

Faculty Senate Meeting Minutes
Monday February 22, 2016
Student Senate Room, LSU Student Union



Attendance

Faculty Senate Executive Committee members present:

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| 1. Kevin L. Cope (President, English) | 2. Ken McMillin (Vice-President, Animal Science) |
| 3. Joan King (Secretary, Food Science) | 4. William Daly (Past President, Chemistry) |
| 5. Mandi Lopez (Member-at-Large, Vet Science.) | 6. Suresh Rai (Member-at-Large, Elect. & Computer Eng.) |
| 7. William Adkins (Member-at-Large, Math) | |

Parliamentarian: Louay Mohammed

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

1	X	William Adkins (Math/ Sci)	25	X	Margaret Denny (Education/HSE)	49	P	Jacquelyn Sue Moffit (Acct/Business)
2	X	Aghazadeh, Fereydoun (Mech Eng/Eng)	26		John Devlin (Law/Law Center)	50	P	Louay Mohammed (Civil Environ Eng/Eng)
3	X	Fakhri Al-Bagdadi (Comp. Biomed Sci/Vet)	27	X	David Donze (Biological Sciences/Sci)	51		Evgueni Nestrov (Chemistry/Sci)
4		Austin Allen (Landscape Arch./AD)	28		Susan Eades (Vet Clinical Sci/Vet Med)	52		Jim Ottea (Entomology/Agri)
5	P	Paul Anderson (Foreign Language Lit./HSS)	29		Kristin Gansle (Education/HSE)	53	X	Steven Pomarico (Biological Sci/Sci)
6	X	Frank Anselmo (French/HSS)	30		Mette Gaarde (Physics/Sci)	54	X	Suresh Rai (EE and Comp/Eng)
7	X	Paul Arai (Philosophy & Relig Studies/HSS)	31	P	Angeletta Gourdine (English/HSS)	55	X	Jeffrey Roland (Philos Rel Studies/HSS)
8	P	Christopher Austin (Biological Sci/Sci)	32	X	Gundela Hachmann (Foreign Lang Lit./HHS)	56	X	Laurel Romeo (TAM/Ag)
9	X	Reid Bates (SHWRED/HSE)	33		Wes Harrison (AGEC/Ag)	57	P	Christopher Rovee (English/HSS)
10	X	Jennifer Baumgartner (Child Family/HSE)	34		Aixin Hou (Environ. Studies/Coast and Envir.)	58	X	Michael Russo (LSU Libraries/HSS)
11		Emily Beasley (Kinesiology/HSE)	35		Blake Hudson (Law/Law Center)	59	X	Judith Schiebout (Geology/Science)
12	X	Brett Boutwell (Music/Music & Drama Arts)	36	X	Sherif Ishak (Civil Environ Eng/Eng)	60	X	Stephen Shipman (Math/Science)
13		Lillian Bridwell-Bowles (English/HSS)	37	X	Yongick Jeong (Mass Comm/Mass Comm)	61		Alan Sikes (Theater/Music Dramatic Arts)
14		Konstantin Busch (EE & Comp Sci/Eng)	38	X	Joan King (Food Sci/Ag)	62	X	Linda Smith Griffin (Libraries/Lib)
15	P	Areendam Chanda (Economics/Bus)	39	X	Ingeborg Langohr (Pathbio Sci/Vet Med)	63	X	Sabrina Taylor (RNR/Ag)
16	A	Joseph Clare (Political Sci/HSS)	40	X	Keri Larson (Inform Sys Decision Sci/Bus)	64		David Terry (Comm Stud/HSS)
17	X	Lauren Coates (English/HSS)	41	X	Catherine Lemieux (Social Work.HSE)	65	X	Arend Van Gemmert (Kinesiology/HHS)
18	X	Kevin Cope (English/HSS)	42	X	Mandi Lopez (Vet Clinical Sci/Vet)	66	P	Dottie Vaughn (Math/Sci)
19	P	Jon Cogburn (Philosophy Rel Stud./HSS)	43		Kanchan Maiti (Coastal Stu/Coast and Envir.)	67		Muhammed Wahab (Mech Industr Eng/Eng)
20		Christine Corcos (Law/Law Center)	44	X	Kenneth Kip Matthews (Physics Astro/Sci)	68	X	Gregory Watson (Architecture/AD)
21	X	Belinda Davis (Political Sci/HSS)	45	X	Andrew Maverick (Chemistry/Sci)	69	X	John Westra (AgEcon/Ag)
22	X	William Daly (Chemistry/Sci)	46	X	Alison McFarland (Music/Music and DA)	70	X	Hsiao-Chun Wu (Electric Eng Comput Sc/E)
23	X	Jeff Davis (Entymology/Ag)	47	X	Jean McGuire (Management/Bus)	71	X	Yejun Wu (Library Information Sci/LHSE)
24	X	Fabio Del Piero (Pathobiol Sci/Vet Med)	48	X	Ken McMillin (Animal Sci/Ag)	72	A	Jun Zou (Interior Design/AD)

Guests:

Jane Cassidy	George Eldredge	Robert Doolos	David Kirshner
Laura Van Swam	Rebecca Gouvier	Richard Koubek	

Consideration of the Minutes from January 21, 2016

Motion to approve by Fereydoun Aghazadeh, seconded by Mike Russo.
 Approved unanimously with potential corrections.

President's Report

1. The Student Government Association responded to our resolution and Kevin Cope met with the provost and Student Government officials and they made some constructive steps forward including beginning with a project to create a student bill of rights and responsibilities. This explains to the students what kind of opportunities they have in the university and how they can seek redress if they have been wronged. It also points out their responsibilities as members of the academic community.
2. The Board of Supervisors (BOS) has decided to erect a life-size statue of Pete Maravich. The Faculty Senate strenuously voiced opposition to the idea that it is not appropriate in this time of budgetary distress.
3. The Provost is looking into the Vision 2020 plan and put together a small committee to look at a revision.
4. The Provost and selected faculty members initiated a dialog with the Baton Rouge area Chamber of Commerce to give LSU more traction with community leaders and explain to them what the comprehensive university might be.
5. The budget committee has begun its meetings again.

LSU Faculty Senate Meeting Minutes – February 22, 2016 2

6. The Faculty Senate populated committee on PS-36 revisions has asked everyone to look over the PS-36 reporting standards, in other words the categories in which those accomplishments are placed. The Faculty Senate Executive Committee (FSEC) has looked at these and have come up with several pages of adjustments. They have not yet been sent to Vice Provost Jane Cassidy.
7. At the system level we are at a very preliminary basis looking at the relationship between market pay and title range. For example what if the salary range for a Professor, Associate Professor or Assistant Professor does not correspond to a title that is advertised or to the title of the person seeking the position.
8. There is a rally on Wednesday Feb 24 at the capital. The Council of Student Body Presidents has organized that but little information has trickled out. The announcement will say that faculty from all campuses are invited to participate in that. However make sure that classes are covered or rescheduled and if it applies to you that you follow leave policy issues. The FSEC believes the rally will do some good but probably in the long term it will not have gigantic impact. We have entered into a discussion with Southern University faculty leadership about some other interaction with the legislature during the regular session.
9. In the upcoming elections for the American Association of University Professors Executive Council there are two Louisiana candidates, one from Southern University in Shreveport, Sonja Hester and one from University of Louisiana Lafayette, Leslie Baron. If you are a member of AAUP you might consider voting for the Louisiana delegates.
10. On February 20th we had a very successful meeting of Faculty Governance leaders in Alexandria, on the LSU Alexandria campus. The Commissioner of Higher Education, Joseph Rallo was the keynote speaker. When we first met with him he was exceedingly careful and diplomatic in regards to interests of commerce and the workforce development mandate. In Alexandria we saw a different commissioner who indicated a degree of polite exasperation with the situation in Louisiana. It may be that the commissioner is recognizing that faculty members are an important contingent in the higher education project of Louisiana.
11. On March 3rd at Pennington Biomedical Center there will be a meeting of the Conference of Louisiana Colleges and Universities or CICU. It has been meeting for about eight years and has brought leaders of higher education from across Louisiana together. The Faculty Senate at LSU that provided the commissioner with the theme this year which is Higher Education as the Future. This year it will actually provide a forum about how to out some ideas about how we will deal with the grievous situation in which we find ourselves.

Q&A Summary:

None.

Address with question and answer time by Executive Vice Chancellor and Provost Richard Koubek

He wanted to speak about the next vision for LSU and the financial constraints we are under to execute that vision. He expressed his appreciation to work with the FSEC as Provost in meetings with them each month to talk about ways to improve the quality of life for faculty, students and staff for the greater good of this institution and the research vision. He likes have the sounding board to discuss that with. He mentioned a New York Time article about STEM education and liberal arts funding which makes him upset because it creates a false dichotomy as to what the academic community tries to promote including the betterment of our students in their education to become better citizens and having gainful opportunities for employment. Of the 4635 Carnegie class of five institutions, only 180 are listed as very high in research and out of that 73 are public. The category that balances science and the arts has 62 public institutions with the intersection of the two being 35 and we are one of the 35. That is one of the unique assets that LSU truly great. Under the strictures that we have finically we have to look at what our core values are and what makes us different from all the others institutions. He asks what is he going to tell students so they chose us over other universities. He questioned what our uniqueness is. When he recruited students to engineering as the College of Engineering Dean he would say to them that they should come to the LSU College of Engineering because we have a great humanities program here. The students didn't know what he meant but he explained that we are about helping you become a leader, which means you have an excellent humanities background and you appreciate the arts. He tells them that LSU is one of the few out 35 schools that can do that and that is why they should come to LSU. He also tells them we have an excellent engineering program. We need to start looking deeply at what our core value is and what our expertise is. We have to think deeply about who our distinguished alumni might be. Our graduates reach levels beyond our regression of parameters. There is something about LSU that drives students towards leadership positions and their ability to impact society, not just how much money they make. He is talking about how many other lives they have impacted in their positions. We all want to be here because our impact is multiplicative, because our students impact other students in other institutions. The Flagship 2020 agenda needs to be updated since it is right around the corner. We know fiscal constraints are even greater. We need to hone our strategy. In December he asked the deans to think big without constraints to come up with what we would look like when we came out the other side. In the next Academic Insights he will put out the report from the meetings. As we focus think of this, very new building we put up will have a 20% of space allocated to interdisciplinary, we will have collaboration laboratory in the center of campus attached top our library. We will revision what we mean by general education with co-aligned courses from different colleges. The idea is how do we take our curricula and students life experience and make it laser light focused on doing what we are best at so our students go on to change the world. There are going to be focus groups around campus, he will send us some material on this and let us debate what the attributes are that we want to see in our graduates or what attributes do we want to see reflected in our institution. The information will be collected and in the summer and drafted into a report and send it out in the fall for input and come out the other side with a Vision 2020 update. It will be done in a collaborative manner. He had a draft of the dean's report and covered some of the ideas. We have a fiscal situation in the legislature now. They have asked the academic and non-academic units to begin to look at what various levels of claw back might be. There are two fiscal issues they are dealing with right now, the claw back and the future budget. He said everyone has to participate in that exercise. FY17 is the next issue. When he became Provost, people started coming to him about issues, like graduate student stipends, faculty salaries, library funding, and our retirement program being underfunded. He asked Tommy Smith to make a list and come up with numbers to get us up to the SREB average for all of those items. It came up to \$68 million, which was only 13% of our budget, which he said is not completely out of our grasp. We could possibly get that by raising revenue in some areas and finding efficiencies in other areas with a multiyear year

LSU Faculty Senate Meeting Minutes – February 22, 2016 3

plan. He said we are going to look at that. When more money comes in it will be focused on the list. He asked Dan Layzell to speak about the current fiscal situation.

Dan Layzell

Last year the legislature passed all of the revenue measures we believed we needed to save higher education, the next day we woke up and knew that this would only get us another six months. It became evident as we got into the fiscal year that we didn't have even that much time. On February 10th the revenue estimating conference met and re-adjusted what they were working on for FY16. Due to the shortages in the oil and gas income and other expenditures in FY16 budget that were larger than originally forecast it resulted in a \$940 million short fall for this current year. The governor put out his plan to get in balance for this year with revenue enhancements and reductions. We found out that TOPS was not going to be fully funded this year and we are looking at, at best, 80% of the funding being available for TOPS for this spring. Students are held harmless by the government but institutions of higher education have to come up with the balance. For LSU that amount is 36% of dollars for TOPS. The best case scenario for all of the revenue being realized means LSU will still be looking at \$17 million in cuts which is about 13% of our funding from the state. The worse-case scenario in which the state uses rainy day fund and BP money, then LSU is looking at a \$41 million cut which is a 32% cut. They have been down to the legislature every day. Everyone needs to be involved in this issue. They are seeing much more fraction in the legislature this year especially with the house. The House Revenue and Fiscal Affairs committee will be voting out a number of significant revenue measures such as the one cent sales tax which generates \$200 million in this year and a little over \$900 million next year. For FY17 the result so far is a 24% reduction for higher education without additional revenue which is \$27 million for LSU A&M. If they get to the end of this first special session and they have not completed the current issues they will call a concurrent special session with the regular session.

Q&A Summary:

David Donze

We have seen suggestions on writing letters to senators. Is there another angle or way to get someone to do this?

Dan Layzell

As a private citizen exercising your rights to talk about issues via writing or phone calls to your elected representatives and senators is certainly important. Going in person en mass makes an impression. They feel the heat when the heat is put on them. There was a concerted effort last year which helped. That is one of things effective about last year on the part of all higher education. LSU as the flagship tends to be out in front leading this. Last year was all of higher education, faculty, staff, students and alumni.

David Donze

Is there anything particular that we can say?

Dan Layzell

The more personal or more specific you can be about what the impact is on you and your students seems to go further than just generic emails, but be careful about talking as a private citizen.

Richard Koubek

The budget committee has been activated and they are looking at various scenarios, both academic and non-academic.

Gundela Hachmann

Are there any plans to stabilize the budget so we do not have anxiety and number crunching?

Dan Layzell

I would say semiannual. From a macro level that is what this governor and legislative leadership is looking for. The state is looking for a much more stable and diverse set of revenues. That is the long term goal. He doesn't think we will see the past levels of state finding.

Richard Koubek

LSU's response is pretty clear; the plan will not be to open up the doors to 50,000 students. We cannot sacrifice quality; we have to protect that at all costs. We wrote that we would decrease students, for better student to teacher ratios. Our financial independence has to be part of the goal now. Now that we are One LSU we have to take advantage of that now.

Dan Layzell

We said to the state that we know you will not be able to provide more money to LSU, but you can give us autonomies to save money and put money back into the classroom.

Sabrina Taylor

Being financially independent seems to be the best option. You're spending all your time at the legislature is an issue.

Richard Koubek

WorkDay will help us save money. The goal is to drive as many dollars as we can into the academic core.

LSU Faculty Senate Meeting Minutes – February 22, 2016 4

Jeffrey Roland

One way institutions have dealt with this is raising tuition and we have with the LAGRAD act to raise tuition 10%, but they have taken out money in the past so we don't get to keep the extra revenue. Will they let us keep our money in the future?

Dan Layzell

The last couple of years we were able to keep it. Last session we were also able to get a pilot fee autonomy. We were able to levy a student excellence fee which went back to academic and support units. We have had some success in that regard. We are pushing for tuition autonomy and permanent fee autonomy.

Steve Pomarico

You said we are below averages with graduate stipends. Where are we with tuition level?

Richard Koubek

We are \$1,000 below average for an in state school. State support wise we are down towards the bottom.

Kevin Cope

We tend to think of things mathematically. Can you talk about the quality of LSU?

Richard Koubek

In Louisiana we are unique, the state looks at us to provide workforce needs graduates but there is so much more than that that we do to enhance the quality of life. Kevin Cope and he went to meet with Adam Knapp. They have a mission to improve quality of life in Baton Rouge. We need to be sure to illuminate the impact of LSU on the region. We need to highlight the work of LSU faculty in the media. They plan to talk to radio and TV stations about our resources that are not available anywhere else. People need to know what a valuable resource we are. That is for the whole state to enjoy.

Presentation by Rachel Henry, Director of Professional Education and Special Events, College of Human Sciences and Education, concerning the CHS&E Summer camps

They have a robust offering in their college for programs; they have two camps for children one for 6 to 11 year olds, the LSU Tiger Tails Literacy camp in May in which they work with faculty in the School of Education and registered teachers in the East Baton Rouge school system. The students do a writing project in which they go visit university attractions for a week and then write about and illustrate their experiences and present their experiences. They offer great discounts for LSU faculty and staff in which you just enter LSU when registering children. The LSU preschool will offer two week sessions for 3 to 5 year olds starting in May and ending in August, with different themes from reading to baking. It is hands on, constantly moving type fun. LSU Faculty and staff will get a 10% discount.

Q&A Summary:

None.

Old Business

Second and Final reading, Faculty Senate Resolution 16–01, “Freedom of Expression on Campus”, *Sponsored by Lillian Bridwell Bowles, James Stoner and circa thirty other colleagues*

Read by James Stoner

Faculty Senate Resolution 16–01 “Freedom of Expression on Campus”

Sponsored by Lillian Bridwell-Bowles, James R. Stoner, Jr, Austin Allen, Griffin Campbell, Joseph Clare, Christine Corcos, William Daly, Louis Day, John Devlin, Femi Euba, Cecil Eubanks, Carl Freedman, James Garand, Angeletta Gouridine, Robert Hogan, Dominique Homberger, Vincent LiCata, Suzanne Marchand, Andrew Maverick, Ken McMillin, Pam Monroe, Petra Hendry Munro, Lance Porter, Leonard Ray, Jeff Roland, Alan Sikes, Mary Sirridge, Joseph Skillen, George Stanley, Victor Stater, Muhammed Wahab, Michelle Zerba

Whereas controversies concerning freedom of speech and expression have arisen on university campuses around the country;

Whereas the LSU community is united by a shared commitment to the unfettered search for truth and respect for academic freedom --which encompasses the freedom to teach and to learn, to listen and to express ideas;

Whereas these two values, freedom of speech and academic freedom, must not be sacrificed even as the University appropriately promotes civility and respect;

LSU Faculty Senate Meeting Minutes – February 22, 2016 5

Whereas clarification of widely accepted principles of free expression could serve as a guide to administrators, faculty, and students faced with specific issues;

Whereas it would serve us well to clarify consensus principles of freedom of expression on campus before the heat of any particular controversy sets people at odds; and

Whereas a compelling statement of principles has been prepared at the University of Chicago and endorsed by the faculty of Princeton University, ii

BE IT RESOLVED that the LSU Faculty Senate affirm the common statement of the University of Chicago and Princeton University on freedom of expression, to wit:

Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, the University fully respects and supports the freedom of all members of the University community "to discuss any problem that presents itself."

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University's commitment to a completely free and open discussion of ideas.

In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

As a corollary to the University's commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

And be it further resolved that the Senate urge the University to adopt these principles as policy and incorporate them into the official Policy Statements of the University,

i Report of the Committee on Freedom of Expression, the University of Chicago, January 2015 <
<http://provost.uchicago.edu/FOECommitteeReport.pdf>>

ii "Faculty adopts statement affirming commitment to freedom of expression at Princeton," News at Princeton, April 7, 2015
<<https://www.princeton.edu/main/news/archive/S42/84/36I47/index.xml?section=topstories>>

LSU Faculty Senate Meeting Minutes – February 22, 2016 6

Q&A Summary:

James Stoner

In response to the need for this now, it occurred to him that we have seen around the university a general encouragement or support for the comfort and entertainment of the students. The Lazy River is all well and good, but we are seeing the university move towards state of the art provision for these kinds of things, but we need to follow our core mission.

David Kirshner

In the early 80s and 90s, he talked about a book called “Twice is Less” written by a high school principal in the DC area who had opened up a school that was opened to the entire community. She ran into enormous problems working with African American in the math and science areas. She studied the problem and found a serious mismatch of grammatical nuances of black English vernacular and white English. Due to this there were basic math and science concepts not getting through. One example was the distance from A to B which has a certain grammatical structure and if you have a dialect that doesn’t have that certain structure and the teacher does not recognize that, you could have a learning disadvantage. He found it to be an exciting hypothesis and he invited the author to campus and organized a panel discussion on the book open to the university and community beyond. One of the members of his department, a social theorist about education, came to him and said she was going to break off their friendship because of the author of the book. The social linguist gave a critical evaluation of book and the audience broke into partisan applause. The nature of the reception of the whole panel was met with jeers and racism calls. The sociolinguist took him aside and told him they were going to bury this book. He found out there had been book review attacks. It has not been something people have pursued in their scholarship. There is a difference between free expression and political expression which is designed to influence the social receptivity to ideas as opposed to dispassionate argumentation that this resolution is intended to enforce and enhance. Last meeting he spoke against it because we have to be careful about what we are giving up in relation to civility against free expression. There is speech that is political speech on campus across the United States which is highly intolerant; Palestinian speech makes it hard for Jewish students to exist on campus. He urges us to reject the resolution and ask the framers to revise the resolution to make a distinction between free expression of ideas and political speech which is intended to coerce the political environment to make certain ideas acceptable or not acceptable. If it passes then we are deciding in advance to a certain kind of position in situations like the one we have heard in the example in which somebody claims the right to freedom of expression, but not in the interest that he thinks the resolution really wants about being able to vigorously express ideas and persuade, but rather to manipulate the social environment.

James Stoner

They went out for coffee and discussed some of the issues David Kirshner had.

David Kirshner

Other places have written their resolution to intend political speech.

James Stoner

There is that mention that everyone cannot obstruct speech. The jeering from the audience that you described in so much that it locks debate is the kind of thing that this resolution works against. It is a touchstone to remind the audience that construction of speech is an impediment to discussion of controversial ideas. He finds it really difficult to sort out political speech from rational speech. His concern is that if we try to make that distinction we would have to assign someone authority to decide what speech is political speech and what speech constitutes rational speech. He sees that process as a road to impede free speech and expression of free inquiry rather than promote.

Mandi Lopez

In paragraph two of the Chicago statement it says “that falsely defames an individual or constitutes harassment” seems objective. Who will make decisions on this?

James Stoner

Defamation is there to inform people that they are liable to slander individuals. It is something students may not know about and it may be important to tell them that forms of character assassination could constitute defamation of a sort. The threat of harassment is treated in other policy statements at the university and part of the point is to recognize that those policies have a place. The fact that a statement is harassing should not be used as a justification to shut off ideas. It is to make sure that both values protection from threat or harassment and freedom of expression are both acknowledged and a jury would have to distinguish if there is a conflict. The distinction here is general ideas versus something directed towards a particular individual.

Mandi Lopez

There are certain phrases that are intended to be offensive to certain populations. Who will make those decisions and regulate these issues?

James Stoner

We have free speech alley and evaluation of the faculty in the classroom, and if speech is objected to it would go through appropriate channels. What would be an example? In his course this afternoon, they were talking about Title IX in sports. The principle of Title IX in sports that are there should be separate but equal sports for men and women. If a student goes and complains that having that discussion made him feel guilty as a man because men were bigger and play football and it was a putdown to him or if a woman said it was uncomfortable because it was talking about differences between the sexes or something to that sort. We would impoverish our discussion if we couldn’t talk about those issues in the classroom. On other campuses discussions about hot button topics make people uncomfortable.

LSU Faculty Senate Meeting Minutes – February 22, 2016 7

Gundela Hachmann

She taught about the migrant process in Europe. One student showed they were on the very far right of politics. He his writing he said Germany should re-open the concentration camps to solve the migrant process. It would be illegal to make such a statement in Germany. Her colleagues said he has the right to say this due to freedom of speech. Her class did not have anyone of Jewish faith. She wondered if Jewish people really had to listen to insults like that when they attend the university. It may be too uncomfortable to constantly hear people express their freedom of speech. She agrees with David. She understands that we need to deal with each other respectfully in the resolution. She agrees that we need more emphasis on civility.

James Stoner

We mention mutual respect and civility twice. Our concern is that sometimes people make appeals to that to simply repress speech rather than refute it. Our responsibility is to refute error and provoke discussion not to repress speech. As long as we maintain the basic structure and civility of the classroom he believes that we can place that confidence and reputation rather than in suppression.

Belinda Davis

While that is abhorrent statement to make, she believes that students have the right to make that kind of point and engage in the classroom with the teacher and students as long as the professor can talk about that in a teachable moment. She teaches about race and poverty related politics in the United States. If she couldn't say that 17% of Donald Trump supporters believe in the white race is superior to other races and she has to worry about whether it is offensive or not it would be an issue. This is part of the intellectual environment to have these hard conversations and drive students to think about why they think what they think and what are the logical consequences of it even if it makes students and the instructor uncomfortable. It is part of what these kinds of conversations are about. If the student is not challenged on it they will continue to go through life with this thinking.

Stephen Shipman

If you don't allow a person to say what they think you will not know what they think. If you allow them to say whatever they think you have an opportunity to debate it. That was also his feeling about Bobby Jindal's pray meeting. There should be a logical debate about it. As soon as you start suppressing things at one level, you have to decide why you chose that particular level.

David Kirshner

The classroom is a little bit different; someone is in a moderating role. The truth of the matter is there are cases where there is politically motivated speech creating a climate to suppress ideas. The right of that speech is defended under freedom of expression. Crafting a resolution that is able to make some of these distinctions that would be actionable in the context of the university would be a huge challenge. He asks that we be given a chance to try to insert certain signals in the language to make it work in the way the framers meant it to work.

James Stoner

Before it would become a policy statement it would be explored and developed further. The value here is in a way for faculty at LSU to act in solidarity in the general principle with other campuses.

Fahkri Al-Baghdadi

Is the freedom of expression endorsed by the faculty at Princeton does not make a distinction between the two speeches then why don't we apply the same language here?

James Stoner

The original one was written for the University of Chicago and then they moved towards the discussion of general principles and then the statement was excerpted for Princeton. We would use Princeton's language and adopt it as ours.

Steve Shipman

Can you talk about things that precipitated this resolution? What types of events are you trying to prevent with this resolution? What things will this provoke that you are trying to prevent?

James Stoner

The president of the university asked Professor Stone to put together a committee at the University of Chicago. There was not a specific trigger, but a general sense that conflict was brewing, that students today might find discussion of ideas that they are not familiar with to be offensive. He teaches many topics that are offensive. It would be helpful to have something to point to if these kinds of concerns came up at LSU. Some people have been called into HRM due to some comments made in the classroom. A lot of people shared that concern.

Stephen Shipman

Forty or so years ago we would not write something like this. David's concern may have been more relevant then than now. At the university level we are able these days to have quite a bit more tolerance, than there was 50 years ago.

David Kirshner

There is one news report that he read that was interesting. The reporter spent the day on a campus waiving an ISIS flag that was pro ISIS and what they stood for and then the second day he did the same with an Israeli flag. He got lots of negative comments with the Israeli flag but not the ISIS flag.

LSU Faculty Senate Meeting Minutes – February 22, 2016 8

Stephen Shipman

He would evaluate this pretty easily.

David Kirshner

The reporter wanted to demonstrate the difference. There are certain kinds of speech that is in process, which will be supported by a freedom of speech resolution. There was a website of Jewish students about issues they were concerned about. If you go to Europe and display overt Jewish symbolism you are at risk for your life. It deals with political terms of making certain kinds of speech socially unacceptable. The fact that some university or another does this does not mean that we should adopt it if we think it is weak or flawed. If looked at, at a policy level, the thought is that it can't be enforced, but it can be looked at in terms of quality on campus. He was trying to look at the terms of civility but he was shouted down on basis of freedom of speech.

James Stoner

He agrees it is something we could point to, but if it were a pro-Israeli speaker, in terms of it would promote Islamaphobia. He could see a concern arising in reverse.

Belinda Davis

The yellor people in the union have been called a hoar because she wears pants. She does not want their right squashed because it is guaranteed under the U.S. constitution. There are winners and losers in this idea that we have freedom of assembly and speech. Teresa Buchanan was fired for use of speech. She had to look through all of her videos to look for the f word. The idea that there are concepts for items in her class is in part protected by this. We do need a resolution. You don't have to look far on our campus to see why we do.

Vote on resolution: 29 for, 4 nays, 2 abstentions, resolution passes

Second and Final reading, Faculty Senate Resolution 16–02, “Reducing Stress Level of Students and Faculty that Result from the Investments of Family and Friends Attending the Graduation Ceremony”, *Sponsored by Arend Van Gemmert*

Read by Arend van Gemmert

Faculty Senate Resolution 16–02 “Reducing Stress Level of Students and Faculty that Result from the Investments of Family and Friends Attending the Graduation Ceremony” *Sponsored by Arend Van Gemmert*

Whereas the student body of LSU becomes more nationally and internationally diverse and thus family and friends of graduates need to make more often costly travel arrangements several months in advance to be able to attend graduation ceremonies;

Whereas stressful events in the last semester could reduce the learning capabilities of students which could result in grades prohibitive to graduate;

Whereas the knowledge that investments made by family members to attend the graduation ceremony add to the stress of receiving low grades in the last semester;

Whereas the graduation ceremony is an event that not only celebrates the student accomplishments, but also is a celebration acknowledging the support of family and friends.

Therefore be it resolved that graduating seniors will be able to request one month before the start of the final examinations when the senior is expected to graduate to delay their participation in the graduation ceremony until the graduation ceremony following the semester they are graduating.

University	Time Between Classes and Commencement	Allow Delay Graduation to Next Semester
U.C. Berkeley	Day after finals - can walk in ceremony; does not mean degree is conferred - departmental graduation ceremony for actual degree	Can delay walking one semester
Sam Houston	Monday after final grades due	Dean of college has to approve if walk different semester than finish
Vanderbilt	One commencement per year in May, so 2-3 days after Spring Finals, is always on Friday, but for December	No one has ever asked to delay, as would need to wait a year

LSU Faculty Senate Meeting Minutes – February 22, 2016 9

Cornell	graduates, have to wait until May graduation commencement happens before final grades are due; graduation actually done within schools - generic certificates used	Can delay walking one semester; can walk in May if graduating in August
Georgetown	2-3 days after final grades are due - usually grades due on Friday and commencement on Monday	If graduating in August can walk across stage in May, but name not printed in program; no one has ever asked to delay one semester, so would be on a case by case basis
Alabama	Three commencement ceremonies in May, split up my college within the university; one on the Friday evening following the last final exams, and two on the following Saturday; also two in December, both occurring on the Saturday immediately following the final Friday of Exams.	Students may walk even if they have not completed degree requirement, but no diploma will be granted until all course credits have been earned.
Georgia	Friday following last day of finals which could be any weekday (this year, it is a Tuesday). Grades due Monday following commencement. Anyone (really, anyone) can walk in commencement assuming they are wearing a cap and gown. Very unregulated.	Diplomas are sent six weeks via USPS six weeks following student's achievement of requisite course credits.
Kentucky	Last day of finals is Friday, commencement is the next day, Saturday. Exception: If the Kentucky Derby falls on Saturday, commencement is Sunday.	Two commencement ceremonies- May and December. Student may choose to walk at either, but degree is not granted until requisite course credits are earned. Diploma is sent via USPS after 90 days
Arkansas	Commencement is held on the Saturday following the Friday that classes end.	Students who are a few credits short of the graduation requirement may walk in the commencement ceremony, but will not receive their diploma until they reach the requisite course requirements. Diploma sent by USPS.
Davidson	Seniors finish with classes earlier than other students- about a week before commencement. For example, this year commencement is on Sunday, the 15th. The last day of regular classes is the Wednesday, the 11th. Seniors finish on Monday, the 9th.	Students who are a few credits short of the graduation requirement may walk in the commencement ceremony, but will not receive their diploma until the following May. Diploma sent by registered mail.

Q&A Summary:

Arend Van Gemmert

The whereas statement about stress on faculty was removed. The other change is that you can only delay your walking. The table shows ten university's ways of handling the issue. There are three universities where you can delay, Berkley, Cornell and University of Kentucky.

Fereydoun Aghazadeh

They have a policy but no one ever used it?

Arend Van Gemmert

You would have to wait a year so no one has ever used it.

Kevin Cope

There are still policies at LSU that are not used.

Arend Van Gemmert

The table continues on back.

Sabrina Taylor

Have you asked if there are any administrative issues with making change?

Arend Van Gemmert

No.

Suresh Rai

What is meant by the faculty in the title?

Arend Van Gemmert

He forgot to delete faculty in the title. He will take that as a friendly amendment.

Mandi Lopez

Did you indicate that the students will not walk unless they have completed the requirements? Is that part of LSU policy?

LSU Faculty Senate Meeting Minutes – February 22, 2016 10

Arend Van Gemmert

That stays the same you cannot walk unless you completed requirements. That is LSU policy.

Steve Pomarico

Why the following semester, can I wait until two ceremonies later?

Suresh Rai

Last time Barbara Reonas tried to explain how much paperwork is involved if graduation is delayed longer.

Stephen Shipman

The motivation is that if students think they will have a bad semester it gives them an extra semester to walk. It seems that if you have family members coming to graduation you give them warning that you think you may not graduate. Therefore they postpone the walking, but if they do pass classes they still delay walking.

Arend Van Gemmert

You can delay the graduation one semester, so that by the time you need tickets you can decide to or not.

Stephen Shipman

If they planned to graduate in May, we should leave it to the next semester, not the summer.

Kevin Cope

The December event is not truly a walk it is a ceremony at the college level.

Arend Van Gemmert

It would mean if you think you will be graduating in May you can delay it until August not December. If you graduate in May you can say I am walking in August for sure. If you are not walking in May and you need more classes you can wait.

Senator

If a student does not meet the graduation requirement in May but they do meet them in August, they could and would walk next time. This is just to give them time to notify the family. What would happen if they don't think they are going to make the requirements and then they do what would they have to do?

Arend Van Gemmert

They would have to delay to the next graduation. This is especially for international students and those living far away. If you need tickets for May you need to think by early March to get tickets for that.

Senator

They can't revoke their delay.

Fahkri Al-Baghdadi

If a student delays graduation, does he have to be registered at LSU or not?

Arend Van Gemmert

The student comes back just for the walk. They do not need to be registered.

Andy Maverick

He thinks students are already free to remove their name from the graduation lists if they don't do well. Does the university have a formal policy that students cannot walk unless they past the formal requirements?

Robert Doolos

He is not sure there is a policy, but he knows only those who meet requirements can participate. At any time a student can let their dean's office know that they will not graduate. There is no timeline. If by chance they do graduate, the dean's office prepares a letter that they meet all degree requirements but just have not participated in the ceremony. Students pay a degree only fee to come back to graduate. It will be hard to keep track of the students once they leave. If they do pass their degree requirements there will be an appeal and they will walk.

Senator

What about international students who complete their degree requirements, will they have to change their visa status?

Senator

They can stay one month.

Mandi Lopez

Do the students have to walk to receive their diploma?

LSU Faculty Senate Meeting Minutes – February 22, 2016 11

Robert Doolos

Students are not required to walk. They mail their diplomas to them if they live outside the LSU area.

Mandi Lopez

The diploma is dispatched as soon as they complete the degree requirements?

Robert Doolos

Yes.

Vote on Resolution: 5 for, 22 opposed. Resolution fails

New Business

None.

Senators moved to adjourn, many seconded.

Adjourned at 5:10 pm