how to have more industry presence on campus by supporting research. We need jobs for our students here before they leave the university. We want them to be more interactive and come here to support our faculty in our research.

Kayla Kucharchuk

One great way to expose our industry partners to the research is to bring them on campus.

Aly Aly

The issue is trust. We have excellent brains here but how do we bring them to this environment. Once it is open there is no issue.

Jesse Downs

At the Provost office level there is a monthly meeting called the Corporate Council. She sits on it, Heather from the Provost's office, a representative from ORED and corporate and foundation relations reps are also on the council. The goals are to identify corporate identities that engage with the industry through philanthropy, recruitment or research and to try to move them to tow and eventually three of those things. Those most engaged and having the most impact are those doing all three. That is Greg Trahan's real charge. His whole role is how to rebrand the academic research to tell companies we can solve their problems, to leverage corporate partners to invest in research to help them solve their problems.

Kayla Kucharchuk

The research they offer the faculty is available on their website. There is a link on their site for faculty.

Integrative Learning into General Education – Dr. Carol Wickes, Faculty Senate General Education Committee

She is on both the Faculty Senate General Education committee and the Strategic Plan General Education Committee. They are more broadly under the developing leaders part of the strategic plan. The components of the strategic plan are to develop a campus-wide culture of cross disciplinary teaching and research. We are trying to produce global citizens, effective leaders, etc. as listed in the strategic plan on page 18. They are adding scaffolding of knowledge across disciplines. Their charge was to develop a general education curriculum that produces leaders that are effective and versatile problems solvers, etc. They developed some proficiencies about what students should learn through general education courses. They delineated pedagogical methods. They had a survey on needed learning competencies. They went to tall hall meetings and attended a learning institute meeting. In the third step they formulated proposed learning competencies including, critical inquiry and integrative thinking at the freshman level, communication, quantitative and inferential reasoning, global and civic learning, and integrative and applied learning. Integrative learning is an understanding that the students build across the curriculum and making connections. As they move through the program they deal with more complex situations that deal with more thought and input. Integrative Learning will include 15 hours, 6 hrs. of natural sciences, 3 hrs. of arts, 3 hrs of humanities and 3 hrs. of behavioral and social sciences. There are also 6 hrs. of communication courses. For civic and global learning (12 hrs.) students will have courses to help them be open-minded. Integrative and applied learning would be a cap-stone like course at the senior level. These are grounded in the LSU Values in an Integrative Core Curriculum. They are trying to figure out how to vet the courses, and they will most likely go through Faculty Senate General Education committee. They will help with development of signature assignments. They will help us to move into integrative learning. She showed the proposed LSU integrative learning core for 39 hours.

Q&A Summary:

Done after resolution read.

Old Business

None.

New Business

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

Read by Ken McMillin

LSU Faculty Senate Resolution 17-07**Restructuring of LSU General Education**

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

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

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

Whereas the LSU Strategic Plan 2025 has transforming education and developing leaders as two of the six challenges; and

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

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

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

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

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

Motion to move into discussion by Mike Russo and seconded.

Unanimous vote to move into discussion.

Q&A Summary:

Richard Bengston

What is the total number of hours we are talking about? Are we going to double count the current capstone courses?

Carol Wickes

The same we have now. Yes.

Ken McMillin

We are mandated now to have those general education courses by the Board of Regents. We need to make changes within the current structure that the Board of Regents has. Administrators have been discussing with BOR staff that we are the Flagship and we really want our students to have these learning principles and skills when they graduate. Engineering has had a difficult time integrating the ABET requirements with general education courses and the skills they want their engineers to graduate with, but we know it can be done. It won't happen quickly. We think it's going to be a three to five year process at minimum to get the transformation in place. Most of the integrative cores that have been introduced have been at not what we would call major universities. We have around 30,000 students that we have to do this with. Most of our general education courses have many students in them, 100, 200 or 300 students, so how are we going to get this done. It is going to be an evolving process with the general education committee, course and curriculum committee and the educational policy committee.

Charles Delzell

This integrative core has been happening at other schools, but where did it originate here at LSU? It says the strategic plan, but did this come from some administrators or your committee?

Carol Wickes

The strategic plan has stated this as one of the nine pillars.

Charles Delzell

Where did the strategic plan come from?

Carol Wickes

Us.

Charles Delzell

Was it debated in the senate?

Ken McMillin

Each of the strategic plan subcommittees had public meetings where they discussed their plans.

Senator

Can you tell us what differences students will see as compared to what it is now?

Ken McMillin

What we intended to do is say have every one of our students take courses in arts because that is a requirement by the BOR. They have to have so many hours of life sciences, but they are not life science majors so how can we make it somewhat rigorous so that the humanities students can pass. Before we said how can we meet the requirements, in that regard we need to move LSU forward.

Bill Kelso

We are not throwing out general education. They proposed that maybe 20% of the course would be taught differently to include problem solving and integrated thinking so they can make connections more than just sitting in class writing notes and spitting it back on a test. As far as where does this come from, you look at employers surveys and almost all of them say the students have the technical knowledge but being to take a and b and come up with c, they cannot do that and that's the problem. You see this at almost all universities if you do surveys of employers around the country. Our students cannot problem solve, they can't think at a higher level because we haven't really forced them to. We ask them to memorize stuff and okay they get an A because they memorized it. That doesn't help them when they get out and get a job. This designed to focus as much on the competencies as it does on the information you present so it doesn't really matter what course it is, they have all addressed civic and global learning. It's not course content, it's about getting these higher level competencies in our students. Ten percent or 15% of the class might be taught a little bit different with signature kinds of assignments to get students to start being able to do that. The capstone is really not part of general education, but what we want is if we can get these students to get these competencies that as they move up through their undergraduate programs and get to those capstone courses, that in those capstone courses they will be able to display all of these competencies.

Ken McMillin

Some courses will change a lot and some won't change a bit.

Carol Wickes

When the student gets to the end and they have a portfolio of these signature assignments that they started from their freshmen year and they are starting to make linkages, for example there was a flood over here and they didn't know it was going to have an economic impact of people in another area. The students will start to link these ideas together and link them together more naturally.

Senator

It was mentioned that the implementation will take 3 to 5 years. Will this be a gradual role out with three to five classes a year or will this be all courses will be done in 3 to 5 years?

Carol Wickes

Every single general education course has to be reviewed every five years. So each time the course format will have to change to the new one. It might not be as fast as LSU faculty wish to make a change.

Ken McMillin

It may be that some courses may have to have multiple sections. Those general education courses are not only to expand the horizons of the students but also to form a foundation of these learning skills for their curriculum. It may be engineering will have a different section of art than, agriculture or some other field. That is what the general education committee is asking to do. They want permission from the educational aspect which we control as faculty to actually explore some of these and want the authority to move forward. That is what the resolution is all about, is can we take the first steps.

Senator

Will a policy on team teaching be shifted for someone teaching for example art to engineers?

Ken McMillin

One of the purposes is to have this be more interdisciplinary, multidisciplinary, and the wildness envisioning of the general education changes would be that every course would be team taught so our students understand that there are different perspectives.

Senator

He was at a meeting for institute on dialog for sustained culture for the strategic plan to institutionalize university requirements for general education. Are those different things entirely or would that potentially be part of this?

Carol Wickes

They didn't address that specifically.

Senator

Theirs is more about an identity.

Matt Lee

He spoke to Derick about this as well. They are still flushing out the global and civic engagement. It is a good opportunity for faculty to bring courses forward.

Ken McMillin

Regarding team taught courses, most general education courses are housed in a department, we envision there will be new courses that are interdisciplinary between colleges. We could envision that for each of the six pillars there would be interdisciplinary courses that would definitely have to be team taught. We could actually have new and different general education courses not owned by a specific department.

Carol Wickes

If you are a general education instructor now, you just have to tweak it and come up with a signature assignment. You don't have to come up with something brand new, it's encouraged but you don't have to.

Judith Sylvester

They have already tried to tinker with their general education course in mass communications; it takes a long time because of going through the courses and curriculum committee and change the catalog copy. They like having a general education course because it helps them recruit students. They are not thrilled about having to share those. Is there going to be a way to expedite this or will the process get bogged down because we have to get everyone to review it to get approval?

Carol Wickes

Every general education course has to be approved every five years, so when your course comes up it will be reviewed. She has served on both sides.

Stuart Irvine

Can you give an example of what a signature assignment might look like in say in a history course or a course on the bible?

Carol Wickes

The reaffirmation in the university was very recent but that didn't happen just within the religious community that happened because of a whole bunch of other cultural things going on. A signature assignment in a religious studies class could be asking students to talk about the economic setting that led to reaffirmation.

John Devlin

The law school has not been involved in this process at all. A lot of what was said is what they try to do in the first year of law school, thinking like the lawyer with that integrative critical thinking. What can the law school do to help?

Matt Lee

We will get you in on the conversation for sure. It would be helpful to get some good insight.

Gundela Hachmann

She likes the idea about developing such a course and working with someone outside the college. She co-taught once and it didn't happen again do to administrative difficulties. Her college was not supportive of the idea. She is not sure in her department how a new general education course could be developed. The courses they have to teach have to cover department needs. Occasionally if they are nice, they can teach a little bit outside. It is at the discretion of the chair and dean if it happens at any time. In terms of teaching assignment how will that general education requirement be worked in?

Carol Wickes

In geology, their courses are part of general education and they have a different framework.

Gundela Hachmann

They only teach it if it happens to coincide with what they are already doing.

Ken McMillin

Since this is an university level issue Dr. Lee and Dr. Koubek will have to figure out how administratively to do that.

Carol Wickes

The idea is taking these 800 people classes and saying we will meet twice a week for lecture and one hour a week for a 25% recitation section discussing how this connects to whatever you're reading in the newspaper. It is an issue with hours.

Brooks Elwood

The student classes that have over 200 or 300 students and if you are trying to bring rigor to the class and students don't attend class and you cannot force them to be there. Then when it comes time to give a final exam to evaluate whether or not they have learned the material you want and 50% of the students fail, there will be smoke and fire on the wall. In big classes 50% of those students do not show up. He used get clickers to try to get students into the classroom. The students asked if there were going to be clicker questions and the graduate student teaching while he was gone said no and 50% of those students got up and left. Without more funding we don't have enough faculty to have a relatively small number of students in that class. How are we going to deal with this issue?

Carol Wickes

We have talked a lot about breaking up 800 person classes, so that the faculty members know the students. How much does that cost and how do we do that are questions the committee has discussed. It's funding for faculty, and funding and training for graduate students.

Brooks Ellwood

He tries to get all students in the classroom, but he can't. They are walking into the exams without being in class. We lose education here.

Carol Wickes

Student attendance and size of classrooms is all being talked about by committee.

Chris Barrett

She thinks it is an exciting proposal. She sees that the numbers of humanities courses are reduced from 9 hrs. to 3 hrs. She comes from an area where they have 40 to 50 sections of a general education course. She is concerned about total student credit hours.

Carol Wickes

Some place in the proposal they have humanities, science, behavior and social science. Things missing have to show up in integrative learning.

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Chris Barrett

At some points during the roll out there may be a significant increase in student credit hours (SCH), so she hopes there will be some sort of mechanism to ensure that in the course of a roll out that SCH are not solely determinative of staffing decisions that are made within departments and colleges.

Matt Lee

Decisions in the past have been made based on student credit hours. Academic units may perceive themselves as winners and losers. Since the core hours are still there, while they may be popping up under different competencies, student credit hours will not change much. They are working to ensure that deans are not caught off guard.

Ken McMillin

The unit heads are not involved but the deans are.

Suresh Rai

ABET has their own requirements and they do try to meet the BOR requirements. He is looking for the lab component that is required in some engineering disciplines, for example IEEE wants a physics lab. He suggests these go through the ABET requirement at the same time as we do this. They either had to cut down or merge engineering courses to try to get to 120 hours. He suggests to look into the ABET requirements also.

Carol Wickes

They have not changed the BOR requirements, it is still 39 hrs.

Suresh Rai

If those requirements are going to coincide with ABET requirements then that is fine.

Matt Lee

Demetri is on the committee.

Carol Wickes

Demetri is excited about the ethical reasoning requirement.

Suresh Rai

Sometimes we don't meet that requirement.

Ken McMillin

You may identify a general education course that includes these critical thinking skills areas, but it is only for the engineering students. They would teach that general education course in a slightly different manner than everyone else on campus. You have gone through growing pains of reducing your curriculum to 120 hrs. and were successful.

Carol Wickes

We had to cut back also.

Senator

Will the people serving on this committee in the future have experience teaching general education courses?

Carol Wickes

She has taught general education courses. It is not a pre-requisite. She doesn't think people volunteer to be on the general education committee unless they have an interest in it.

Matt Lee

Most of the committee members do teach general education courses.

Senator

He taught only within the curriculum before and now he teaches a 350 student general education course and has a different perspective.

Ken McMillin

He would expect that the general education committee would have town halls on how courses were vetted.

Aly Ay

We need to think of assessment of these courses.

Carol Wickes

The strategic planning general education committee has been thinking about faculty development and helping faculty and graduate students understand what these signature assignments are. We have to assess. It could be this is a signature assignment that I did this semester, did it work, and didn't it work, that level of assessment. The development piece will help also.

Paul Hrycaj

He has some questions about some of the terminology. Is the phrase 'integrative core' generally being used or is it an LSU term? Is that something people actually understand?

Ken McMillin

A lot of those phrases come from the strategic plan. The general education committee will need help from Academic Standards and Honors and General Policy committee which right now is the FSEC.

Charles Delzell

He googled the phrase integrative core and some school has such a thing. It existed before LSU. He mentioned it to his department chair today that we would be talking about integrative core and he gave him a funny look like what the heck is that. We say faculty members are

in charge of determining academic policy, but then we say it is part of the strategic plan and we have to support these goals in the plan. It seems like it ought to be approved by the faculty senate.

Ken McMillin

It is because the BOS has delegated educational policy to us, the Faculty Council, which is now the Faculty Senate. The BOS has also endorsed the LSU Strategic Plan 2025 as the road map for that educational policy. They are the ones telling us yes we determine the educational policy but within these guidelines.

Gundela Hachmann

She appreciates Charles Delzell's comment, but said he is doing injustice to the committee; they thought long and hard about what concepts we can bring to LSU that will help us to improve what is currently our general education curriculum. Yes integrative learning is used in the strategic plan. This is something the committee members are all behind. This is something that they genuinely believe in and support.

Ken McMillin

They are not all in agreement on how it will be done.

Carol Wickes

They spent a lot of time thinking about LSU students and how to make their experience better and prepare them better for their future careers whether that is graduate school or a lifelong learner, how can we help them get where they want to go.

Ken McMillin

The strategic plan is that LSU will be a better educational quality producer regardless of size. We know we have to have so many students to meet our budgetary requirements. Lots of small and medium liberal arts colleges have already implemented some of these concepts and their students are in high demand. We want every one of our students to be in high demand and to do that we have the best quality education that we can produce in Louisiana. We don't want them to be even thinking about any of the other institutions. We will attract out of state students and students that go out of state now.

Arend Van Gemmert

There are a few people concerned about integrative learning. It is actually theory so it cannot be defined. It is to help make connections across curricula. That is what we are trying to do with the general education. Why are we only picking two out of the six pillars in the resolution? Advancing arts and culture, bridging the coast, fostering research, economic development and improving health and well-being also have to be part of it.

Carol Wickes

We have talked about that. The introductory arts course could easily fall into the advancing arts area. A life sciences course out of agriculture on human health could link to that pillar. One that is sort of the staff development pillar can link to the career development pillar.

Ken McMillin

Those are only two examples.

Arend Van Gemmert

By stating those you are lifting them out. Just do transforming education. By saying two out of the six you are elevating those out of the six that we have. He would say that LSU's Strategic Plan 2025 has transforming education as one of its six challenges. We could also mention all of them.

Arend Van Gemmert motioned to include all six pillars and Brooks Ellward seconded.

Vote on amendment: passed with some no votes.

Brendan Karch

What is different if we pass this resolution versus not? Is this a formal stamp of approval?

Ken McMillin

Realistically he spent more time than he intended with the general education committee, even though our by-laws spell out their charge and they can make changes to the general education curriculum, they felt comfortable that now was the time to come before the full senate for approval to take it a step forward.

Ken McMillin

Asked for suggestions for Online Accessibility Work Group members.

All moved to adjourn at 4:56 pm.