

4 December 2025 Faculty Senate Meeting Minutes

Meeting held on Teams

1. Roll Call. Juana Ibanez (JI)

VIA TEAMS

University of New Orleans Faculty Senate Meeting Roster, 4 Dec 2025

	Representation	First	Last	Term	Committee	Attendance
1	1 Administration	Scott	Pentzer	25-26		✓
2	1 Staff Council	Coleen	Maidlow	25-26		✓
3	1 SG President	Joshua	Trochez	25-26		
4	1 Alumni Assoc	Nerolie	Rayson	25-25		✓
5	1 Adjunct	David	Lambour	25-26		✓
6	1 COBA	Bridget	Bordelon	25-28	B	✓
7	2 COBA	Kabir	Hassan	23-26	A	
8	3 COBA	DJ	Min	25-28	D	✓
9	4 COBA	Ray	Rodriguez	23-26	B	✓
10	5 COBA	Cherie	Trumbach	24-27	SE, C	✓
11	1 COE	Satish	Bastola	24-27	C	
12	2 COE	Damon	Smith	24-27	A, B	✓
13	3 COE	Nicholas	Xiros	23-26	SE, D	✓
14	1 COLAEHD	Brian	Beabout	23-26	A	✓
15	2 COLAEHD	David	Beriss	24-27	B	✓
16	3 COLAEHD	Juana	Ibáñez (S)	24-27	SE, B	✓
17	4 COLAEHD	Max	Krochmal	24-27	D	✓
18	5 COLAEHD	Marc	Landry	23-26	Gen Ed.	
19	6 COLAEHD	James	Mokhiber	24-27	SE, D	✓
20	7 COLAEHD	Andrea	Mosterman	24-27	D	✓
21	8 COLAEHD	Maria	Nelson	23-26	A	
22	9 COLAEHD	Grace	Reinke	25-28	C	✓
23	10 COLAEHD	Lisa	Verner	24-27	A	✓
24	11 COLAEHD	Michelle	Wade	23-26	A	✓
25	1 COS	Joel	Atallah	24-27	C	✓
26	2 COS	Rachel	Clostio	23-26	A	✓
27	3 COS	Corey	Dumesnil	25-28	A	
28	4 COS	Simon	Lailvaux	23-26	D	✓
29	5 COS	Steve	Rick	23-26	SE, B	✓
30	6 COS	Ben	Samuel	25-28	A	
31	7 COS	Chris	Summa (Pres)	23-26	SE, A	✓
32	8 COS	Phoebe	Zito	23-26	Gen Ed.	✓
33	1 Library	Abram	Himmelstein	25-28	B	
34	2 Library	Connie	Phelps (VP)	24-27	SE, D	✓

Key: Bold: Elected Senate Governance
 Blue: Senate Executive Committee
Committees: A - Academic C - University Curriculum Committee (UCC)
 B - Budget D - Administrative Gen Ed. - General Education

Q

Quorum Achieved.

2. Senate President Chris Summa Update (PowerPoint Slides)

Slide 1: General Updates (*italics represents additional comments made during the presentation of the slides*)

1. As of yesterday, ICE is now "active" in New Orleans
2. **Tomorrow**: 9AM-Noon UC Innsbruck Suite – Leadership Development at UNO – Higher Education Finance. *The person in charge of the UL System budget is running the workshop. If you are interested, please attend.*

3. I have now spoken with J.R. Weiland and she has set up a meeting for FSEC with herself and Rico Alvendia for Wednesday, Dec. 17th. At this meeting I hope to discuss:
 1. How we got here, from a Faculty perspective
 2. Request a Faculty/Staff Compensation study as discussed last meeting

Discussion:

- FTE hours look like we are overpaid at UNO if going on dividing by total students
- Past administrations put us in this position and we need to talk with people on this transition team to explain our side of the story for how we got here.
- We want to request a faculty/staff compensation study as we discussed at our last meeting.
- If there is anything you want to bring up with the leaders of the transition team, please let the FSEC members know.
- There is salary compression on staff side, too.
- There have been no raises so everyone is making significantly less relative to cost of living, plus removal of stipends, and the differential fee loss, and lack of summer salary shows the cuts being made to faculty and departments that are not as obvious as furloughs.

Slide 2: Summer Teaching Updates

1. I (*Chris Summa*) sent the President and Provost the following prior to the Thanksgiving Holiday:

“President Johnson and Provost Kruger,

Based on a lengthy discussion within the context of Faculty Senate, the FSEC was asked to transmit the following statement, which represents the opinion of the majority of our constituents:

The UNO Faculty Senate Executive Committee rejects as insufficient the \$5000 reduced summer pay rate recently proposed by the Administration for the Summer 2026 session. Imposed as a temporary measure two years ago, a third year of reduced pay would add to the hardships experienced by the faculty we represent.

The Faculty Senate requests a response prior to the deadline for the Chairs’ submission of their Summer 2026 schedules to the Registrar, as it will influence Faculty sentiments toward offering courses this summer.

Respectfully,

Chris Summa”

Slide 3: Summer Teaching Updates (continued)

2. It was on the agenda at Monday’s Executive Cabinet Meeting. From my meeting notes:

Enrollment is still down for the Spring but Kathy and Darrell are going to gather more info and they are going to push back due date for the Summer schedule into January in order to see if this can be addressed.

Slide 4: Summer Teaching Updates (continued)

3. We spoke about it before this meeting in and FSEC Meeting with the Admins

I asked J. Mokhiber to speak at this meeting regarding summer salary. Provost said he doesn't know where the January date came from (while it is possible I was mistaken, I thought I heard this pretty plainly). President said she is "agnostic" about the issue as long as Academic Affairs stays within budget. Provost said he is working with Arlean to get more information about Summer enrollment and revenues. Provost has about \$220K (from DXC grant) as well as some cost savings from people retiring that he can apply to workforce issues that might allow him to cover overages from Fall.

Discussion:

- Regarding the summer budget, if spring enrollment increases, then summer salaries can be negotiated from the \$5000 where they currently stand.
- Register for spring only (no summer registration) and then the administration can figure out how much faculty can be paid for summer after spring break.
- Summer salaries are predicated from how far behind we were in the fall. According to President KJ, if the provost can keep in budget for academic year then he can do whatever he wants with the summer salaries. Go back to chairs and directors for compromise positions and how they want to address salary disparities. Can come back with offer or ask which lets faculty negotiate a bit for the salaries. President KJ is giving provost the latitude to change direction if he stays in budget.
- People are galvanized because part of larger compensation issue. people have lost stipends of all sorts and summer salaries are a make up for that. Summer salaries are a way to make up for a long period salary losses.
- What if we looked at the landscape of summer institutions for their summer pay – is this something unique to us?
- We can look into that with the UL system to discuss with the other UL presidents. UNO is worried about the budget and we have to work within that. UNO is being judged upon its ability to work within the budget.
- We are not asking for raise but cost of living adjustment.
- That is the terminology we will use when we have the meeting with them.
- Regarding the summer salary, we want a reversal of the pay cut.

Slide 5: LSU Transition

1. Additional Faculty to Academic Programs Subcommittee

I have submitted the following names (via the Deans, who forwarded them on to the Provost) (*to be added to the transition subcommittees*)

“1) Maritime/engineering/defense

Dr. Bethany Stich bstich@uno.edu - Public Policy and Administration

Dr. Nikolas Xiros nxiros@uno.edu - Naval Architecture and Marine Engineering

Dr. Vassil Roussev vroussev@uno.edu - Cybersecurity

Dr. Marla Nelson mnelson@uno.edu - Planning and Urban Affairs

2) Healthcare

Dr. Wendy Schluchter wschluch@uno.edu - Biology (advistor to pre-professional healthcare majors)

Dr. Bernard Rees - brees@uno.edu - Char of Biology and Psychology Departments

Dr. Elliot Beaton ebeaton@uno.edu - Psychology / Neuroscience

Dr. Chris Beiser ctbelser@uno.edu - Counselor Education

Dr. Scott Phillips sphilli2@uno.edu - Healthcare Management

3) Hospitality, restaurants, and tourism

Dr. Bridget Bordelon bmborde1@uno.edu - Tourism policy and planning

Dr. Yvette Green ygreen@uno.edu - Director of Hospitality Research Center

4) Arts and culture management

Brian Seeger bseeger1@uno.edu - Jazz Studies

Dr. Steven Mumford swmumfor@uno.edu - Political Science / Public Administration

James Roe jroe@uno.edu - Film and Theater”

Discussion:

CS -LSU Transition – We initiated a formal ask for specific faculty to be added to the subcommittees via the Deans. Deans agreed and sent this list to the Provost who will have to add them to the mailing list if he agrees.

Slide 6: LSU Transition (continued)

2. Academic Subcommittees Updates (“big ideas” files shared via chat and screen shots are attached at the end of the minutes)

Comments requested by end of business today

Discussion:

CS – LSU Transition – big ideas document will be submitted to the executive committee of the transition. In drop box posted in chat is the big ideas document draft. They are asking for comments by end of business day today.

Review of Arts Goals.

- SOTA are out there already. What are the goals formed around?
- James Rowe was coming up with ideas. Not too many external business people in this subcommittee meeting. Goal 3 is just advertising because SOTA is always out there but no one knows about them.
- Question in chat. Have suggested members been approved? Not yet.
- Why is there not a better relationship with NOCCA.
- SOTA has an agreement with NOCCA. If the student finishes a particular program there, they can attend UNO with advanced standing. The relationship established with NOCCA needs to be stronger and they have had a change of leadership since plan was developed.
- HRT likewise has an articulation agreement with NOCCA and meets with them. HRT will meet with Chuck Taylor (SOTA) to collaborate.

Review of Maritime, Engineering and Cyber Security Goals – lots of industry folks involved.

- Pensacola story. American Magic is a competitive sailing race every year starting in Australia and ending up on west coast. They were looking for a place to set up their business to designing ships and ended up in Pensacola because they have a small ship building program but not like ours and it lacks our association with aerospace industry manufacturing. Dr. Schilling is trying to revive connections to Stennis. They do need the grade of manufacturing for the materials to make the boats for the competition. They were ignorant about our existence. If they had known they would have established this business in New Orleans and facility would have been facilitated with the BEACH, and our students doing research and development for autonomous watercraft.
- If people could know what we do here then we could do a lot more and have more interactions with external partners.
- Referring to Goal 1, we are here already.
- CS - We should be the first thought in everyone's mind according to Bollinger.
- The language of goal 1 is strange.
- "Maritime" is more than just engineering. In Planning and Urban Studies, the university's transportation institute (UNOTI) and our focus on maritime ecosystems merges with social sciences. Planning and policy connect to the port and Planning works very closely with GNO Inc. on their maritime activities and have signed a maritime relationship with Norway and Finland.
- CS – Please write that so I can send it on to the subcommittees.
- Chemistry plays a big role in the port, too. It is used to analyze cargo as it comes in so you don't have cargo sitting around waiting for inspections.
- CS - There were lots of engineers that had nothing to do with the maritime industry in the meeting. The names and focus in the transition group are changing.

- The Pontchartrain Institute was not mentioned by the transition team either. The Pontchartrain Institute has been doing research in maritime habitats for a long time.
- CS - Please get a comment to me so I can submit it.

Review of Health Sciences Goals

- CS – email from Health Shreveport, aware of articulation agreements and want a similar set of MOUs and agreements with UNO

Review of HRT Goals

- No one from HRT was on the committee so HRT academics has an issue.
- The HRT plan to create a named culinary school is a great idea. Just one thing: when we get senators on that committee, can we add a food studies part to this? I can provide information on career paths that are related to this.
- Delgado, Nunez, and other programs in the area that have culinary and would take away from our mission. They are thinking of their agenda with workforce development and training but isn't a fit with what our program does. We aren't training people to work in kitchens for the Kabacoff School.
- Nichols State has culinary program; do we really want to compete with that?
- Goal 3 – increase internships. Our students are required to work 600 hours paid in internships before graduating already.
- Can we submit our own goal and plan list for areas not mentioned?
- There is a way for people to comment via email and we need to be focused on a broad point. Perfecting hurried documents are an issue especially since lots of academic programs are lacking.
- This goes to executive committee tomorrow
- There are a handful of industry people who want things but don't know what we do already. We can give feedback on these but a broader statement about the other things that are done for the region is needed.
- This would be a statement to the executive committee of the transition team?
- There is a lot more that we do and offer that they are not recognizing in these goals.
- The transition team is trying to find some things that they can get a lot of money for that will renew the public-at-large's interest in what is going on here.
- Faculty know how things connect in ways that these advisors don't know.
- The committees are going to run with their ideas but if faculty speak up and show how the faculty play into this it might help. The plans don't feature UNO niches. There are ways of our mission that are being missed.
- Have been saying this from the beginning that the lack of faculty from specific depts is a problem. We need to make that a broader statement and be specific as to why we want more faculty on the committees. If we are asking for more financing we don't want to ask for what we have in place. What will take our programs to the next level that the industry needs? Industry might need a culinary school but if that is a mismatch then that might mean more money than we can get. We

are not rebuilding the University from scratch. A statement to go back with, such as "we have grave concerns that these asks are not enough (and the asks duplicate programs in place already) and they are not taking into account the overlap between programs that exists already. In business they are not asking everyone in the college for input, they are just thinking about what they can get money for.

- There is a fear of people being left out of the conversations. Faculty want their voices heard. Large swaths of the University are not in spotlights right now. In none of the transition, has the public purpose for education been a focus; we need to be talking about educating citizenry. Broader representation from faculty needed.
- What is being followed here is private enterprise. We are a resource in that model. We have to realign our resources to what the customers want to purchase and support with their wallets. The public perspective (us) is missing because we aren't customers. Training programs are not academic programs. Intention is we haven't been making money for years so our resources will be aligned to make money.
- CS – what do we suggest we do about this?
- Visceral reaction to what is seen. Can we communicate that this does not give us adequate time to have discussions and come up with solutions that would be reasonable? Or do we do the best we can with what we got?
- CS – don't know how much pull we have here. The two provosts are the leaders of this particular academic committee. We only met one time the first week. It wasn't clear how they were going to spin this. Only got this document recently and there hasn't been a lot of discussion with the group. We can let them know what we come up with but CS has no control over what executive committee will do.
- There is no way to have a 4-year culinary school.
- There are serious accreditation issues with the HRT recommendations.
- We need a statement to give the subcommittees. We don't need to be rejectionists. Thank you for the help. You need more faculty input for all these reasons. We know that they must move forward but you are missing important considerations so some kind of statement from the FS sharing that information would be useful.

Proposed Statement posted in Chat:

"The UNO Faculty Senate wishes to reiterate its appreciation to community and higher education members who are devoting their efforts to making the UNO transition to the Louisiana State University System a success. We believe that, even under an accelerated timeline, the Workgroups have begun to collaboratively generate useful data regarding several specified academic programs – ranging from Arts Administration to Maritime Engineering and Health Sciences-- that show the utility of faculty insight. At the same time, the UNO Faculty Senate urges the Workgroups to consider faculty input within the context of the broader program array that distinguish UNO as a public research university serving the New Orleans community and its residents. "

Motion to approve this statement made and passes. 20 votes for, 0 nays, 0 abstentions.

Slide 7: LSU Transition (continued)

3. LSU Online Revenue Sharing (External):

1. LSU Online generally takes 35% of revenues, in order to pay for marketing, delivery, infrastructure, etc.
2. They can, after taking another 2%, handle Financial Aid, Advising, etc.
3. This was discussed at Executive Cabinet, and the general consensus was to offload this work to LSU Online and allow them to take the extra 2%

Discussion:

- LSU Online 37% and they will handle the financial aid
- is there a different opinion?
- How do you feel about advising being offloaded?
- Advising wasn't a big ask when done through former system and took work off
- This is just online programs?
- CS: Yes
- Would it be UNO program or an LSU program?
- CS – If the program is all online courses it is housed in LSU Online but is a UNO program.
- How permanent is 2%? Is this a 5 year contract? Right now we are so understaffed so it would be helpful and if they aren't doing a good job, we can take it back.
- Whatever document we draft up is the first round. 2% now but can be taken out into the future.

Slide 8: LSU Transition (continued)

4. LSUOnline Proposed Revenue Sharing Policy Draft (internal)

1. It's important that we weigh in on how revenues should be disbursed internally.
2. Brian Beabout (BB), DJ Min (DJM) and I (CS) have put together a draft document which I've distributed to you all today, and which I'd like to discuss.

Discussion:

- CS LSU Online revenue draft, pdf has not been shared with administration yet and is a first stab to see what they will say.
- Do courses have to be completely done before become part of LSU Online?
- I need to discuss this with the others in my college
- CS not planning to send it right away but it is something being discussed soon
- Agree that this is a good first draft but I am not in charge of the online program so need their input; I am just a representative.
- CS: Please make copy for your files from the drop box.
- DJM: There is not a statement in there yet to increase the amount of additional comp based on course size. Courses can go extremely large so need a plan in place to cap how much additional

comp comes to. We are looking at LSUS internal memo. After 60 students adjunct salary has a maximum \$8500 to address higher level of courses

- CS : Where does the money come from for the grading assistant budget? This needs to be part of the revenue statement.

3. Committee Reports

Slide 9: Academic Committee Updates

Academic Committee – Rachel Clostio

- Comments on Workload Policy completed

Planning on sending them to Provost at the end of the week. *After the Provost reviews and makes changes it will be returned to the Academic Committee for review. The administrators want the policy finalized by the end of spring.*

- Met with Meredith King on Monday to discuss use of AI by students

Work with her to come up with statements that faculty can add to their syllabi

Work with Amanda Robbins to create an AI policy statement for UNO

End of Slides

Budget Committee – Steve Rick has left the meeting.

Administrative Committee – Connie Phelps

- President KJ has asked for review of Pres and Provost. There is a spreadsheet evaluation form that can be used for the President. There is a “360 review” that includes the UL System reviewing her. We will do a review with the policy we have for upper-level administrators but if President KJ still wants the 360 review, we don’t know that UNO faculty can do that. CS will discuss the 360 review with her but in the meantime we can start the UNO review that we do have. The President job announcement used to hire her is on hand in the committee.

4. Motion to adjourn by CP. Seconded by JM. Motion passed unanimously.

SECTION 8: ACADEMICS

Led by: Troy Blanchard

OVERVIEW

Academic programs represent the core value proposition of LSU New Orleans. While facilities, systems, marketing, and student services enable institutional success, it is the academic portfolio – its relevance, accessibility, and alignment with workforce demand – that ultimately drives enrollment, reputation, and long-term sustainability. In January 2026, the external assessment provided by EAB will inform the Transition Committee of its market-driven findings, and at that time it will be possible to compare the recommendations to the ones provided here from the Academics Affairs workgroup that is comprised of both academic and industry representatives.

The Academic Affairs sub workgroups submitted a set of recommendations that consistently emphasize pathways, partnerships, and applied learning rather than broad program expansion. When synthesized across disciplines, these recommendations point to a clear strategic direction: LSU New Orleans should focus on high-demand, regionally distinctive academic strengths, leverage the LSU System to expand opportunity without duplicative investment, and position itself as an urban, workforce-connected institution serving New Orleans and the Gulf South.

Overall Academic Strategy Priorities or Themes

When synthesized, the Academic Affairs recommendations support the following priorities for LSU New Orleans:

- **Drive Enrollment Through Structured Pathways;** clearly defined pathways reduce uncertainty for students, improve yield, and strengthen transfer pipelines
- **Align Academic Offerings with Regional Workforce Demand;** health sciences, hospitality, maritime, cybersecurity, and creative industries reflect real labor-market needs and student interest
- **Leverage the LSU System to Expand Opportunity;** system partnerships allow LSU New Orleans to scale academic offerings efficiently while maintaining quality
- **Embed Experiential Learning as a Core Expectation;** applied learning improves retention, placement outcomes, and program reputation
- **Sequence Growth to Protect Financial Sustainability;** concentrations, certificates, and accelerated programs should precede new degree creation

SUB WORKGROUP: Arts and Arts Administration

The Arts and Arts Administration workgroup identified the School of the Arts as a high-quality but underutilized academic asset with significant enrollment potential if repositioned and modernized. Key strategies include interdisciplinary course offerings aligned with contemporary creative industries, expanded internship pipelines with New Orleans cultural institutions, and a proposed 4+1 pathway to the Master of Arts in Arts Administration to retain high-performing undergraduates. Community-facing programming and alumni engagement were emphasized as mechanisms to increase visibility, recruitment, and philanthropic support.

From an enrollment perspective, these recommendations focus on low-cost academic innovation that leverages existing faculty strengths while strengthening transfer and recruitment pipelines from regional high schools, Delgado Community College, the local arts ecosystem, and enrollment targets outside of Louisiana.

Table 8.1 – Arts & Arts Administration: Goals and Next Steps

Goal / Initiative	Description	Specific Next Steps	Enrollment & Workforce Impact		Key Partners	Timing
			Impact	Workforce		
Interdisciplinary Arts Curriculum	Align coursework with contemporary creative industries	Review curriculum; integrate digital media and arts management content	Expands appeal and career readiness	Arts faculty; cultural institutions	Short term	
4+1 MA in Arts Administration	Accelerated graduate pathway	Design 4+1 curriculum; align advising	Improves retention and graduate enrollment	Graduate Studies; Student Services	Short – medium term	
Expanded Internships	Increase applied learning	Formalize internship MOUs; embed in curriculum	Improves placement outcomes	Arts organizations	Immediate	
Community-Facing Programming	Increase visibility	Host showcases; alumni-led events	Strengthens recruitment and donor engagement	Alumni; Marketing	Ongoing	

SUB WORKGROUP: Health Sciences

The Health Sciences pod presented one of the most enrollment-ready academic strategies, grounded in demonstrated demand and strong LSU System alignment. Recommendations include structured nursing pathways, allied health 2+2 and accelerated models, 3+2 MPH pathways linked to undergraduate majors, and early-admit or conditional acceptance models for medicine and dentistry. Dual-degree offerings and healthcare management pathways further strengthen alignment with regional workforce shortages.

Historical matriculation data demonstrates a consistent pipeline from UNO to LSU Health Sciences Center, particularly in nursing and allied health fields. Formalizing and marketing these pathways provides an immediate opportunity to increase enrollment yield without requiring LSU New Orleans to replicate high-cost professional programs.

Table 8.2 – Health Sciences: Goals and Next Steps

Goal / Initiative	Description	Specific Next Steps	Enrollment & Workforce Impact	Key Partners	Timing
Nursing Pathways	Structured BSN pathways	Formalize agreements; align advising	Addresses workforce shortages	LSUHSC	Immediate
Allied Health 2+2	Expand allied health access	Define articulation agreements	Increases transfer enrollment	Community colleges	Short term
3+2 MPH Pathways	Accelerated public health degrees	Align curricula; admissions criteria	Builds public health workforce	LSUHSC	Medium
Early-Admit Health Professions	Conditional MD/DDS pathways	Define criteria; coordinate advising	Improves yield and quality	LSU System	Medium

SUB WORKGROUP: Hotel, Restaurant, and Tourism

The Kabacoff School of Hotel, Restaurant, and Tourism (HRT) Administration is uniquely positioned to serve Louisiana's largest employment sector through place-based, applied academic programming – and is strategically placed in one of the planet's most renowned culinary and cultural meccas.

The workgroup emphasized the development of signature concentrations in culinary arts, hospitality operations, festivals and events, and hotel management, supported by expanded paid internships embedded within degree requirements. Certificate programs and workforce credentials provide opportunities to serve both traditional students and working professionals. These initiatives reinforce LSU New Orleans' distinct identity by leveraging New Orleans as a living laboratory for hospitality education – an advantage that cannot be easily replicated elsewhere in the state.

Table 8.3 – Hotel, Restaurant & Tourism: Goals and Next Steps

Goal / Initiative	Description	Specific Next Steps	Enrollment & Workforce Impact	Key Partners	Timing
Signature Concentrations	Culinary, festivals, hotel operations	Develop concentrations; update marketing	Differentiates program	Industry partners	Short term
Paid Internships	Embedded applied learning	Secure employer commitments	Improves placement and retention	Hospitality employers	Immediate
Certificate Programs	Workforce credentials	Design stackable certificates	Expands professional enrollment	Workforce partners	Medium
Living-Lab Model	Place-based instruction	Formalize experiential projects	Reinforces brand	City partners	Ongoing

SUB WORKGROUP: Maritime, Engineering, Cybersecurity, and Innovation

The Maritime, Engineering, Cybersecurity, and Innovation pod articulated a disciplined vision to position LSU New Orleans as a regional hub for maritime systems, cyber-physical security, logistics, and defense-related workforce development. UNO has a history of providing quality education in the traditional engineering disciplines, and these specific focus areas within the broader engineering field reflect the differentiation that LSU New Orleans can offer to attract those seeking skills required for employment in high-demand Gulf Coast industries.

Key recommendations include unified maritime-focused concentrations across engineering and cybersecurity, structured workforce pipelines with K-12 and community colleges, paid internships aligned with industry security requirements, and the development of a research-to-practice Center of Excellence.

Importantly, the workgroup emphasized sequencing growth to ensure enrollment demand, faculty hiring, and capital investment remain aligned, protecting financial sustainability while building long-term academic distinction.

Table 8.4 – Maritime, Engineering, Cybersecurity & Innovation: Goals and Next Steps

Goal / Initiative	Description	Specific Next Steps	Enrollment & Workforce Impact	Key Partners	Timing
Maritime Concentrations	Differentiated engineering focus	Align curricula across disciplines	Targets Gulf Coast workforce	Industry partners	Short term
Workforce Pipelines	K-12 and CC alignment	Formalize pathways	Builds enrollment pipeline	Schools; CCs	Medium
Paid Internships	Industry-aligned learning	Partner with defense firms	Improves recruitment	Employers	Immediate
Center of Excellence	Research-to-practice hub	Scope center; identify funding	Raises profile	LSU System	Medium – long term

The Academic Affairs workgroups articulated a pragmatic and opportunity-driven academic vision for LSU New Orleans. Executed in coordination with Marketing, Student Services, Facilities, and Finance, this academic strategy positions LSU New Orleans as a modern, relevant, and competitive public university within the LSU System.