



UNO Faculty Senate Meeting Agenda

Date/Time: Wednesday February 25, 2026 12:30 PM – 2PM

Location: LIB 407

- 1) Roll Call (Juana Ibáñez, Secretary)
- 2) Approval of Minutes : Feb 28th and Jan 9th (Juana Ibáñez, Secretary)
- 3) Ryan Ann Bell – Sullivan Foundation network and Sullivan Awards
- 4) Updates from the Faculty Senate President (Chris Summa)

HB 229 (Appendix 1)

- 5) LSU System Transition
 - a. Faculty Workload 2026-2027 (Appendix 2)
 - b. SACSCOC Substantive Change Document
 - c. EAB External Report Methodology (Appendix 3)
 - d. Next meeting of FSEC with Transition Team
- 6) Committee Reports
 - a. Budget and Fiscal Affairs Committee (Steve Rick)
 - b. Academic Committee (Rachel Clostio)
 - c. Faculty and Administrative Affairs Committee (Simon Lailvaux)
- 7) Old Business
- 8) New Business
- 9) Adjournment

Upcoming Meetings:

- March 10th, 2026 (Tuesday) 12:30-2pm (LIB 407)
- March 25th, 2026 (Wednesday) 12:30-2pm (LIB 407)
- April 15th, 2026 (Wednesday) 12:30-2pm (LIB 407)
- April 27th, 2026 (Monday) 12:30-2pm (LIB 407)

2026 Regular Session

HOUSE BILL NO. 229

BY REPRESENTATIVE WYBLE

CURRICULA/COLLEGE DEGREE: Prohibits the use of public funds for certain postsecondary degree programs

1 AN ACT

2 To enact R.S. 17:3140, relative to certain postsecondary education programs; to provide
3 relative to postsecondary education funding; to prohibit allocation of state funds to
4 certain programs of study; to provide for requirements of the Board of Regents and
5 the public postsecondary education management boards; to provide for rules; to
6 provide for reporting; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3140 is hereby enacted to read as follows:

9 §3140. Prohibition on the use of public funds for certain postsecondary degree
10 programs

11 A.(1) No public postsecondary education management board shall allocate
12 state funds to low-earning outcome programs of study. An allocation includes but
13 is not limited to the following:

- 14 (a) Individual student financial aid.
- 15 (b) Base operational or instructional funding.
- 16 (c) Separately or specially appropriated aid or grants.
- 17 (d) Capital or facilities funding.

18 (2) No political subdivision shall allocate or expend local public funds on
19 low-earning outcome programs of study.

20 B. The Board of Regents shall do the following:

1 (1) Annually review federal determinations of what constitutes a low-earning
2 outcome program and update rules in accordance with Subsection E of this Section
3 accordingly.

4 (2) Submit an annual report to the legislature that includes the following:

5 (a) A list of programs prohibited from receiving state aid.

6 (b) Enforcement of such prohibitions.

7 (c) The estimated fiscal impact resulting from the prohibitions.

8 C. This Section shall not prohibit funds from being allocated for the purpose
9 of implementing general studies programs in order to allow a student to pursue a
10 general studies major if the student pursues a concentration in a program of study
11 that is not a low-earning outcome program of study.

12 D. For purposes of this Section, "low-earning outcome program of study"
13 means an educational program designated as a low-earning outcome program
14 pursuant to 20 U.S.C. 1087d(c).

15 E. The Board of Regents shall promulgate rules in accordance with the
16 Administrative Procedure Act as necessary for the implementation of this Section.

17 Section 2. The provisions of this Act shall be initially implemented prior to the
18 summer semester of the 2027-2028 school year.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HB 229 Original

2026 Regular Session

Wyble

Abstract: Prohibits public funds from being allocated to certain programs of study at public postsecondary education institutions.

Proposed law prohibits public postsecondary education management boards from allocating state funds to low-earning outcome programs, as determined by the federal government.

Proposed law requires the Bd. of Regents to do the following:

- (1) Promulgate rules in accordance with present law (Administrative Procedure Act) as necessary for the implementation of proposed law.
- (2) Annually review federal determinations of what constitutes a low-earning outcome program and update rules accordingly.

- (3) Submit an annual report to the legislature with updates relative to proposed law.

Proposed law does not prohibit the allocation of funds for the purpose of implementing general studies programs if the student pursues a concentration in a program of study that is not a low-earning outcome program of study.

Proposed law prohibits any political subdivision of the state from allocating or expending local public funds on low-earning outcome programs.

(Adds R.S. 17:3140)

February 11, 2026

Dear Academic Leaders,

In the 2025-2026 academic year, given the University of New Orleans goal of living within a \$85.5 million budget aligned with actual revenue, full and associate professors were asked to teach one additional course per semester above the typical 3-3 teaching assignment. I am deeply appreciative to faculty (including some assistant professors who volunteered to teach additional courses) who took on additional teaching assignments. Assistant professors who chose to have a heavier teaching assignment in 2025-2026 will have their tenure clock extended by one year.

In the 2026-2027 academic year **we will revert to the standard faculty workload policy** ([AP-AA-22.5 | The University of New Orleans](#)) that was in place before the current academic year.

However, we must:

- Live within allocated 2026-2027 department instructional budgets (which will be forthcoming but which are expected to be “flat” until enrollments stabilize).
- Fully maximize the current 209 full-time faculty, supported when possible by graduate assistants, to teach all of our enrolled students
- Strictly utilize the following course enrollment thresholds for course cancellation:

1000-2000 – 20 students

3000 – 15 students

4000-5000 – 10 students

6000 – 6 students

I appreciate that some academic programs have made significant changes to course offerings, while still maintaining the quality and integrity of the student academic experience, to ensure that we offer fewer courses in the 2026-2027 academic year. We will have to deepen and expand these changes across all of our academic programs, considering reduction of elective courses while ensuring that core courses are offered at times that students need them.

Future Review of Workload for LSU New Orleans

Our current faculty workload policy is up for review this spring 2026. Faculty Senate provided input in December 2025 on the revised policy that was initially crafted by Deans Johnson and Kearns. That work will continue this spring (2026) semester.

On March 15, 2026, our Substantive Change Prospectus is due to SACSCOC. One component of the Substantive Change Prospectus focuses on administrative policies (APs in UNO parlance) and doing a crosswalk between our existing UNO APs; the University of Louisiana System

policies; and the LSU System policies (PMs or permanent memoranda in LSU parlance.) Faculty workload and Chair/Director workload policies are part of that review.

Compensation for Academic Leaders

Given our financial challenges, we previously suspended and will continue to suspend our current ([AP-AA-23.7 | The University of New Orleans](#)) Chair/Director workload policy.

For 2026-2027 Chairs/Directors will continue to receive a \$7,000 stipend and will continue to have nine-month teaching assignments as follows:

- Fewer than 16 full-time faculty: 3-2
- 16 full-time faculty but less than 25: 2-2
- 25 full-time faculty or more: 2-1

Graduate coordinators will continue to get significant credit, as in 2025-2026, towards service in their annual evaluation given the nature and importance of graduate education for our mission.

Thank you for your continued contributions to student teaching and learning at the University of New Orleans that includes student mentoring and engaging with our students in high impact academic practices that contribute to student success.

Best,

Darrell

Methodology

The analysis of University of New Orleans's bachelor's program portfolio employs a quantitative scoring system to assess labor market demand and competitive opportunity for each program at an institution. To score each program, the analysis distills the most fundamental external signals of market demand in terms of labor market intelligence and competitive landscape, outlined below. The analysis assigns each program two scores (zero through five): the labor market demand score and the competitive opportunity score. The scores rank and compare data across 12 metrics. See the specific metrics below.

Labor market demand score, composed of:

- Unique job postings (2020-Q4 through 2021-Q3, 2024-Q4 through 2025-Q3)
- Percentage change in unique job postings (2020-Q4 through 2021-Q3, 2024-Q4 through 2025-Q3)
- Percentage projected growth in employment (percent) (2035 projected)

Competitive opportunity score, composed of:

- Number of institutions in your labor market offering a program with the same 6-digit CIP code (2023)
- Average percentage change in the number of institutions offering this program (2019 - 2023)
- Average actual change in the number of institutions offering this program (2019 - 2023)
- Degree conferrals reported in your labor market under the same 6-digit CIP code (2023)
- Average annual percentage change in degree conferrals reported under the same 6-digit CIP code (2019 - 2023)
- Average actual change in degree conferrals reported under the same 6-digit CIP code (2019 - 2023)
- National market share of the top 10% of institutions reporting completions under the same 6-digit CIP code (2023)
- Median conferrals per institution reporting completions under the same 6-digit CIP code (2023)

The analysis defines the institution's labor and competitive market as University of New Orleans's choice: Louisiana

Labor Market Intelligence Partner: Lightcast

This report includes data made available through EAB's partnership with Lightcast, a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada, and the United Kingdom.

Lightcast curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data.

Under this partnership, EAB may use Lightcast's proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about labor market demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce.

The Lightcast tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics.

For more complete descriptions of the Lightcast tools, visit <https://lightcast.io/solutions/education/analyst> and <https://lightcast.io/solutions/education/alumni-pathways>

To learn more about Lightcast and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@lightcast.io.