



# THE UNIVERSITY *of* NEW ORLEANS

## UNO Faculty Senate Meeting Agenda

**Date/Time: Monday, November 11 2025, 12:30 PM – 2PM**

**Location: LIB 407**

1. Roll Call (Juana Ibáñez, Secretary)
2. Approval of Minutes from Oct. 1<sup>st</sup>, Oct. 20<sup>th</sup>, and Nov. 3rd Meetings
3. Committee Reports
  - a. Budget and Fiscal Affairs Committee (Steve Rick)
  - b. Academic Committee (Rachel Clostio)
  - c. Faculty and Administrative Affairs Committee (Simon Lailvaux)
4. Proposed Resolution on Milneburg Hall Faculty, Staff, and Students
5. Updates from the Faculty Senate President (Chris Summa)
  - a. General Updates
  - b. Anonymous Question Portal
  - c. LSU System Transition
    - Transition Team Kickoff Meeting
    - Charge of Academic Programming Workgroup
6. Old Business
7. New Business
8. Adjournment

### Upcoming Meetings:

- November 24<sup>th</sup>, 2025 (Monday) 12:30-2pm (LIB 407)
- December 4<sup>th</sup>, 2025 (Wednesday) 12:30-2pm (LIB 407)
- January 15<sup>th</sup>, 2026 (Thursday) 12:30-2pm (LIB 407)
- January 28<sup>th</sup>, 2026 (Wednesday) 12:30-2pm (LIB 407)
- February 9<sup>th</sup>, 2026 (Monday) 12:30-2pm (LIB 407)
- February 25<sup>th</sup>, 2026 (Wednesday) 12:30-2pm (LIB 407)
- March 10<sup>th</sup>, 2026 (Tuesday) 12:30-2pm (LIB 407)
- March 25<sup>th</sup>, 2026 (Wednesday) 12:30-2pm (LIB 407)
- April 15<sup>th</sup>, 2026 (Wednesday) 12:30-2pm (LIB 407)
- April 27<sup>th</sup>, 2026 (Monday) 12:30-2pm (LIB 407)
- May 7<sup>th</sup>, 2026 (Thursday) 12:30-2pm (LIB 407)

**TEXT OF INITIAL LSU-TRANSITION ACADEMIC PROGRAMMING  
SUBCOMMITTEE EMAIL:**

Dear Colleagues,

Thank you for agreeing to serve on the Academic Programming Workgroup. Our workgroup includes 29 members, and we are tasked with recommending three high-impact goals for academic programming by **December 5, 2025**. To streamline our process, we will divide our work into three focal areas: 1) maritime/engineering/defense, 2) healthcare, and 3) hospitality, restaurants, and tourism.

Our charge is to develop goals that:

1. Align with Gulf Coast economic drivers (healthcare, maritime/energy/aerospace, logistics, tourism/hospitality, national defense/cyber, business/analytics, arts & culture management).
2. Retain and attract talent through evening/online options, stackable credentials, and adult-learner pathways.
3. Leverage LSU system strengths and shared delivery (e.g., LSU Health, LSU Online, cross-campus course sharing).

Examples of possible goals include:

1. New degrees, certificates, and credentials—including degree pathways within the LSU system and transfer pathways with Louisiana community colleges.
2. Expanded delivery models, including online and hybrid formats.
3. Work-based learning through internships and co-ops.

In short, we are asked to develop big ideas to drive future success as measured by enrollment, work-based learning placements, alumni employment, wage and local retention outcomes, and student progression from certificates and credentials to degrees.

Please watch for area-specific emails tomorrow to schedule meetings for the coming week. If you have materials to share, please email them to the group at your earliest convenience. We will also establish a shared folder for workgroup documents.

We appreciate your expertise and urgency. Our work will directly inform the academic programming goals we elevate to the UNO Transition Executive Committee.

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**FOR DISCUSSION – OPINION ON DE-ESCALATION TRAINING:**

We appreciate the University's commitment to supporting student well-being and to offering faculty opportunities for de-escalation training. Many of us believe such optional training can be useful in helping faculty respond calmly when students show signs of distress. However, we have significant concerns about the way this training has been framed, particularly if the implication is that faculty may be expected to assess a student's level of instability or risk of

*All meetings are open to the public.*

self-harm. Risk assessment is a clinical task requiring specialized training, and it lies outside the professional scope of faculty. Even within our program, we would not expect non-supervised students to conduct these assessments. Asking faculty to do so raises ethical concerns, increases institutional liability, and risks unintended harm to students.

Faculty may feel pressured to “make the call” in ambiguous or high-stakes situations for which they have no clinical training, placing both themselves and the institution at risk. More importantly, it risks harm to students. Well-intentioned faculty who misinterpret, under-respond, or over-respond to student behavior could inadvertently escalate the situation or delay needed professional intervention. This is not a reflection of faculty competence; it is simply the predictable outcome of being asked to perform tasks outside one’s training.

Faculty across campus are already responding to an unprecedented rise in student mental health needs. Additionally, many faculty are also navigating their own mental health challenges in response to increased workload, student distress, and transitional uncertainty. Asking faculty to assume roles traditionally held by counseling and student affairs professionals adds another layer of emotional labor and increases the risk of burnout.

We recognize UNO Student Services and the UNO Counseling Center are responding to these concerns and the needs of UNO students with limited resources; however, the solution cannot be to redistribute clinical responsibilities to academic faculty. To support both students and faculty effectively, we strongly recommend the University prioritize:

- hiring additional licensed clinical staff;
- expanding UNO Counseling Center capacity;
- developing a dedicated crisis response team;
- adding a non-clinical, skills-based student support service within Student Services/University College;
- creating clear referral protocols; and
- affirming that faculty roles are limited to recognizing concerns and making referrals—not assessing risk.

We value the University's commitment to student safety and well-being and share the goal of fostering a supportive learning environment. Providing faculty with optional de-escalation training can be a helpful component of that effort. However, it must be paired with clear messaging about role boundaries and supported by sufficient investment in professional mental health services.

We offer this statement in the spirit of collaboration, with respect for the work of those within UNO Student Services and the UNO Counseling Center, and with a deep commitment to ethical practice, student safety, and faculty well-being.