

# University of New Orleans Faculty Senate Minutes 11 November 2025

University of New Orleans Faculty Senate Meeting Roster, 11 Nov 2025

		Representation	First	Last	Term	Committee	Attendance
1	1	Administration	Scott	Pentzer	25-26		Present
2	1	Staff Council	Coleen	Maidlow	25-26		Present
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	C	Present
7	2	COBA	Kabir	Hassan	23-26	A	Present
8	3	COBA	DJ	Min	25-28	D	Present
9	4	COBA	Ray	Rodriguez	23-26	B	
10	5	COBA	Cherie	Trumbach	24-27	SE, B	Present
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.	OUT OF TOWN
19	6	COLAEHD	James	Mokhiber	24-27	SE, D	Present
20	7	COLAEHD	Andrea	Mosterman	24-27	D	OUT OF TOWN
21	8	COLAEHD	Maria	Nelson	23-26	A	Present
22	9	COLAEHD	Grace	Reinke	25-28	C	Present
23	10	COLAEHD	Lisa	Verner	24-27	A	Present
24	11	COLAEHD	Michelle	Wade	23-26	A	
25	1	COS	Joel	Atallah	24-27	C	Present
26	2	COS	Rachel	Clostio	23-26	A	Present
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	Present
30	6	COS	Ben	Samuel	25-28	A	Present
31	7	COS	Chris	Summa (Pres)	23-26	SE, A	Present
32	8	COS	Phoebe	Zito	23-26	Gen Ed.	
33	1	Library	Abram	Himelstein	25-28	B	Present
34	2	Library	Connie	Phelps (VP)	24-27	SE, D	Present

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

## 1. Roll Call (Juana Ibáñez, Secretary) Quorum confirmed.

Three sets of minutes (1 October, 20 October, and 3 November) to be approved at next meeting.

## 2. Committee Reports

a. Budget and Fiscal Affairs Committee (Steve Rick) – Trying to schedule another meeting. Issues to be considered include compensation with LSU Online. CS wants committee to secure URL of :wo most recent budgets: 2024/2025 and 2025/2026. CS has asked President Kathy Johnson (KJ) and CFO Arlean Wehlan for the URLs. Budget URLs will be distributed to all Senators once they are known.

b. Academic Committee (Rachel Clostio) – Meeting with President KJ and Provost Darrell Kruger (DK) to discuss workload policy occurred. The way the policy is currently worded is that it is in line more with the UL system but since we are transitioning to LSU system, the committee was not sure if it needed a total redo or not. Provost said UNO can do our own workload policy as we want it. It was questioned

as to why is it being looked at now. DK explained that there is a 3-year review rotation for policies and right now the review includes the Workload policy. The Faculty Senate (FS) Administrative Committee and Academic Committee have been meeting jointly to propose a Workload policy. All comments will be collected and sent to the Provost. Workload policy must be finalized in the spring. Wording suggestions and policy suggestions are included in the comments from the FS. The Provost will return it to the FS with his feedback for comments from the FS before the policy is finalized.

c. Faculty and Administrative Affairs Committee (Simon Lailvaux) – Joint meeting with Academic Committee, as mentioned before, to deal with Workload policy review. The Provost had also asked them to review the Tenure and Dismissal policy with a one week turn around. Because this is such an important policy, more time was needed so the committee declined to endorse the existing policy. Emails between FS President and President KJ resulted in being given more time to align the policy. This committee will be working on it and the Grievance Policy, too. Note that the revisions to the Grievance policy have been ongoing. DJ Min (DJM) has written a draft of the new Grievance policy. There are still some details to iron out such as whether or not to have a Review Committee or an Ombudsman instead.

**Discussion:**

**Q:** Are there guidelines or PMs at the LSU system level that discuss grievances and/or faculty termination that can be used as a guide? **A:** The last guidance received was from UL. LA Tech had a good policy so committee is modeling the new Grievance policy on that one. The Committee has not looked at LSU policies, yet. As it stands now in the rewrite, the Grievance committee sets up a Grievance Review Committee to be composed of tenured faculty. The draft created is simplifying a very complicated structure in the existing policy. The old policy had too many back-and-forth steps before the final processing of grievances could be achieved. The LA Tech version is simpler and defines exactly when each step happens. The current draft policy clarifies the process and simplifies it without losing due process. If the draft has to be shifted to be more like LSU policy, it should be an easy shift now that steps are clearly identified. DK was informed that the LSU system is set up so individual campuses have the freedom to do what they like with their policies at the campus level. Permanent Memoranda are issued by the LSU system for general guidelines. Whatever we come up with now is likely to stay in place into the future.

The draft includes what types of grievances people can bring. It is useful to have a summary of what types of complaints can be covered under the policy. The Grievance Committee has to decide if the grievance is covered in their jurisdiction. After recommendations are made by the Grievance Committee, it has not been ironed out how the recommendation goes up the chain of command. That needs to be clarified along with a rationale for what has to occur at each step.

CS thanks the Faculty and Administrative Affairs Committee for working on this longstanding rewrite process.

### 3. Proposed Resolution on Milneburg Hall Faculty, Staff, and Students

A draft resolution was presented which intends to thank the people who helped relocate the occupants of the Milneburg building. Some edits were made immediately.

James Mokhiber motioned to table the resolution so more edits can be made in Teams before the Senate votes on the resolution. Motion to table passed with a voice vote and one abstention.

### 4. President updates (Chris Summa, CS)

a. Faculty/Staff Mental Health De-escalation training. A memo was received by LeeAnn Sipe (LS, Associate Vice President and Dean of Students) and all faculty (sent as an attachment to today's agenda and is posted at the end of today's minutes) expressing some FS concerns regarding the proposed de-escalation training. LS responded saying, the training is "not clinical in nature nor is it intended to prepare faculty and staff to conduct risk assessments". The full text of LS's response was posted to the FS in a slide and is attached at the end of the minutes.

#### **Discussion:**

CS - Does anyone have any questions or need for clarifications? Do we need to send our memo forward to the President or can this issue be considered over for the moment? Porche Jackson (Director of Counseling Services) is introduced to discuss this with the FS. LS and Student Health Services are working on a training. They are considering existing trainings delivered with "College Beyond". This training is NOT clinical. **Q:** Online or in person training? **A:** Likely in person. **Q:** Is counseling services up and running? **A:** Yes. Just hired an assistant director which gives counseling services three people. Counseling Services is not yet set up to do same day services for students until the spring semester. Comments: What is important now is to hire more counselors. We are voting on whether or not to send this letter to the President. We want the extra counselors to be important to administration. **Q:** What is the demand for services right now? **A:** There is one full time counselor and 3 interns. Counseling services is located in UC 226. (Note: <http://uno.edu/counseling-services> has Emergency Mental Health Resource phone numbers listed). Counseling usually includes ten sessions and there are about 20 people actively using the resources at this time. CS – Let's table the letter for now as the urgency for this matter has been expressed and addressed. Letter has been tabled.

#### b. LSU Online

CS would like to quickly convene a working group consisting of stakeholders to hash out a formal policy for this to present to the administration:

1. How does a course on LSU Online count towards the workload of a Faculty member?
2. If it is being done for extra compensation, how much is the Faculty member paid? Is this different for Spring/Fall vs. Summer?
3. Where does the money go? What percentage will flow back to the department / unit offering the course?

4. What control does the faculty member have over the course once it has been placed on LSU Online?

**Discussion:**

CS: Brian Beabout and DJM will be asked to work on this. We need a working group to identify points of concern. Who wants to help? David Beriss (DB) has volunteered. DB is on the LSU transition team for this so can help. Points of concern include what should UNO do with faculty in the program and how to confirm the integrity of the intellectual product.

DJM (LSU Online Committee) The driver of this charge was recognized when discussing the program with others in the LSU system. The responses we received deal with what LSU Online does. Once the program is fully operational, the running of the program is done per individual institutional policies. For instance, how much of the 70% revenue stays with the University, with the College, or with the Department? How much is paid for the faculty in the programs? Some Universities have caps on the courses. Day-to-day operations are determined within the institution so we as faculty senate need to work with the upper administration to recommend how the program is managed at the institutional level. It is up to the University to make those determinations and if we want a voice, now is the time to speak up. Some universities have shared their information so we can build on what has been done. We want benefits for the institution and the departments running the program.

**Q:** Can we agree not to send a final Workload agreement until the LSU Online process is decided? **A:**

Yes. **Q:** The LSU Online committee has to find a balance between how many online courses will be required for individual faculty to teach. Right now 30% of courses are supposed to be online but for those of us who prefer to teach in person, are these programs going to impact a percentage increase?

**A:** LSU Online is a fully online program. Individual courses and whether or not they are taught in-person or online, is a course issue. President KJ wants more lower-level courses in-person instead of online. Departments are trying to be strategic with what is online and what is in-person based in part on student needs for in-person courses. **Q:** If an online program is running along with in-person program how will it affect how many online courses will have to be offered? **A:** We still don't know if cross-enrolling is possible. If a UNO regular pathway student takes an LSU Online program class can it count? At the moment it is not allowed. The courses students here have to take have to be through UNO.

Comment: If students can't cross-enroll, they are likely to do the online program instead of the in-person option. DJM – really depends on how marketing for program is done. LSU Online does not try to cannibalize existing programs. Our institution needs to do more marketing to get students in-house. What we have heard so far is that LSU Online is not marketing to the same group of students as in-house preference institutions. CS – will find out who is on the Marketing transition team to let them know. Sarah Burgez is the Director of UNO Marketing person likely to be on the transition team.

**Q:** If LSU Online has a program and the student needs to do field work, will it be possible if it is a full online program? **A:** It is not an LSU Online degree, it is an LSU New Orleans degree. It has an 8-week calendar. Don't know if in-person field work is an option with LSU Online programs. Comment: if there is already an existing LSU Online program degree, other institutions cannot create a new program for the same degree. At UNO the potential for LSU Online program development includes HRT, MST,

Anthropology, and Engineering Management, as examples. Just because they want these to be developed into online programs does not mean it will be going online. Departments at UNO have offered proposals that we have an intention to move online but LSU Online will do marketing to figure out if it is useful to have it online. If marketing analysis says that degree is not profitable, it will not be offered. Some programs cannot be fully online. There are professional opportunities and certifications to be offered online, too. Anything that doesn't require a lot of in-person contact can be online. More study is required on the fit. Timing is an issue; if we don't plant the first flag for an online program then another organization may claim the program. Our assessment is what we have to complete. Philosophy is fully online at UNO and may have a good market. There may not be a good market for Romance Languages right now. Philosophy and HRT run online and in-person programs at UNO. Let's check out what LSU satellites have done, to get a measure if LSU Online is truly successful. For example, the History Department at LSU Alexandria has LSU Online history program but only 1 professor in the department so everyone teaching the program is an adjunct. How many students is the 1 professor teaching in the in-person classes?

The Workload policy needs to include this information. Is a course in the program part of full load or extra? If you are asked to develop a fully online class it should count as a class. Course development to be added to workload policy. Summer sessions should be discussed in the workload policy, too. It is still another whole class even if half the normal summer pay (as it stands now). We need language to codify how to teaching an 8-week online course is treated in the workload. Overload and summer needs must be addressed, too.

Online vs in-person education is an issue. We should be promoting the value of in-person education in order to survive as an institution. AI is likely to be teaching classes in the near future. Students are using AI to cheat. I only trust students to take tests in front of me to confirm they are not cheating. There is authenticity in the in-person program. Online degrees are not supposed to be different from in-person classes but they are. As technology increases, minds do not work the same way. Doing math by hand doesn't happen anymore, for example.

There are high DFW rates with the online courses. There may be a problem if you can't use the online credits for an in-person degree.

There is no tuition difference for out-of-state and in-state students if taking an exclusively online courses program at UNO. How does that change with LSU Online?

Note that some degree programs are more expensive than others in LSU Online. If we do put a couple programs on LSU Online it will be important for our University to market itself.

c. Anonymous portal question

"The University of New Orleans Transportation Institute, commonly known as UNOTI, is a world-renowned Transportation Research Institute (and the only Board of Regents approved Transportation Institute in the state). How will the LSU New Orleans name change affect the name and branding of UNOTI?"

CS - There has not been enough time to look into this issue and so this question has been skipped for now in the agenda. It will be revisited at the next meeting if we can get a response from the Transition team and/or administrators.

#### d. LSU Transition Updates

##### Slide 1:

1. First meeting of Transition Team Debrief
2. New LSU System President: Wade Rousse – (got his MBA from UNO)
3. New LSU Chancellor: James (Jim) Dalton – from U. Alabama
4. We now know the members of the Academic Programs Committee:



**Troy C Blanchard**

November 9, 2025

**Academic Programming Workgroup: Charge, Deliverables, and Next Steps**

To: andy.baker@intralox.com, cale.husted@sev1tech.com, njunius@lhjunius.com, gerald.cvitanovich@ochsner.org, Greg.Feirn@lcmchealth.org, allison.guste@lcmchealth.org, lester.johnson@lsuhs.edu, granville.morse@ochsner.org, Nelson, Steve, Troy C Blanchard, SGJohnso@uno.edu, rkearns@uno.edu, Darrell Kruger, Roland W Mitchell, rsavoie@loyno.edu, Christopher Summa, paul.ballard@ballardbrands.com, kyle@brechtelhospitality.com, Tommy@dragosrestaurant.com, ejliv@emerillagasse.com, Brian.glorioso@gmail.com, boysieb@bollinger.com, embopp@crescentpilots.com, mikemiller@star-service.com, jcook@mccno.com, Barry@kernstudios.com, Barry@kernstudios.com, walt@neworleans.com, Courtney N Phillips,

Cc: J. R. Weiland

**Slide 2:** LSU Transition Academic Programs Subcommittee Charge *(the original email was sent along with today's agenda to all faculty and is attached at the end of these Minutes)*

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.

**Slide 3:** Academic Programs Subcommittee Charge

- I'd like to collect any and all ideas toward these goals
- I'd also like to collect any and all ideas beyond these specific goals, as they are fairly narrow

**Discussion:**

**Q:** Why those specific three goals? **A:** You have the same information I have received. CS will create a Teams site for all faculty to access. IT is helping to create it. That site will be used to collect the comments from the faculty. **Comment:** Please make sure that your subcommittee has all the planning and mission statement documents that UNO has put together to help guide the Academic Subcommittee. **Q:** Can we add people to the subcommittees? **A:** That hasn't been discussed. **Comments:** Many important departments are not represented on this subcommittee. There are no women on the Academic subcommittee.

## 5. Adjournment.

Abram H motions to adjourn. Seconded by Marla Nelson. Motion passes unanimously. Meeting ends at 1:44 pm

**MILNEBURG DRAFT RESOLUTION** (Tabled for additional edits)

Whereas, in the summer of 2024, the University Administration decided to close Milneburg Hall, and noting that this decision was not endorsed by the faculty, staff, and students occupying Milneburg;

Whereas, Milneburg Hall, while in need of repair, housed departments and institutes important to the University's mission of teaching and research, including Anthropology, Planning and Urban Studies, Political Science, Sociology, the Center for Hazard Assessment and Response Technology (CHART), UNO Transportation Institute (UNOTI), the Pontchartrain Institute for Environmental Sciences, Fine Arts graduate students, and student organizations;

Whereas, moving the offices from Milneburg fell largely to the faculty, staff, and students in that building, as well other volunteers who assisted in the move;

The Faculty Senate would like to acknowledge the hard work of all who made this move, work that was done in addition to the teaching, research, and service of these faculty and staff members.



## **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 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.

## RESPONSE TO FS DE-ESCALATION MEMO FROM LEEANN SIPE:

Good morning, Chris!

A colleague shared the Faculty Senate's statement regarding the University's de-escalation training initiative with me this morning and I wanted to provide a response that you can share to help inform the discussion you all have today. I appreciate the thoughtful attention given to faculty workload, professional boundaries, and the importance of ensuring that mental health responsibilities remain within appropriate areas of expertise!

To clarify, the current de-escalation training under discussion is **not clinical in nature**, nor is it intended to prepare faculty and staff to conduct risk assessments or intervene in crises. Instead, the training focuses on helping faculty and staff:

recognize early signs of student distress (something most employees do naturally);

regulate their own responses in moments of tension or disruption;

communicate boundaries and concerns in ways that lower, rather than heighten, conflict (i.e., by immediately calling the police or becoming emotionally argumentative); and

connect students with the appropriate campus supports (such as Counseling Services, Student Affairs, or the Student Care Network).

**In essence, this training is about *awareness and response style*, not diagnosis or clinical decision-making.** It equips our campus community with shared language and practical tools for maintaining a calm, safe, and supportive environment—especially in situations where emotions run high or misunderstandings could escalate unnecessarily.

I wholeheartedly agree that the University should continue investing in licensed clinical staff and expanding Counseling Center capacity, and I truly appreciate the Senate's support for those efforts. This training is designed to *complement*, not replace, that work by reinforcing clear referral pathways and helping non-clinical employees manage our own interactions more effectively. I remain very clear about the boundaries between clinical and non-clinical outreach and want to ensure that employees are equipped to refer mental health crises appropriately. **My goal is also to help employees recognize when a situation's tension is rising and to have the tools to de-escalate or step away before anyone—student or employee—says or does something that could unintentionally cause harm.**

I welcome continued collaboration with the Faculty Senate, Student Services, and Counseling staff to ensure the training remains appropriate in scope and beneficial for everyone. I sincerely appreciate your care and concern!

Take care,

LeeAnne

## 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:

Align with Gulf Coast economic drivers (healthcare, maritime/energy/aerospace, logistics, tourism/hospitality, national defense/cyber, business/analytics, arts & culture management).

Retain and attract talent through evening/online options, stackable credentials, and adult-learner pathways.

Leverage LSU system strengths and shared delivery (e.g., LSU Health, LSU Online, cross-campus course sharing).

Examples of possible goals include:

New degrees, certificates, and credentials—including degree pathways within the LSU system and transfer pathways with Louisiana community colleges.

Expanded delivery models, including online and hybrid formats.

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.