

**Faculty Senate Meeting Minutes**  
**Tuesday, February 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 N Delzell (present)

*Senators present:*

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

✓ = present; P = proxy; A = alternative representative

**Proxies (can't vote)**

Patrick McGee for Benjamin Kahan  
 Joshua Detre for Wes Harrison  
 Pratul Ajmera for Suresh Rai

**Alternative Representatives (can vote)**

Joanne Henson for Michael Russo  
 Larry Rouse for Michael Wascom  
 Larry Crumbley for Edward Watson & Andrea Houston  
 Wanik Kim for Kathleen Bratton  
 Joseph Legoria for Larry Crumbley (et al) until Larry arrives at the meeting

*Guests Present that Signed in:*

Thomas Rogers	JoAnn Henson	Robert Doolos	Patti Exner	Chip Delzell
Jay Hudson	Jeffrey Wales	Scott Sullivan		

**Consideration of Minutes from January 20, 2011 Meeting**

Senator Freeman moves to accept the minutes, Senator Braunstein seconds.

Approved unanimously (provisionally, later revision possible)

## President's Report

- Every year we renew the membership on the FS committees. Please see the web site for a list of the committees and openings. Louay Mohammad is heading up this renewal effort, so feel free to contact him for more information or nominations.
- I'd like to congratulate Mike Russo, Pat O'Neil, and other committee members of the LSUnited movement for imitating a dialog with Chancellor Martin on Faculty collective bargaining on Feb 25.
- The FS has sponsored Sandra McGuire's symposium on Teaching and Learning as part of the Retention Committee's effort. Attendance was very good with 130 participants.
- We are continuing discussions on commencement and regalia associated with that. Robert Doolos has polled some of our peer institutions for their practices and will present a short report on this in the future. Designing new robes for commencement is also being considered.
- We continue to meet and discuss items with the Flagship Coalition. For example we had lunch today with Sean Reily and other LSU administrators where useful discussions and updates occurred.
- We met with the Provost concerning the revised PS-44 and that is currently being considered by Academic Affairs.
- The election of faculty representatives to the Graduate Council is also moving along with discussions with Dean Constant and Provost Hamilton. Dean Constant will give us an update at the March FS meeting.
- There have been some issues with the retroactive drop rule that the FSEC has been involved with. The current rule is not very clearly written and the FSEC will meet and work on clarifying it.
- There are three Budget Committees: the FS Budget Committee (semi-inactive due to lack of information from the administration), the University Budget Committee (currently inactive), and the Crisis Budget Committee (very active, but with limited faculty involvement). The Provost will merge the university Budget and Crisis Budget Committees into one committee. We are in discussions with the Provost to get more faculty representation on this "new" committee.
- A.G. Monaco (head of HRM) is working to get clearer information posted about HRM matters and communicated to departments around campus.
- We had 47 faculty attend the State-wide Faculty Senate meeting at LSU-Alexandria on Jan 22, 2011. New committees were setup at this meeting to tackle key issues involving faculty governance.
- Judge Janice Clark just issued an injunction against the UNO-SUNO merger study by the BOR. So that is currently on hold.
- The BOR wants to make it easier for students to get degrees. There is some discussion about creating a "fall-back" degree when you don't quite make it through your primary degree goal. How this will work is not at all clear and I'll keep you informed if this progresses.

### Q&A Summary:

Pratul: At lunch today did you learn more about the scope of the LSU Flagship Coalition?

Kevin: Initially they had rather grand goals, but those have been scaled back as the reality of the impact of some of their proposals has sunk in (e.g., civil service proposals). They finally have a website, which is not fully implemented and has some problems. Many feel that some of the current civil service rules do need to be changed and loosened.

Pratul: How does the Blueprint for LA and their proposals that were in the paper today concerning tuition increases mesh with the Flagship Coalition?

Kevin: Blueprint for LA is a separate and more industrial group, but there are overlapping proposals. The more groups that show interest in higher education, the better.

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## Old Business

Second and Final Reading of :

**LSU Faculty Senate Resolution 10-09**  
**"A Faculty Member's Right to Assign Grades"**  
*Introduced by Charles Delzell*

Whereas the LSU Faculty Handbook declares:

It is the right and responsibility of the instructor to determine and assign the grade for each student who is enrolled in the course beyond the final date for withdrawing. The instructor's assignment of a grade is final, and the grade

may not be changed or altered except through the academic appeals procedure, following appropriate investigation.

*Whereas* the American Association of University Professors’ statement, “The Assignment of Course Grades and Student Appeals,” declares:

The assessment of student academic performance ..., including the assignment of particular grades, is a faculty responsibility. Recognizing the authority of the instructor of record to evaluate the academic performance of students enrolled in a course he or she is teaching is a direct corollary of the instructor’s “freedom in the classroom” that the 1940 Statement of Principles on Academic Freedom and Tenure assures. The faculty member offering the course, it follows, should be responsible for the evaluation of student course work and, under normal circumstances, is the sole judge of the grades received by the students in that course.

*Whereas* Faculty Senate Resolution 03-04, “On Grades and Standards” (introduced by then-Senate Vice-President Carruth McGehee, and adopted in 2002) declares:

The appropriate officer of each academic unit will take special care to see that all teaching personnel are informed about pertinent policies and expectations with respect to grades, and *supported as they undertake to uphold appropriate standards* [emphasis added].

*Whereas* PS-44 (“Grades”) declares:

There is no “University curve” or other table of numerical equivalents of letter grades to which a faculty member must adhere.

*Whereas* the 2008 AAUP report, “The Use and Abuse of Faculty Suspensions,” <http://www.aaup.org/AAUP/comm/rep/A/facsup.htm>, declares:

... Sometimes, as we will show, administrators decline to use the term [“suspension”] and claim that in fact what they are imposing is not a suspension at all...

... [I]ncreasingly the Association is dealing with cases that involve partial suspensions, in which the faculty member is blocked from some duties or locations, but not others.... Removal from even a single class can, of course, pose serious complications for the faculty member’s standing as a teacher.

*Whereas* the Regulations of the LSU Board of Supervisors declare:

The faculty or Faculty Council shall establish curricula, fix standards of instruction, determine requirements for degrees, and *generally determine educational policy*, subject to the authority of the Board... [emphasis added].

***Therefore be it resolved*** that the Faculty Senate hereby (1) reaffirms the above-quoted passages from Resolution 03-04, PS-44, and the Faculty Handbook, and therefore (2) prohibits the LSU administration from suspending or otherwise removing any instructor from teaching any course, or punishing or disciplining any instructor, on the basis of the grades the instructor gives students, as long as the instructor “assigns grades equitably and consistently in accordance with the standards established by the faculties of the various colleges and schools” (as provided in PS-44); nor may anyone change any grade so assigned (whether it be a final grade or an interim grade on any work during the course), except through the Grade Appeals procedures described in LSU’s General Catalog.

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

Joan King: Are you proposing to change anything in PS-44?

Chip: No.

Pratul: PS-44 is not final as yet, so some of the wording could change and affect what you have to say in this proposal.

Patrick McGee: Your *Whereas* concerning suspension and AAUP rules does not seem to tie into the main goal of this resolution, so I might suggest dropping that *Whereas*. But this suspension issue is important on its own and may merit its own resolution.

Diane Brickmore: I suggest changing some of that language to “suspending or otherwise removing” in that *Whereas* to tackle the issue of the administration trying to use non-suspension language.

Chip: OK

[More discussion on some of the language and removing instructors from a classroom, language changes finally worked out and Chip includes the final suggestions.]

Call question on Friendly Amendment for rephrasing the part of the resolution concerning removing/suspending an instructor based simply on grade assignment.

### ***Passes unanimously***

George Stanley: I have an issue with the last part of your “therefore be it resolved” – “nor may anyone change any grade so assigned whether it be a final grade or interim grade on any work during the course except through the grade appeal procedures.” We had a case in chemistry of an instructor for a large enrollment class that had serious grade distribution problems based on poor teaching and exam questions that did not correspond to material covered in the class. The

department had to go in at the end of the semester and reassign the final grade distribution to better match the other sections being taught. The way I read the wording in your resolution this grade reassignment couldn't be done and 200+ students in the class would have to submit grade appeals. Is that correct?

Chip: There is the clause that states so long as the instructor assigns grades equitably and fairly in accordance with departmental policies and standards concerning that course.

George: Yes, I can see that there is enough "wiggle" room to accommodate this.

Pratul: The new PS-44 would also support this type of grade change.

Fred Shelton: If the instructor grades students in a way that is out of wack with the rest of the faculty and is suspended you don't seem to be able change the grades.

Chip: No, this falls under not following the standards for that course which then allows the grades to be changed.

Guillermo Ferreya: Who can initiate a grade appeal?

Pratul: I believe only students can initiate a grade appeal.

Guillermo: So if students all get "A's" they will be happy and not request any grade appeal.

Chip: I believe that the previous discussion and language means that the department can initiate a grade re-evaluation.

Jeff Nunn: We had a faculty member that passed away and I took over the course but didn't have her grading standards. So I had to develop my own grading system. Is that OK?

Pratul: You shouldn't change previous grades, but you are in charge of the final grade assignment.

Question is Called.

***Passes unanimously***

Second and Final Reading of :

**Faculty Senate Resolution 10-18**  
**"Increased Spending on Higher Education and the Timely Pursuit of Excellence"**  
*Sponsored by Senator Justin Walsh*

*Whereas* Louisiana State University has, since 2002, charted its progress towards national prominence by means of the Flagship Agenda;

*Whereas* the Flagship Agenda hopes to improve LSU's service to the state by offering "a world-class knowledge base that is transferable to educational, professional, and business enterprises; an incubator for the development of new products and technologies; prominence in the national arena for federal projects and funding; nationally-ranked programs that prepare students for the most competitive and prestigious graduate programs and employment opportunities; and a competitively educated workforce, trained for attracting high-growth industries";

*Whereas* the job market for scholars currently offers an almost unprecedented "buyer's market" (even by the usual low standards) for universities seeking new faculty members at both the junior and senior levels;

*Whereas* state higher education leaders, from the LSU campus, to the Board of Supervisors, to the Board of Regents, to the Legislature, to the Governor's office, have consistently reacted to the current state budget situation only by arguing over how much to cut from university budgets, faculty, and curricula;

*Whereas* LSU Chancellor Michael Martin has remarked publicly on the vulnerability of LSU to the poaching of its high-quality faculty by other institutions;

*Whereas* academic programs across the university have indeed lost staff since budget cuts began in January 2008, first through unreplaced attrition due to retirement and departures of faculty for better opportunities elsewhere, and more recently through active layoffs, leaving some programs down to only half of their normal strength or less, while faculty responsibilities and student enrollment have continued to increase;

*Whereas* the Louisiana economy has not, in fact, been as deeply affected by the recession relative to most other states, particularly some that already have National Flagship University systems, such as Michigan, California, North Carolina, Ohio, and Virginia;

**Be it hereby resolved** that the Faculty Senate calls upon all of the aforementioned higher education leaders to change the terms of their debate radically, to argue for increased spending on higher education rather than reductions, and specifically to support the opportunistic hiring of the very best rising and established scholars, who will contribute greatly to the intellectual life and accomplishments of LSU, who will dedicate themselves to furthering the education of Louisiana's students, who will bring new energy to the fulfillment of the Flagship Agenda, and who will raise the reputation and standing of the state as a whole.

**Q&A Summary:**

Kerry Dooley: I can't argue with anything you say here. But you can't expect the BOR or most other folks to take this seriously. I think they are tired of hearing that unless you can propose where they can cut to free up the funds to support higher education. The reality is that budgets are being cut.

Justin: It is not my job to propose cuts in the budget, but I believe it is my job to tell them to spend more on higher education.

Kerry: I believe that we can propose ways to balance the budget and avoid cuts to higher education.

Joe Legoria: If you want more spending then you need to raise taxes. LSU needs to generate more money through increases in tuition and fees. Propose that LSU should become more self-sufficient.

Justin: That is the direction that we are heading. I understand that this resolution is "quixotic" and might not do anything.

Joe: Why not be bold and propose that LSU be allowed to become more self-sufficient and raise its own funds.

Dominique Homberger: When people send their children to LSU they are investing in the future. So I propose a friendly amendment that you change "increase spending" to "increase investment" in the title and body of the resolution.

***Friendly amendment is accepted and unanimously approved.***

Rebecca Owens: I'm confused on to whom this resolution is intended. Is it for our administration? The public? I just don't see the point of this resolution.

Chancellor Martin: I agree with the sentiment of this resolution, but I believe that you need to "beef" it up with more facts and figures so it has a stronger effect.

Diane Brickmore: I move that we postpone till the March meeting the motion to develop a stronger resolution based on the Chancellor's comments.

***Postponement passes unanimously***

Second and Final Reading of:

**Resolution 11-01**  
**"State Subsidies for Athletic Programs and the Higher Education Budget Crisis"**  
*Sponsored by Hugh Buckingham*

Hugh was not present so it was moved to postpone till March meeting.

***Postponement passes unanimously***

Second and Final Reading of:

**Faculty Senate Resolution 11-02**  
**"Reissue of PS-29 as Control in the Course and Classroom"**  
*Sponsored by Ken McMillin*

*Whereas* the faculty of the University have been designated to be in charge of educational policy, subject to the authority of the Board of Supervisors; and

*Whereas* all courses and the course contents are approved by the Faculty Senate Courses and Curriculum Committee; and

*Whereas* it is important to maintain environments and instruction that are conducive to study and learning in all classes and teaching facilities; and

*Whereas* the Board of Supervisors Bylaws acknowledge the right of a teacher to explore fully within the field of assignment and to give in the classroom and elsewhere such exposition of the subject as the teacher believes to represent the truth; and

*Whereas* there are no university or system policies that specify how these teacher rights may be expressed, and

*Whereas* more than 100 approved courses at LSU may directly use animals or food in lectures, laboratories, seminars, and other classes; and

*Whereas* PS-29 Environmental Control in the Classroom was deleted after consolidation with PS-19 Environmental Health and Safety, which outlines the major roles and authority of the Office of Environmental Health and

Safety (EHS) at Louisiana State University (LSU); provides a framework that facilitates the protection of life, property, and the environment; and sets forth safety and environmental responsibilities, provides support for safety rules and procedures, and establishes activities/programs which are necessary for the successful implementation of the University's Environmental Health and Safety Program, but does not address faculty rights and responsibilities for course and class behavior other than safety and environment concerns;

**Therefore be it resolved** that PS-29 be reissued to define instructor control of courses and classes with the following wording:

**Control in Courses and Classes: PS-29**

*Purpose*

To define policy with respect to care rights and responsibilities of instructors in teaching at the University.

*Definitions*

Instructors are faculty members as defined in the Board of Supervisor Regulations and Bylaws or guest lecturers invited into classes to provide specialized instruction and teaching to students.

Teaching facilities are classrooms, studios, laboratories, seminar rooms, practice rooms, library study areas and carrels, museums, and other areas of the university campus that are appropriately determined by the course instructor to give the proper learning environment for the planned class teaching lesson, lecture, or activity.

*General Policy*

It is the University's intent to provide in all teaching facilities an environment conducive to study and learning. The instructor of record is responsible and has the right to determine the instructional activities for each course and to provide fair and appropriate teaching environments. Any situation or department which disrupts the learning process, as determined by the instructor, is prohibited. Smoking is not allowed in any teaching facility or area at any time. Eating and drinking in teaching facilities or areas are allowed only in areas designated for those activities in individual buildings and in classes where the course syllabus provides for use of these in course activities. All animals, except those for service assistance or course instruction, are prohibited in teaching facilities.

The course syllabus will specify information to the student about the course, including course objectives, grading policies, topics, textbooks and reference materials, and any other policies necessary for maintaining the instructional environment. Only registered students and individuals approved or invited by the course instructor are allowed to participate in class instructional activities.

Faculty members are responsible for the enforcement of this policy in their classrooms and should report to the Building Coordinator or Department or School chair, head, or director any deviations needed in this policy and any observed violations in this policy. In the latter case, the instructor or class will not be held responsible for infractions caused by others. A list of Building Coordinators is available from the Office of the Vice-Chancellor for Finance and Administrative Services.

***Q&A Summary:***

Stephanie Braunstein: Seeing eye dog should be changed to "service animals".

Ken: OK.

[A number of suggestions from various Senators about wording changes, smoking in the classroom, service animals, etc; all as friendly amendments.]

Chip Delzell: A lot of this doesn't seem to affect most of us that don't deal with animals in our courses. I have a question about the auditing section. The university has an auditing policy that does need the instructor's approval. I also wonder about the section concerning guests in classrooms. I've never run into this.

Ken: The guest issue is one of the major reasons for revising this policy. A number of our instructors have faced this issue.

Pratul: I think Chip has a point about the sentence concerning auditing and it should be removed.

Suzanne Stauffer: I have a problem with putting in a policy about guests into the syllabus. I believe that this is up to the instructor and does not have to be put into the syllabus.

Ken: I'm OK with modifying it to answer your point.

Larry Rouse: All you have to do is remove the sentence concerning the auditing and guests and that will solve the problem.

Ken: I accept all these wording changes as a friendly amendment.

***Friendly amendment for language changes passed unanimously.***

***Resolution/PS Passes unanimously***

## New Business

### First Reading

**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:*

David Lindenfeld: Since we've already subtracted half of a Wednesday, so it seems to me that we would have to start on a Wednesday instead of a Thursday to keep the number of classes the same.

Robert Doolos: Yes, that is correct. You would need to start classes on a Wednesday.

George Stanley - question to Robert Doolos: What are the potential problems with implementing this?

Robert Doolos: There are a number of issues starting with the orientation sessions for new freshman, billing deadlines, summer intersession. Another problem is that there are a ton of mainframe programs that need to run prior to the start of classes. These typically take a weekend and can't run in one night.

Guillermo Ferreya: There could also be a problem with the first pay day, which starts on Aug 21.

George Stanley: I think our first payday is Aug 18.

Robert: Personally, I think the point of this resolution is a good idea. The question is whether we can implement it without too many problems.

George: Could you please research this for a report at the next meeting?

Robert: Yes.

Suzanne Stauffer: Why not get rid of Fall Holiday?

Robert: Fall Holiday started in the 90's and I can send you some information on this. Students suggested this and faculty agreed to it. That is also an option that could accomplish this resolution. One argument for Fall Holiday is the long period of time between the start of school and Thanksgiving. I can also look at this as well.

Kevin Cope: Wasn't another logic behind the Fall Holiday was to provide some days that could be reclaimed in case of missed days earlier on due to hurricanes?

Robert: Yes.

First Reading by students Jeffrey Wale (SGA Director of Academics) and Scott Sullivan (Senator from College of Science).

**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 not be given during the Concentrated Study Period. Class projects (excluding exams, quizzes, and homework) are exempt from the 10 percent limit. The assumption is that work on such a project will take place throughout the semester;” and

*Whereas*, this new policy will greater 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.

Statements by Jeffrey & Scott after reading the resolution. They discuss some of the abuses of Dead Week by faculty as additional justification for the resolution.

**Q&A Summary:**

George Stanley: I’m against this because I use a single-question low-point quiz in every class and often have a homework assignment due that last week of class. This will forbid me from doing this, which benefits the students in my class.

Gabriel Beavers: I take issue with the parenthetical portion after course work, i.e., including exams, quizzes, homework. I would like you to clarify homework vs. class projects.

Lilly Allen: It is OK to have students do presentations as part of a project.

Jeffrey: In your case it is a project type of activity and wouldn’t fall under this resolution.

Justin Walsh: I echo George on the quiz idea since I do that too.

Kerry Dooley: If you move quizzes and homework out of dead week then that will tempt professors to give finals during dead week, even though that is technically forbidden.

Larry Rouse: So I can’t give a low credit quiz during dead week?

Jeffrey: Quizzes for grades would be forbidden.

Larry: Then students will skip class.

Jeffrey: You can assign points for participation.

George: You can’t just assign points for attendance.

Dominique Homberger: Some classes have an integrated lab component and your proposal could interfere with this unless it is restructured.

Scott: We can include a fix for the lab situation.

David Lindenfeld: If you miss one of the earlier tests you can do a make-up later in the course. This usually isn’t during dead week. But some students miss my make-up week and it could roll over into dead week. Would your policy forbid this?

Jeffrey: I don’t think so if the student agrees to the make-up exam/assignment.

Patrick McGee: Do reading assignments count?

Students: This would only apply to graded assignments.

Gabriel Beavers: But reading assignments often tie into participation grades during dead week. Your policy would seem to forbid that.

Pratul: I don't understand why you want this. You should be pushing for more demanding courses and more work. I was just in India and the students there have extremely demanding courses and they work far harder than most students I've seen here.

Jeffrey: We believe that it is important to give students more time for concentrated study for final exams.

Pratul: I don't believe that this will accomplish this.

Patrick McGee: This is partly an argument about semantics: pedagogy vs. what you mean by concentrated study. In England concentrated study is very different from what you are talking about. There the student's entire grade is based on the final comprehensive exam. That is very rare here.

Dominique: I agree with Prof. McGee and reiterate his points.

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Adjournment at 5:34 PM by unanimous acclaim.