



## **UNO Faculty Senate Meeting Agenda**

**Date/Time: Thursday January 15, 2026 12:30 PM – 2PM**

**Location: LIB 407**

- 1) Roll Call (Juana Ibáñez, Secretary)
- 2) Updates from the Faculty Senate President (Chris Summa)
  - a. General Updates
  - b. Summer teaching updates – nothing new as of yesterday
- 3) LSU System Transition
  - a. Comprehensive Report from Work Groups and Faculty Senate Response
  - b. Meetings of FSEC with Transition Principals (Alvendia, Weiland)
  - c. LSUOnline Revenue Sharing (external)
  - d. Faculty Senate LSUOnline Proposed Policy Draft (internal) (for vote)
- 4) Committee Reports
  - a. Budget and Fiscal Affairs Committee (Steve Rick)
  - b. Academic Committee (Rachel Clostio)
  - c. Faculty and Administrative Affairs Committee (Simon Lailvaux)
- 5) Old Business
- 6) New Business
- 7) Adjournment

### **Upcoming Meetings:**

- 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)

Attachments : Faculty Senate Executive Committee Response to LSU Transition Comprehensive Report, Draft Faculty Senate Policy on LSU Online (workload, internal revenue sharing)

Faculty Senate Executive Committee  
University of New Orleans  
2000 Lakeshore Drive  
New Orleans, Louisiana 70148

Roderick Alvendia, Chairman, LSU New Orleans Transition Committee  
J.R. Weiland, LSU New Orleans Transition Administrator  
Troy Blanchard, Interim Executive Vice President & Provost of Louisiana State University

January 8, 2026

*Subject: Faculty Senate Executive Committee Response to LSU Transition Workgroups Report*

Dear Colleagues,

Thank you for meeting with the Faculty Senate Executive Committee (FSEC) and UNO administrative leadership on December 17. We believe UNO faculty have important institutional experience, academic insights, and professional skillsets that make us crucial partners in the success of this fast-moving UL/LSU transition initiative.

At the last meeting, we discussed the general process, timeline, and imminent release of the Transition Committee's first report, based on the activity of the 11 designated workgroups. Having now read the report, and looking forward to the return of UNO faculty and community to campus, the FSEC makes the following observations:

- **University of New Orleans Mission.** We believe both the Report and overall process would benefit from a clear statement setting forth the university's Mission Statement that has guided the university. As we noted in our meeting, UNO's published statement (see below), created as part of our deliberate and collaborative strategic processes, sets out the scope and vision of our "Student-Centered, Urban Research University." Our mix of teaching and research productivity has long been recognized through the benchmark Carnegie Classification of Institutions of Higher Learning, through which are currently designated as a "Research 2: High Research Spending and Doctorate Production."<sup>1</sup>

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<sup>1</sup> See <https://carnegieclassifications.acenet.edu/institution/university-of-new-orleans/#>, Accessed January 7, 2026.

Clarity regarding UNO's future role, research and teaching functions, and relationship with LSU going forward will help avoid confusion and potential destabilization.

- **Background Causes and Issues.** While we agree that it is important to look forward and move quickly, the FSEC appreciates the Report's effort to identify several underlying causes now. For example, the Report cites an immediate need to rectify Workday implementation, which resulted in critical admissions and financial aid lapses that have exacerbated more systemic issues and administrative missteps. The success of the transition is in part dependent upon realistic appraisals of how to correct longstanding issues, such as widespread deferred building maintenance, deficiencies in our IT infrastructure, and more. It should be *well understood* that these issues have contributed greatly to the region's (and prospective students') perception of the quality of the University and have little to do with the *actual* academic quality of our programs and Faculty. These mismatched perceptions substantially affect enrollment, and their underlying causes should be first on the list to be addressed.
- **Regional Needs and Workforce Training.** Through both its research and teaching roles, UNO plays an enormous role in the local economy. The FSEC believes a wider consideration of the needs of the region and the region's students than currently exists in the report would be beneficial. As we discussed in our meeting, we appreciate the clarification that the "Arts Administration" focus noted in the Workgroups should have been more broadly construed to include "Arts and Art Administration." However, we feel that it is crucial that the full impact of our university upon the region's Cultural Economy must be measured in the deep impact it makes on all sectors of city's life and economy, including education, museums and other cultural institutions, government, and media. Many thousands of UNO graduates have drawn on their liberal arts education and found gainful employment in these areas. We believe that UNO, with its comprehensive offerings, plays a crucial role in serving the region's families and students, who deserve access to the kinds of education that will open doors for them locally and beyond.
- **Limitations to the Report's Four Academic Focus Areas Approach.** We appreciate that Transition leaders were seeking to draw attention to big ideas that would generate support for restoring UNO's role through the identification of four potential areas for development. At the same time, we urge transition leaders to explicitly and significantly include more faculty from more of UNO's disciplines and programs to address significant gaps regarding a crucial function of a university: to generate opportunities for crosscutting, collaborative research and teaching. For example, we believe it is important to recognize how programs within the College of

Science function in complementary and enabling ways. Along these lines, the absence of explicit reference to the Department of Chemistry is a notable gap in the transition report. Chemistry is a foundational discipline that underpins multiple priority areas in the report, including health sciences, environmental resilience, maritime and industrial workforce development, and research readiness. The chemical sciences are central to understanding and addressing regional challenges such as water quality, coastal change, industrial emissions, energy systems, and public health. Chemistry is a Ph.D. granting department, which has historically attracted considerable federal funding and places students with both B.S. and Ph.D. degrees in the local and nation-wide workforce. Chemistry plays a critical role in enrollment and retention through general education and service courses that support students across health, engineering, environmental, and pre-professional pathways. Chemistry also contributes directly to the work of the Pontchartrain Institute for Environmental Sciences (PIES), a UNO entity with cross-disciplinary expertise and interactions with Naval Engineering that further supports Naval Engineering and other programs. Thus disruptions to Chemistry staffing or laboratory capacity would have cascading effects on multiple programs central to the university's enrollment recovery strategy. Chemistry is a powerful example of why we must cast a wider net regarding the synergistic role of academic departments at UNO and must envision their inclusion in academic planning, facilities prioritization, and research investment decisions during this transition process. This is but one example among many, across departments and colleges at UNO.

- ***AI and Human Capital.*** The FSEC concurs with the Report's claim that there may be areas where advances in Artificial Intelligence and associated technologies might provide some benefits, and we are open to models already at use at our peer institutions. With the ongoing problematic Workday transition in mind, however, we must sound a note of caution; UNO cannot again seek to pioneer new software, systems or processes in its current state. We know what works and what is currently lacking: investment in the Human Capital that keeps a university running at full throttle. Even now, we are very aware that too many crucial functions at the University have become dependent upon one or two staff or faculty, whose absences create bottlenecks and delays that are all too obvious to students and the UNO community. We must be realistic in comparing our staffing with that of our peers. For too long UNO has been told to "do more with less" or that we are top heavy without real clarity as to what that means. Indeed, we are open to an Administration, Staffing and Compensation Study, ideally externally-led, that could

help us understand where we stand. Strategic investment in our Human Capital is key and urgent.

- **Clarification of July Transition Significance.** In our meeting there was a suggestion, reiterated subsequently, that under the legislation “UNO will cease to exist” on July 1. Though we remain “UNO PROUD,” we understand that there is a determination to “rebrand” the university for marketing and recruiting purposes. We also understand that Transition leaders and the administration are struggling to address a legacy of onerous contracts that weigh on our budget and finances. Nevertheless, we are deeply concerned that the broad claim that UNO will no longer exist may have unanticipated effects. How will this impact, for example, our programs and other existing contracts? In particular, we ask for specific clarification regarding university organizational structure and faculty contracts/tenure.

At our December meeting, the UNO faculty were encouraged to consider their own transition plans for the university. As the faculty now reconvenes on campus to begin this spring semester, we will continue to collaborate with administration, staff and Transition leaders, as much as timeline, workload, resource and data constraints allow. Please be assured that we in the Faculty Senate are fully engaged.

Thank you again for your time and consideration. We look forward to our meeting this Friday, January 9, 2026.

Respectfully,

The UNO Faculty Senate Executive Committee

Christopher Summa, Ph.D. (President)

Connie Phelps, M.L.S. (Vice President)

Juana Ibanez, M.A. (Secretary)

James Mokhiber, Ph.D. (College of Liberal Arts and Education)

Steven Rick, Ph.D. (College of Sciences)

Cherie Trumbach, Ph.D. (Henry Bernstein College of Business Administration)

Nikolas Xiros, D. Eng. (Dr. Robert A. Savoie College of Engineering)

## **Appendix: UNO Mission Statement and Vision**

As published at: <https://www.uno.edu/about-uno/mission>

*\*Please note that an incorrect version of the UNO Mission Statement was submitted to the Board of Regents with the initial transition materials and proposed legislation.*

### **Mission and Vision**

#### **The University of New Orleans:**

#### **A Student-Centered, Urban Research University**

**Mission** The University of New Orleans is an urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region's foremost public resources, offering a variety of world-class, research-based programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans, as a global community asset, advances shared knowledge and enhances the sustainability and quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, community-engaged learning, cultural and academic activities.

**Scope** The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master's and doctoral degrees in academic colleges, including but not limited to: business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

**Vision.** The University of New Orleans will be recognized as one of the preeminent urban research institutions in the nation, noted for its commitment to excellence in teaching and in student success; its location in a culturally vibrant city; its innovative and relevant undergraduate, graduate, professional and research programs; and its role as a primary engine of social, economic, intellectual and cultural development in the New Orleans region and beyond.

# Draft UNO/LSU-New Orleans LSU Online Workload, Compensation, and Revenue Sharing Policy

## Introduction

The following policy document describes UNO/LSU-New Orleans' internal policy vis-à-vis courses developed and run in collaboration with LSU Online. UNO/LSU-New Orleans is committed to ensuring a fair and equitable compensation plan. Any departures from this policy requires written approval from the Provost and Senior Vice President for Academic Affairs.

## Course Development and Faculty Workload/Reimbursement

Development of a fully online, asynchronous course is a time- and labor-intensive endeavor. Recognizing this, therefore:

**A Full-time Faculty member or Instructor shall be afforded either:**

A course release in the semester in which the course development occurs, or

Extra compensation commensurate with teaching an extra course (overload pay at the rate of one course of adjunct pay) in the semester in which the course development occurs

**An Adjunct Faculty member shall be afforded:**

Compensation equal to that of teaching an in-person course section in the semester in which the course development occurs

## Course Delivery and Faculty Workload/Reimbursement

Running of a fully online, asynchronous course, while not at time and labor intensive as course development, still requires the input of Instructor of Record (in Office Hours, Grading, Discussions, etc.). Recognizing this, therefore:

## A Full-time Faculty member or Instructor shall be afforded either:

Credit for teaching a three-credit course in the semester in which the LSU Online course is offered, or

Additional compensation commensurate with teaching an overload course in the semester in which the course is offered

## An Adjunct Faculty member shall be afforded:

Standard adjunct compensation equal to that of teaching a three-credit in-person course section in the semester in which the course is offered

## Courses with large class size:

A large class is defined as any course with enrollment exceeding 60 students at the undergraduate level or 40 students at the graduate level across the University. Additional compensation for large classes will be calculated using census day enrollment numbers for the semester.

The compensation per additional student for courses classified as a large class will be \$50 per additional student. For example, if the census day enrollment for an undergraduate level course is 75, the added additional compensation for an overload course is calculated as \$750 ( $75 - 60 = 15$  additional students;  $15 * \$50 = \$750$ ). This is in addition to the initial base compensation rate, and total compensation for any single course is not to exceed \$8,500.

## Course Grading Assistants

As online courses can sometimes accommodate very large enrollments, grading assistants shall be made available for large courses. Full-time faculty may not accept more than \$2000 grading assistant funds as extra compensation. Part-time faculty may accept grading assistant funds as extra compensation up to the full course enrollment.

Course Enrollment	Grading Assistant Budget
0-30	\$0
31-59	\$2000
60-89	\$4000
90+	\$6000 (plus \$2000 for each add'l 30)

## Revenue and Profit Allocation

Per LSU Online policy, the University shall receive 63% of the revenue earned for LSU Online courses. The following policy will be applied to any revenues retained by the University once the Faculty member's salary and fringe have been paid. These remaining returns shall be distributed as follows:

Academic Affairs	10%
College	10%
Department	40%
General Fund	40%

Any additional fees (differential fees, graduate enhancement, etc.) shall be routed to the Department that is the intended destination of such fees and shall not be appropriated into the General Fund for other purposes.

### Academic Affairs

The Office of Academic Affairs shall receive no less than 10% of the post-expense returns from a course offered asynchronously on LSUOnline. The amount of this return may be negotiated upward with University Administration, and these funds may be used as the Provost sees fit.

### College

The College / Institute that is the home of the Department offering the LSUOnline course shall receive no less than 10% of the post-expense returns from a course offered asynchronously via this mechanism. The amount of this return may be negotiated upward with University Administration, and these funds may be used as the Dean of the College sees fit.

### Department

The Academic Department that is the home of the Department offering the LSUOnline course shall receive no less than 40% of the post-expense returns from a course offered asynchronously via this mechanism. The amount of this return may be negotiated upward with the Dean and University Administration, and these funds may be used as the Department Head sees fit.

## **General Fund**

The remaining percentage of the returns from LSUOnline course offering (up to a maximum of 40%) shall be provided to the General Fund and allocated as the University Administration sees fit.