University of New Orleans Faculty Senate Minutes 20 October 2025

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

University of New Orleans Faculty Senate Meeting Roster, 20 Oct 2025

		Representation	First	Last	Term	Committee	Attendance
1	1	Administration	Scott	Pentzer	25-26		
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	
7	2	COBA	Kabir	Hassan	23-26	A	
8	3	COBA	DJ	Min	25-28	D	
9	4	COBA	KAY	RODRIGUEZ	23-26	B	
10	5	COBA	Cherie	Trumbach	24-27	SE, B	
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.	MDL
19	6	COLAEHD	James	Mokhiber	24-27	SE, D	
20	7	COLAEHD	Andrea	Mosterman	24-27	D	
21	8	COLAEHD	Marla	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	PRESENT
32	8	COS	Phoebe	Zito	23-26	Gen Ed.	
33	1	Library	Abram	Himelstein	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

No minutes to approve.

2. Provost Darrell Kruger (DK) – Changes in Faculty Teaching Loads Analysis (20 min + 15 min Q&A)

Slide 1:

Fall 2024 and Fall 2025 Teaching Summary

Fall 2024

	# Faculty Teaching						Total # Faculty
COLLEGE	**12 hrs**		**9 hrs**		**9 - 12 hours**		
COBA	2	6.9%	18	62.1%	20	69.0%	29
COLAEHD	6	9.8%	37	60.7%	43	70.5%	61
RASCOE	0	0.0%	5	35.7%	5	35.7%	14
COS	1	2.6%	4	10.3%	5	12.8%	39
TOTAL	**9**	**6.3%**	**64**	**44.8%**	**73**	**51.0%**	**143**

Fall 2025

	# Faculty Teaching						Total # Faculty
COLLEGE	**12 hrs**		**9 hrs**		**9 - 12 hours**		
COBA	13	43.3%	14	46.7%	27	90.0%	30
COLAEHD	23	38.3%	27	45.0%	50	83.3%	60
RASCOE	2	13.3%	3	20.0%	5	33.3%	15
COS	1	2.4%	10	24.4%	11	26.8%	41
TOTAL	**39**	**26.7%**	**54**	**37.0%**	**93**	**63.7%**	**146**

Slide 2:

Year to Year Change

2024 -2025 Change - 12 Hours

COLLEGE		
COBA	↑	36.4%
COLAEHD	↑	28.5%
RASCOE	↑	13.5%
COS	↓	-0.2%

2024 -2025 Change - 9 Hours

COLLEGE		
COBA	↓	-15.4%
COLAEHD	↓	-15.8%

RASCOE	↓	-2.4%
COS	↑	14.1%

DK's Fall Faculty Workload update

Every fall and spring semester, after census day, workload reports arrive from the Deans who get them from Chairs and Directors. When there are questions from DK the questions go back to the Deans who then check in with Chairs/Directors. This year, because tenured faculty were asked to teach additional courses, the faculty workload has been compared between 2024 to 2025. To look from same vantage point, these numbers do not include whether or not the person was chair/director and did not include associate deanships. Since those assistant/associate deans are not employed as full time faculty this is a more accurate portrayal. Full time instructors are not in the statistics for workload either as they are expected to teach 4/4 loads. The results have been shared with the Deans. Both Deans are traveling today or would have been here to help answer questions. DK did not want to wait until November to share this information. Speaking briefly about two slides and the take-aways. These slide focus on the asking of faculty to teach 12 hours ideally this academic year.

Slide 1

Looking at Slide 1 and comparing the two years and you can see a 20% increase in tenured faculty teaching 12 hours or more. One in five tenured faculty are teaching 12 hours or more. Confirming that Instructors are not counted on the slides.

Slide 2

Want to highlight that if looking by college with greatest increase, COBA and COLAEHD had largest increases from 2024. College of Sciences had a large increase in amount of faculty teaching 9 hours.

DK is willing to meet with Senate and Academic Affairs committees to discuss into the future to discuss the changes in assignments. In written communications and in person DK wants to thank faculty for teaching more in this academic year. It is helping with the resource allocations given the budget we are in.

Questions and Discussion

Comment: appreciate the numbers exclude the folks with course releases but there are other areas where other faculty had course releases and so were not supposed to be on 3-

3. If these are for who is teaching 4-4 and 3-3 but if not including 2-2. **DK:** 12 hours and 9 hour focus on the tables. 12+ hours and lots of permutations in between. Total number of tenure/tenure-track faculty would have to work with deans and chairs to figure out what the 2-2 agreements were. DK was asked specifically about how many are teaching 12 hrs or more in each college and included 9 hours for these tables.

Comment: Class size should be an additional metric that should be included. 28 students in Composition courses instead of recommended 18 and so the load has increased in a way that isn't expressed on these tables. **DK**: Requested a column on how many students being taught. Has the # for 2024 but not for 2025. Will take 10 hrs to go through line by line to get that calculation. 2024 will show average number of students that faculty member teaches but not useful for comparison right now. Recognition that major and demand for the major will impact those student numbers. (English and Math numbers have gone up, for instance). Some of the teaching assignments for 9 hours could have divided a course into two sections just to let faculty teach 4 courses and that didn't make sense to do as there was no student demand to justify creating a second section when one would suffice.

Q: Is this workload increase report a wrap-up or is this part of the future workload? Did this increase in courses meet your expectations? Did it reach the cost savings that we hoped it would lead to? **DK:** We didn't know what numbers would like until put the list together. Didn't anticipate that all faculty members would be teaching 4 courses. In some disciplines the enrollment is not there for that to happen. We were hoping for percentages to be higher. All tenured faculty members are not teaching 12 hours – only 1 in 5. Any increased teaching that faculty are doing, 3 assistant professors chose to teach an additional course, has helped, given size of faculty and large array of courses. It helps the budget even though only 1 in 5 ended up increasing their workloads. With Deans we want to thank and acknowledge all units for leveraging other resources to deliver instruction. Our concern is beyond a year it will be difficult to sustain. As Business Affairs is working with LSU folks on the fiscal unit, they have asked how this is sustainable. With no additional resources, it is not sustainable. The other metric in front of them is the gateway to Math and English: class sizes are not sustainable. Now we have real numbers to share with fiscal audit folks to show how covered debt shows we still need new money. 1 in 5 helps and would help if higher.

Q: This is a useful start. Everyone should teach 3 hours more than last year but do you have an idea of who has not taught an extra 3 hours? **DK:** Deans need to work with the Chairs. Not consistently working 9 hours. Deans and Chairs can take a look at who is not working 9 hours. Model in COS approved 9 hours but folks were not working that many hours. Some

departments have paperwork giving them the right to work less than 9 hours if working on sponsored projects.

Q: how many are teaching more and how many are doing less research. Compare from year to year. **DK:** these charts are on teaching. I can go beyond what has been shared to show other elements of differences but haven't done that analysis yet. I am the only one doing it so need more time. Once Deans are back can meet with Academic Committee to share details.

DK: Budget Spending freeze – the message went out last Wednesday. There is no major crisis going on. This is a precautionary freeze. There is money in the bank. We sent out the note because of three revenue issues. 1) We purged this semester. That number was relatively low; some purged students came in to make first payment but haven't made additional payment for second and third payment. CFO is concerned.   This is not a value judgement on the students and we recognize students are struggling financially. 2) Still waiting on half a million $ from last spring. 3) Government shut down has held up $7 mil in grants and contracts. Carol Lunn worked with folks in DC to front load the money ahead of time but government shut down before any of it was released to us.

> As we build spring and summer schedules, we are finalizing instructions for summer school. Will keep compensation levels at $5K for faculty this coming summer.

> Summer session will be starting a little sooner than normal. Originally scheduling it for June 8, a month after May 8 commencement. May 26 is likely going to be the first day of summer session. The back end will have a bigger break.

> LSU Transition – Nov 5 is date for kick off meeting with folks identified by Legislation. At secondary level we will have campus teams. President KJ was hoping this would move more quickly but it was difficult scheduling LSU and other organizations, and so it was not possible to be earlier.

> LSU Online – met with them. Conversations occurring in the units. They have ID's specific programs they would like. In November will talk with them about program inventory.

> Reaccreditation – institutional effectiveness with faculty and student support. Bill Sharpton and Norm Wheatly on period appointments to help with that. (2 days/week). When you see communications, we appreciate your working with that.

> For the Spring semester we are still requesting that tenured faculty teach 12 hours if possible.

Q: LSU Online questions, grandfathering students, etc. **DK:** recognizes that he owes an email to the person asking those questions. He will be contacting him soon.

Q: Is LSU transition meeting Nov 5, open to all? **DK:** Chris? **CS:** I think this first meeting is a closed meeting to get to know one another. Transition list passed around but individuals don't know they are on the list. President KJ is nervous because this ordinarily takes 2 years and we have 10 months now. Concerning. All of a sudden everything is going to happen and have to figure it out quickly. DK – feedback from Board of Supervisors so far (1 person). From academic side of house, Legislation called for fiscal audit and program audit. Academic programs audit is being done before being asked for. Academic Program profile with enrollment data for last 5 years is being compiled. The paperwork includes boxes with feedback from program operators (Chairs/Directors). Ideally, input of other resources can be put into the paperwork quickly but program leadership is going to have to include that information. When the transition occurs we will have something in hand instead of scrambling. For instance, we have 10 programs on low completer list and those strategies are in place and will be added into the paperwork as well.

Comment: Surprised at $5k salary cap for summer classes. This is 3 years running so it appears to have become policy. Not happy with it.

Q: If full-time faculty determine they don't want to teach them do we hire adjuncts or leave untaught? **DK:** 70% full-time faculty did teach. Lots of courses were cancelled last summer due to low enrollment. Faculty have the option to offer a summer course outside of your contract. If they choose not to teach, we would try to teach as many of the Gen Ed courses as possible.

Comment: as long as faculty continue to take the $5k there is little incentive to raise the salary. **DK:** this is not done with vindictiveness; it is a budget puzzle piece. I am communicating with you in October so you can make summer decisions with lots of lead time.

Q: is the low summer salary tied to the artificially low tuition in the summer? **DK:** compared our summer tuition with other institutions. The rationale for not changing tuition is to let students catch up and capture students from New Orleans that might take summer classes with us because it is more affordable.

Q: do numbers bear that out? **DK:** last year was first year to look at it that way. No comparative data at this point. Data challenges on campus with only one person running data sets.

Q: Thank you for the reporting. Are you considering other steps to address budget shortfalls? Are we preparing for that? **DK:** We are not complacent. There are resources in

the bank. If we can leverage as much of the outstanding resources and the money from the state... President KJ and DK meeting later this week to discuss this and DK is not aware of moving to other measures to balance what we have.

Comment: Seven instructors teach in the summer in my department. They are impoverished. Apparently, there is very little incentive for the administration to increase summer salary. Faculty need to know that this is saving UNO lots of money. **DK:** A combination of soft enrollment and built in relief caused current budgetary freeze, but challenging piece now is why spending freeze announcement came out.

Comment: Faculty are not interested in teaching in the summer. We can't find graduate student adjuncts to teach courses at the graduate level. We don't have problem moving up the summer date, but the visiting students are home during the summer. We have never been able to get them admitted in time for June start date; we may lose money because there is no mechanism to get them admitted quickly. **DK:** He has shared that information with others on campus. Cutting through elements of the application and that student body, as long as they are on good academic standing can let them in. The 2-day program of direct admit over the summer (2025) worked.

Comment: We have fallen behind on letting students know that they can enroll over the summer. There is no outreach to let them know that is a potential. Social media or something must be notified to let the students know. **DK:** Last summer on website we advertised what courses were available. Advertising through your networks will help, too.

Q: Will courses be visible to anyone who looks at the website without having to start the admissions process? **DK:** We went through 2 iterations of that for the fall. For the summer the amount of fraud in financial aid was a problem; people posing as students to get the aid.

Q and Comments: But what are the courses that are out there? That can't be seen. If you go to the general website looking for courses they are not there. On our website (COBA) there was a page to see what was intended to be offered for that semester. Summer 2024 there was a list of potential courses. There was a dedicated page to show what the courses are that might be available for non-UNO students. It would be great to see what courses will be offered on the main UNO page. It should be easy to do for the summer because fewer courses. **DK:** Students might be wanting to take Gen Ed courses to get them done. We can list courses proposing to teach and ID which are Gen Ed. And have it up in early 2026.

Comment: Good starting point but in Accounting there is a transfer matrix and there are 3000+ level courses that can't be taken at community colleges.

3. Committee Reports

a. **Budget and Fiscal Affairs Committee** (Steve Rick) – meeting Friday with Arlean.

b. **Academic Committee** (CS speaking for Rachel Clostio) – Academic Committee is reviewing the update to the faculty workload policy. There is to be a joint meeting with the Faculty and Administrative Affairs Committee to finalize Senate recommendations to administration.

> Discussion:
> - Request made to preview the draft before the recommendations. CS will forward the proposed update to the faculty workload policy to the whole Senate.

c. **Faculty and Administrative Affairs Committee** (Simon Lailvaux) – See Academic Committee notes above.

4. Updates from the Faculty Senate President (Chris Summa)

a. Advisory Committees – thank you for your service:

Steven Rick -> Academic Affairs Advisory Committee for Honorary Degrees

Nikolas Xiros -> FS representative on Search Committee for Director of University College

b. FSEC meeting with Robyn White Guillen (Dual Enrollment)

- There are actually two programs (Dual Enrollment and Early College Academy)
- These programs are actually in the black, even this semester with a decreased enrollment (due to credentialing issues with two high school instructors, but they are working on remedying this)
- "This semester alone, the information I have access to suggests that DE + ECA will net the university $124,329"

Discussion:
- Bursar staff (CM) reports that the schools have already made payments for their dual enrollment students. Positive revenue.
- Benefits of this type of program is that we can get students that wouldn't be here and it is still valuable for recruiting potential students. Note that the Early College Academy students tend to stay at UNO. This semester Power BI notes 35 ECA students. ECA students pay more for these courses than the

DE students. Robyn Guillen is to be credited for being an excellent liaison for this program between high schools and UNO.

c. Meeting with other UL System FS Presidents

- CS had a Teams meeting with other UL System Faculty Senate Presidents prior to our last meeting
- We discussed the accreditation issue at length (Phil Auter attended)
- We also discussed reconstituting the "Faculty Advisory Council" which is discussed briefly in the UL System Bylaws (page 1 item 7 – Councils) – UL System staff is on board and willing to help with this
- It may be possible to get a faculty representative on the UL System Board, but that would require a legislative change. The only what to get into Executive Session, which is where everything happens, is to have a seat on the Board.

Discussion:
- UNO wants to help reconstitution of Faculty Advisory Council. If we can do it is worth our time. We can petition to have a faculty member on UL board. This can be part of our legacy toward UL to help push forward.

d. Governmental Shutdown

- Two days prior to the government shutdown, Carol Lunn issued a "drawdown" request, on everything she could prior to the shutdown. Normally this would be executed by the Fed agencies the next business day, but due to the current state of disfunction, they said it would take two weeks – the Federal Government has been closed since.

e. Hiring Freeze

- Why the freeze in nonessential spending?
- There has been a slowdown in students making payments on payment plans.
- There is $5M in outstanding student receivables. ($600K from prior years)
- There is $7.5M in outstanding grant receivables.
- This is not an emergency – there is money in the bank – Arlean is just trying to avoid us getting into another emergency situation.

f. LSU Transition Updates

1. Transition Committees are being negotiated/finalized very soon (President had a meeting about this just before the LAST FS meeting)
2. First meeting of Transition Team will be on November 5th
3. Meeting with LSU Faculty Senate President and President Lee
   - We'd discussed the idea of an "open meeting" followed by a meeting with FS
   - Both sides are working on setting this up now
4. LSU Online – fully online programs will be transitioned to LSU Online

5. Tenure/Promotion "Black Hole"
   - Faculty applying for tenure/promotion this year will submit materials before transition
   - BUT: UL System doesn't meet to approve until AFTER transition – how to deal with this?
   - I've discussed this with the Provost and President so they are aware that this is a high-priority issue that needs to be worked out VERY early in the process so that faculty can be informed of the protocol

   Discussion:
   - With regards to tenure and promotion, as it currently stands our faculty haves to get paperwork for tenure to UL by March. This is different from the LSU timeline. LSU makes its tenure decisions in April. UL in August. This topic was brought up to KJ by CS when CS was told about the timeline differences. Tenure for next year's UNO faculty is near the top of topics to be dealt with by the transition team. The Business College was told that UL will still be doing the tenure process for the UNO faculty this year despite the LSU transition timeframe. COLAEHD has not been informed on this issue and President KJ is not aware of this. The current timeline is that UNO Faculty send their paperwork in to the college by Dec. UNO finalizes their recommendations to be sent to UL in April. Dean has checked with the UL system to confirm that they will be processing. It appears there are at least ten faculty up for promotion this year. An updated timeline is important for all candidates to be aware of for this and next year.

g. LSU Online – fully online programs will be transitioned to LSU Online

- It is my understanding that the LSU Online is basically like a "service provider" in that they
    1. Assist faculty in setting up an online course / program
    2. Provide the hosting infrastructure and marketing
- The faculty member / University retains ownership of intellectual property
- Money flows through UNO and we pay LSU online (again, like a "service provider")

- Questions to be answered / negotiated (mostly *internally with administration*):
  - How will courses delivered using this modality be acknowledged within the context of Faculty Workload?
  - How does the faculty member ensure course integrity / quality / intellectual rigor??
  - Content Control – once it's out there do we really have any control over it
  - What percentage of revenues generated will go back into the program offering the course?
  - What guarantees will be made to this effect?

Discussion:
- All LSU Online courses need to be asynchronous. We do not think there is any flexibility on that. If your online course is hybrid it cannot be part of LSU Online. Programs offered may not be duplicated in any other college. The question arises whether or not individual courses may be taken to fulfill program obligations for on campus majors despite what campus the student is on. LSU Online courses are treated the same as transferred classes. It is easier to create MA level online programs because the BA degrees ordinarily need more than half the classes outside of your department. There are questions about how much control individual faculty have over the content after the course is created.

- There are other questions that we should be asking: What about from the start - course development? How much control do we as faculty have over the course content? For example, AP came in and created some courses for course development. They changed things such as the number of assignments and quizzes. They imposed a structure that faculty might not be comfortable with... new rubrics, etc.

- LSU online came about because LSU didn't want to pay AP/ RisePoint. They undertook in-house development of online programs under LSU Online. It is unclear whether they are concerned about the questions we are asking now. We need to focus on the internal questions - are they going to give us money for graduate students, where does the money go?

- DJ Min is sending CS some notes on his discussion with administrators about LSU online. Those notes are attached to the end of these minutes.

5. Adjournment

Motion to adjourn - David Beriss.
Seconded - Max Krochmal

Motion passed unanimously
Meeting adjourned 2:10 pm

LSU Online Partnership Summary and Key Takeaways

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1. Target Market

- **Primary Audience:**
  Individuals seeking to complete a degree online.
- **Demographics:**
  - Over **67%** of students are **out-of-state or international**.
  - Approximately **67% are age 25 or older** (non-traditional learners).
- **Competitors:**
  - Arizona State University
  - University of Colorado Global
  - Southern New Hampshire University
  - University of Maryland Global Campus
- **Leadership Background:**
  The head of LSU Online previously worked at Southern New Hampshire University and returned to LSU in 2018.

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2. Organizational & Financial Model

- **Revenue Distribution:**
  LSU Online retains **30% of gross tuition revenue** from each program to cover:
  - Marketing and advertising
  - Market analysis
  - Course and curriculum development
- **Role:**
  LSU Online functions as a **facilitator** rather than an academic entity.
  - Students applying to a UNO program through LSU Online are **UNO students**, admitted and enrolled by UNO.

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3. Technology and Learning Management Systems

- **Current LMS:** All LSU institutions currently use **Moodle**.
- **UNO's Advantage:** LSU Online is enthusiastic about UNO's use of **Canvas**, hoping that the broader LSU system will eventually switch.

4. Online Program Design and Delivery

- **Format:**
  - All programs follow the **8-week course model**, offered in **5 sessions per year** (carousel format).
  - This structure originated with RisePoint; however, LSU no longer partners with RisePoint.
- **Program Flexibility:**
  LSU Online believes **any course can be taught online or mostly online**, including traditionally in-person fields:
  - Example: LSU Alexandria teaches **Biology online**, with a **one-week in-person lab**.
  - Example: LSU Baton Rouge's **Master of Social Work** moved fully online, managing clinical placements virtually.

5. Program Ownership and Exclusivity

- Once a program is approved under LSU Online, the **originating campus retains exclusive rights** to offer it online.
  - Example: **LSU Shreveport's M.S. in Healthcare Administration** blocks other campuses (like UNO) from offering a fully online version.
  - UNO could only offer it as a **hybrid or local** program without LSU Online support.
- **Implication:**
  Existing LSU Online programs **cannot be duplicated** in online-only format by other campuses.
  - Example: UNO's two online M.Ed. programs in Education will need to revert to **hybrid** delivery due to duplication with LSU Online programs.

6. Systemwide Growth Trends

- **LSU Shreveport (LSUS):**
  - Enrollment: ~12,000–14,000 students (including LSUHSC-S students).
  - ~9,000 enrolled **online**.
- **LSU Alexandria (LSUA):**
  - Enrollment growth: **2,500 → 7,500** in ~5 years.
  - About **half of growth** attributed to online programs.

7. Graduate vs. Undergraduate Program Development

- **Graduate Programs:**
  - Easier to develop online — typically confined to a single department.
  - Example: UNO could propose an online **MAcc** or **MS Marketing**, pending market viability.
- **Undergraduate Programs:**
  - Require collaboration across multiple departments (e.g., general education, business).
  - Example: Developing an online **BS in Healthcare Management** would require online business courses—either created by UNO or shared from LSUS (if compatible in format and accreditation).

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8. Curriculum Development & Support

- If LSU Online approves a UNO program:
  - LSU Online funds **course development** (pays instructors).
  - UNO faculty work collaboratively to design **8-week courses**.

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9. Program Opportunities and Reactions

- **Programs Met with Enthusiasm:**
  - BA in Philosophy
  - BS in Healthcare
  - Undergraduate and Graduate programs in **Hospitality Management**
  - BA in **Digital Arts** (suggested by LSU Online)
- **Graduate Program Discussion:**
  - **MAcc (Accounting):** Possible and favorable due to existing program.
  - **MS Marketing:** Possible but requires new course development.
  - **MS Healthcare** and **MS Finance:** Not approved (already offered elsewhere in LSU Online).

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10. Competitive and Strategic Implications

- LSU campuses show **competitive urgency** to "lock in" programs under LSU Online, securing exclusive rights.
- Once approved, other campuses are **permanently blocked** from offering that program online.

- **Recommendation:**
  UNO should proactively **submit all potential programs of interest now** to reserve future opportunities and avoid being locked out.

Big Picture Summary

LSU Online operates as a **centralized facilitator** for marketing and delivering online programs across the LSU System. Campuses retain academic ownership of their students and degrees but must adhere to LSU Online's exclusivity rules and 8-week format.

The current environment is **highly competitive**, with rapid expansion of online offerings across campuses. Early action is critical for UNO to secure desired programs for online delivery before they are claimed by others.

Questions

- Overall thoughts of LSU online partnership:
  o Generally positive. Does provide a level of stability (revenue stream) when a lot of things are happening that we cannot control.
- Any negative impact on on-campus programs? Cannibalization?
  o Some cannibalization does happen, but this is more of a marketing issue. LSUS does not do a good job promoting their in-house degrees.
  o As they allow students from either program(in-house vs. LSU online) to register for the same online course, the perspective is more on growth than cannibalization.
- What type of resources are available when creating program/courses?
  o LSU online has a course development process that they use to help with program development. LSUS (COBA) has not used them before so cannot comment on this, but it does seem useful in standardizing the courses so that different people can easily teach the same course.
- Who owns the program once created? LSU online or UNO
  o Can programs run without department consent/control? – NO
  o LSU online does not own nor run programs – just do marketing and assist in program development.
  o Programs are owned by the institution and run by the college the same way that regular programs run.
- How are the programs running?
  o Primarily faculty or adjuncts? – Depends on departmental resources/program offerings. LSUS (COBA) currently has many full-time faculty teaching online courses on-load.
  o Who selects the adjuncts? – Department/College
  o Need to consider how to offer Gen Ed courses – especially for Bachelor's programs.

- - - - ▪ Good reason why students should be allowed to take online courses together (LSU online students & in-house students)
  - Accreditation concerns?
    - o Faculty vs. Adjuncts
    - o Specific concerns on Master's program – finding qualified adjuncts
    - o Faculty working as IOR with multiple GAs?
      - ▪ Most faculty teach courses in LSU online as part of their regular course-load, which is possible because the programs they run are their regular online programs.
      - ▪ Courses are also extremely large (150-200), and any course over 60 students are assigned a 'grading coach' to assist with grading only (through contract with Institutional Connections (https://instructionalconnections.com/))
  - Faculty compensation (LSU online provides standards? Or campus decision?)
    - o Revenue sharing: Revenue (70%) goes to university. Need to have a clear articulation with upper admin on how that will trickle down to College/Department.
    - o Course creation: Not sure what the exact price is.
    - o Course teaching: Based on institution policy. LSUS has an internal policy on overload teaching that also contains a specific guideline that involves class size.

Compensation/Student beyond 60 Enrolled Students (not to exceed $8400)					
	Undergraduate Course		Graduate Course		Doctoral Course
Discipline	Master's Degree	Doctoral (or terminal) Degree	Master's Degree	Doctoral (or terminal) Degree	Doctoral Degree
Pay Grade 4 College of Business, EdD, MEdCI, MEdL, MPH	$40	$50	$50	$60	$60
Pay Grade 3 Computer Science, MSC, NPA, SSP	$30	$40	$40	$50	n/a
Pay Grade 2 School of Education, School of Human Sciences, School of Mathematics & Sciences	$20	$30	$30	$40	n/a
Pay Grade 1 Kinesiology & Health Science, School of Humanities & Social Sciences	$10	$20	$20	$30	n/a