

SOUTHERN[®] UNIVERSITY SYSTEM

BATON ROUGE • NEW ORLEANS • SHREVEPORT

BOARD OF SUPERVISORS MEETING

May 21, 2021

9:00 AM

Smith-Brown Student Union
Cotillion Ball Room
Baton Rouge, LA

ACADEMIC AFFAIRS

ACADEMIC AFFAIRS COMMITTEE

Friday, May 21, 2021
Smith-Brown Student Union
Cotillion Ball Room
Baton Rouge, LA
9:00 AM

AGENDA

1. Call to Order
2. Invocation and Pledge of Allegiance
3. Roll Call
4. Adoption of the Agenda
5. Public Comments
6. Special Presentation:
 - A. Mark and Dawn Malveaux \$1 Million Endowed Scholarship to the Southern University and A & M College of Business (SUBR)
7. Action Item(s):
 - A. Request Approval to Award Juris Doctoral Degree Diploma to Johnnie Jones, Sr. (SULC)
 - B. Request Approval to Adopt a Bachelor of Science Nursing Proposal (SUNO)
 - C. Request Approval to Adopt a Master of Arts in Teaching (SUNO)
8. Information Item
 - A. Update on Academic Tenure and Promotion Process
9. Adjournment

MEMBERS

Mrs. Ann Smith – Chairman, Dr. Leon Tarver, II – Vice-Chair,
Mr. Myron Lawson, Mr. Sam Gilliam, Ms. Christy Oliver Reeves, Dr. Leroy Davis
Atty. Domoine D. Rutledge-- Ex Officio



SOUTHERN UNIVERSITY LAW CENTER

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BATON ROUGE, LOUISIANA 70813-9294

May 3, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Granting of Juris Doctor Degree Diploma to Johnnie Jones, Sr.

Dear Dr. Belton:

Johnnie Jones, Sr., a 1953 graduate of the Southern University Law School was awarded a Bachelor of Laws, (LLB), the degree the law school was authorized to award in 1953. Mr. Jones, who is now 101 years old has the distinction of being born during the "1919 Spanish Flu" and has lived to witness the 2019 Coronavirus Pandemic. He was the legal advisor to the courageous organizers of the 1953 Baton Rouge Bus Boycott, the first of its kind in the United States that inspired the 1955 Montgomery Bus Boycott and the 1957 Tallahassee Bus Boycott.

Mr. Jones, as a Warrant Officer, fought on the beaches of Normandy on D-day in 1944 to liberate France and Europe from the Nazi German occupation. The Department of Defense will honor him on June 19, 2021, with a long-overdue Purple Heart Medal for his courageous military service. Mr. Jones has respectfully requested that he be awarded a Juris Doctor degree diploma from the Southern University Law Center, a diploma which the Southern University Law School was not authorized to grant in 1953.

I hereby ask the Southern University System Board of Supervisors to grant the request of Mr. Jones at its May 21, 2021 board meeting.

If the request is approved, the plan is to present the new diploma to Mr. Jones on June 19, 2021. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "John K. Pierre".

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Law Professor



SOUTHERN UNIVERSITY AT NEW ORLEANS

**6400 Press Drive
New Orleans, LA 70126
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Office of the Chancellor

May 10, 2021

Dr. Ray L. Belton
President - Chancellor
Southern University System
4th Floor, J.S. Clark Administration Bldg.
Baton Rouge, LA 70813

Dear Dr. Belton:

Following the approval of the Letter of Intent to offer the Bachelor of Science in Nursing (BSN) by the Louisiana Board of Regents (BoR), Southern University at New Orleans (SUNO) is pleased to submit the full proposal for approval by the Southern University System Board of Supervisors. The proposal has been prepared per BoR guidelines and describes the details of a new BSN program that SUNO plans to begin in the 2022-2023 academic year. Since the proposal must be submitted to the BoR in advance of the May 21st meeting of the Board of Supervisors, I am requesting that you and the Chairman consider signing the proposal today and request ratification at the upcoming meeting.

The proposal describes the rich background of the University and how the program aligns with the mission to produce graduates who represent the diversity of our community and who will earn degrees that provide them with an upwardly mobile career path and a life of service to the citizens of Louisiana.

The proposal also addresses the fact that there is a shortage of nurses in the state and nation, and that many qualified applicants to existing BSN programs are turned away each year due to current programs being at capacity. In addition, it is well documented that there is also a shortage of nurses of color within the nursing workforce which limits the culturally sensitive nursing care that society needs. SUNO is well positioned to attract a diverse student body.

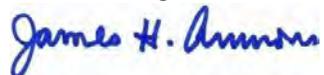
We have carefully planned the resources needed to deliver a quality program and have a plan to attract experienced and well qualified faculty to implement the program. In addition, we have the support of administrators at Ochsner Health and the Louisiana Children's Medical Center (LCMC) Health System, the two dominant health systems in the state. More importantly, Ochsner and LCMC have committed 30 clinical positions for our students throughout their networks. The New Orleans Black Nurses Association has also declared their support for the program and are eager to have new nurses of color enter our BSN program and the workforce.

We are eager to add this program to our Bachelor of Science offerings, which we think will lead to increased enrollment. But we are especially excited to make a much needed contribution to our community of students, New Orleans, and the state of Louisiana.

"An Equal Educational Opportunity Institution"

We ask your support and the approval of the Board of Supervisors for the proposal, and look forward to the opportunity to join the other universities in Louisiana who are working to alleviate the nursing shortage.

With kind regards,

A handwritten signature in blue ink that reads "James H. Ammons".

James H. Ammons, Jr. PhD
Executive Vice President-Chancellor
Southern University at New Orleans

APPROVED:

Ray L. Belton, Ph.D.
President-Chancellor
Southern University and A&M College System

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

** Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.**

Institution: Southern University at New Orleans	Requested <u>CIP, Designation, Subject/Title</u> : 51.1601 Bachelor of Science in Nursing
Contact Person & Contact Info: Dr. Murty Kambhampati, Professor of Biology, Department of Natural Sciences Southern University at New Orleans, 6400 Press Drive, New Orleans, LA 70126 Office: 504-286-5069 Cell: 504-450-4082 Email: mkambham@suno.edu	
Date BoR approved the Letter of Intent: April 28, 2021	
Date Governing Board approved this Proposal: May 10, 2021	
Planned Semester/Term & Year to Begin Offering Program: August 16, 2021 (Begin Development Year) August 2022 Admit Students to Program	
Program Delivery Site(s): Southern University at New Orleans, 6400 Press Drive New Orleans, LA 7012	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

The Southern University at New Orleans (SUNO) seeks approval to develop a new Bachelor of Science in Nursing degree (BSN) program to better serve its community. This new program will be housed as a department in the College of Arts and Sciences where it will join the departments of Arts & Humanities, Social Sciences Natural Sciences and three academic units including Forensic Science, Health Information Management Systems, and Interdisciplinary Studies.

The BSN will be structured according to the university requirements for Bachelor of Science degrees which includes completing 120 credit hours, 240 quality points, and meeting residence and community service learning requirements. In addition, it will meet SUNO's 39 credits hours of general education requirements, plus an additional 21 credits of required support courses in the physical and psycho-social sciences to support the knowledge and competencies that will be developed as students compete the 120 credits' nursing curriculum.

The program will be a four-year, 8 semester program with general education courses being delivered in the first four semesters, except for four nursing credits delivered in semester three and four in semester four. The second four semesters (years 3 & 4) will consist of nursing courses except for six general education credits delivered in semester six.

SUNO's goals for all students who complete a bachelor's degree as stated in its current catalog, (p.5) are to:

- communicate effectively in oral and written English
- read with comprehension

- reason abstractly and think critically
- understand numerical data and statistics
- understand the scientific method
- be familiar with key technological and informational application
- learn independently
- recognize and appreciate cultural diversity
- understand the nature and value of fine and performing arts
- develop personal value system while retain a tolerance for others; and
- understand the American political and economic system

The program outcomes for this new BSN program align with these SUNO goals and are stated as follows:

At the conclusion of the program students will be able to:

- Plan and implement nursing care using the foundation of liberal education, biological & behavioral sciences humanities and nursing science
- Communicate and collaborate effectively within the health care team using interpersonal, professional and information technology knowledge and skills
- Utilize the scientific method critical thinking, problem solving and evidenced based practice concepts in planning and delivering nursing care
- Demonstrate knowledge and use of professional standards ethical values, and legal standards in safe and effective nursing practice
- Plan and deliver care with consideration of client values, customs, culture, religion and beliefs
- Apply leadership and management concepts, skills and decision making into nursing practice
- Demonstrate basic understanding of the role of the nurse in health promotion disease/injury prevention and population health across the lifespan
- Demonstrate a basic understanding of system influences on patient safety and nursing practice including health care policy, regulation, resource management, technology, economics, and politics

These program outcomes have been developed to insure graduates also meet the Essentials: Core Competencies for Professional Nursing Education (2021) published by the American Association of Colleges of Nursing (AACN). The Essentials are integrated into the curriculum portion of professional nursing accreditation standards, have guided nursing curricula development since 2008 and the latest revision published in April 2021 have emphasized competency-based learning. The current Essentials describe foundational elements of nursing as a discipline, the foundation of a liberal education, and principles competency-based education. It identifies eight major concepts that serve as the foundation for students learning that include:

- Clinical judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based practice

- Health Policy
- Social Determinants

The Essentials also describe the domains of the discipline of nursing that should be considered when construction nursing education programs. These domains include:

- Knowledge for Nursing Practice
- Person Centered Care
- Population Health
- Scholarship for the Nursing Discipline
- Quality and Safety
- Inter-professional Partnerships
- Systems-Based Practice
- Informatics and Health Care Technology
- Professionalism
- Personal, Professional, and Leadership Development

As noted on the AACN website <https://www.aacnnursing.org/Education-Resources/AACN-Essentials> the Essentials Series delineates the national consensus by providing the elements and framework for building nursing curricula and outline the necessary content and expected competencies and clinical support needed for nursing programs. They provide guidance for what students are expected to know and do upon graduation to ensure they are prepared for safe and effective practice necessary to pass the National Council Licensure Exam (NCLEX) to become certified as a Registered Nurse (RN). The Collegiate Council for Nursing Education (CCNE), the organization that SUNO will apply to for national professional accreditation for this new program, requires that BSN programs show integration of the Essentials in Standard III utilized to evaluate program curriculum. Standards for Accreditation are found in Appendix 1.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

To ensure the program outcomes are met, the first year of the program will include liberal arts and science courses, two nursing courses will be introduced in the second year and the third and fourth year will consist primarily of nursing courses. When a program chair and faculty are hired during year one (the planning year) prior to student admission, they will develop the final curriculum as required by the Louisiana State Board of Nursing (LSBN) and professional accreditation criteria that requires the curriculum to be developed and maintained by program faculty.

A working draft of the curriculum appears below:

<u>SEMESTER 1</u>		<u>SEMESTER 2</u>	
SENL 101N English Comp I	3	SENL 102N English Comp II	3
MATH 151 College Algebra	3	FIAR 101 Intro to Art or MUSC 101	3
*BIOL 110N/LN Fundamentals of Biology for Nursing Majors	4	SSOC 201N Introduction to Sociology	3
History of US 210 or 220	3	SPSY 201 General Psychology	3
JRDV 111 College Survival Skills	1	CISP 164 Computer Productivity Applications	3
JRDV 111A Freshmen Assembly	0		
	14		15
<u>SEMESTER 3</u>		<u>SEMESTER 4</u>	
SCHE 132N7LN Gen Chem	4	SBIO 220/LN Pathogenic Microbiology & Immunology	4
SMAT 130N Elementary Statistics	3	Psych340 Developmental Psychology	3
SCOM 101N Intro to Human Comm	3	*Nur 202 Nur Assessment Theory	2
*Nu 201 Intro to Nursing Theory	2	*Nur 202C Clinical Assessment Skills	2
*Nu 201C Nursing Clinical Skills	1	SBIO 222N & LN Hum Anat & Phys II	4
SBIO 221 & LN Hum Anat & Phys I	4		
	17		15
<u>SEMESTER 5</u>		<u>SEMESTER 6</u>	
*Nur 301 Pharmacology in Nursing	3	Phil 222 Intro to Ethics	3
*Nur 303 Pathophys in Nursing	2	*Nur 306 Childrearing Family Nur Theory	2
*Nur 305 Nur with Adults Theory	2	Nur 306C Nur Prac with Childrearing Fam	2
*Nur 305C Nur Prac with Adults	2	*Nur 308 Mental Health Nur Theory	2
*Nur 304 Childbearing Family Nur Theory	2	Nur 308C Mental Health Nur Prac	2
*Nur 304C Nur Prac with Childbearing Family	2	xxx Eng Literature (core req)	3
*Nur 307 Culture and Nursing	3		
	16		14
<u>SEMESTER 7</u>		<u>SEMESTER 8</u>	
*Nur 401 Comm Hlth Nur Theory	3	*Nur 402 Ldshp/Mgmt Theory	2
*Nur 401C Fam/Comm Hlth Prac	3	*Nur 402C Ldshp/Mgmt Prac	2
*Nur 403 Nur in Acute Care	3	*Nur 404 Senior Seminar	2
*Nur 403C Nur in Acute Care Prac	3	*Nur 406C Professional Practicum	6
*Nur 405 Research & Ev Based Prac	3	*Nur 408 NCLEX Preparedness	2
	15		14
Total	62	Total	58
<u>GENERAL ED CORE COURSES:</u>		<u>REQUIRED COURSES TO SUPPORT MAJOR:</u>	
English Comp I & 2	6	Coll Survival	1
College Math & Stats	6	Computer Prod App	3
A & P I & II and Chem	9	Micro	4
Psych and Soc 201	6	Dev Psych	3
Art or Music	3	New Biology Course	4
Hist, Communication, Lit	9	Ethics	3
		Bio Lab/A&P Lab/Chem Lab	3
Total Core Req:	39	Total Support:	21
*asterisk denotes a new course		Core (39) + Support (21) + Nur (60) =	120

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

Upon graduation students must pass the National Council Licensure Exam (NCLEX) to satisfy the National Board of Nursing and the LSBN that the graduate has the ability to practice safely as a registered nurse (RN). The test measures knowledge in four broad areas including 1) maintaining a safe & effective care environment, 2) providing health promotion & maintenance, and knowledge of 3) Psychosocial integrity, & 4) Physiological integrity. Applicants will not be certified with the RN to practice until they achieve a passing grade on NCLEX. Those who take the exam in Louisiana but do not earn a passing grade have the opportunity to re-take the Exam 4 times within 4 years (there must be a minimum of 45 days between re-takes). Student support activities to help prepare students for success on the NCLEX exam are described in the Student section of this report.

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

Courses are planned to provide general education and nursing courses that compliment and reinforce each other to ensure students graduate as competent caring novice professional care givers. Most nursing courses have a clinical companion course that will develop their care-giving skills with a defined patient population. This will help them learn the common and the unique needs associated with different life stages and educate them to be a generalist who can function safely and effectively in multiple settings.

Each course credit delivered in the classroom will represent 1 contact hour and each course credit of a clinical course will represent 3 contact hours. For example, each course designated as a clinical or practice course that is designated as a 2-credit course will include 6 hours of clinical learning in the Nursing skills lab or Nursing Simulation Lab, or in the clinical area with individuals, families, groups, or communities while delivering curative, rehabilitative, wellness, end-of-life or population-based care.

Orientation to the program and to each new level will be designed by faculty when hired and included in class time. Orientation to each new clinical agency will also be included at the start of each clinical rotation as students progress through each clinical course.

Many of the general education courses are available through hybrid/on-line modalities which have become more available recently to meet students' needs during the pandemic. For example, 17 of the required general education courses listed in the BSN curriculum above are available to students in the hybrid/on-line format. The learning management system utilized to deliver on-line course work is Moodle. Courses available in this format include:

SENL 101N English Comp I

MATH 151N College Algebra

SHIS 201N or SHIS 202N History of US

JRDV 111 Coll Survival Skills

JRDV 111A Freshmen Assembly

SENL 102N English Comp II

FIAR 101N Intro to Art or MUSC 101N

SSOC 201N Introduction to Sociology

SPSY 201N General Psychology

CISP 164N Computer Productivity Applications

SCHE 132N & LN Gen Chem

SMAT 130N Elementary Statistics

SBIO 221N & LN Hum Anat & Phys I

SBIO 220N/LN Pathogenic Microbiology & Immunology

PSYC 340N Developmental Psychology

SBIO 222N&LN Hum Anat & Phys II

PHIL 222N Intro to Ethics

Nursing courses are currently planned to be on campus in traditional classroom or seminar settings with up to 30 students per class. As the development of the program progresses and matures, it is likely that on-line options will be incorporated into on-campus nursing classes to provide more flexibility to students. All clinical courses will be delivered in small group and through direct instruction and supervision by a faculty member in a skill building or simulated laboratory setting and later in the clinical setting (limited to 10 per group by LSBN rules). Patient Care clinical settings will include hospitals, long term care/rehabilitation agencies, clinics, home care and community and public health settings.

Contracts with clinical agencies will be negotiated during the 2021/22 academic year by the Program Chair to provide clinical settings appropriate for achieving the learning outcomes for each clinical course. Letters of support from health care agencies pledging to accept SUNO BSN students when they begin clinical courses in the 2023/24 AY can be found in Appendices 2 and 3. These letters confirm that the six health care agencies in the LCMC system that includes Children's Hospital New Orleans, East Jefferson General Hospital, New Orleans East Hospital, Touro, University Medical Center New Orleans, and West Jefferson Medical Center will accommodate our students. As noted in the letter of support from the Chief Nursing Officers of all six agencies, they have the capacity to include our students in clinical rotations and doing so will have no negative impact on nursing programs that are already utilizing their agencies. In addition to the LCMC system, Ochsner Medical Center also supports the initiation of this program and will accommodate SUNO BSN students for clinical instruction at Ochsner Northshore, St. Bernard, Ochsner Kenner, Ochsner Westbank, Ochsner Baptist and St. Charles Parish Hospital, as noted in Appendix 3. Having the support of LCMC and Ochsner medical facilities will provide access to all of our BSN students to the multiple specialty units needed and give them the opportunity to learn nursing care delivery in acute care, preventative care, rehabilitation, and community settings. Clinical rotations will be scheduled at the convenience of the agencies and as noted in the letter of support, will not disadvantage nursing students enrolled in other New Orleans area schools who also complete their clinical education in these agencies.

The Southern University Board of Supervisors approved the BSN program on March 12, 2021. Please see Appendix 4 for minutes of the Board of Supervisors meeting showing their approval. The signature of the Chairman of the Southern University Board of Supervisor included at the end of this report also demonstrates the approval of the program.

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

SUNO was founded in 1956 and opened in 1959 in eastern New Orleans in historic Pontchartrain Park, a middle-class community of largely African Americans. For over sixty years, SUNO has been a beacon of hope for traditional and nontraditional students who are mostly minority and from limited resource families.

The purpose of the BSN program is to educate additional nurses to meet the health care needs of the population of New Orleans and the state while furthering the mission of SUNO. According to published

statistics, Louisiana is experiencing a shortage of nurses. In addition, the current nursing workforce needs additional nurses of color to provide culturally sensitive health care. SUNO's mission as a member of Historically Black Colleges & Universities (HBCU) has long been to deliver quality education programs and to serve a diverse population. SUNO's mission states:

“Southern University, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs, teaching, research, and service to achieve excellence in higher education using various teaching and learning modalities”. (SUNO catalog 2018-20, p 16)

SUNO has been committed to developing a BSN nursing program for several years. The university's long-standing goal to serve its community with a BSN program began in 2014 when it submitted a Letter of Intent to the Board of Regents. The LOI was approved in February of 2015. Unfortunately, the path forward seemed too challenging for success at that time. The next step in the process was to apply to the LSBN for approval. The LSBN regulations are professionally specific, highly detailed, and SUNO did not have nursing expertise on staff. Further, other new programs were in process, changes were occurring in university leadership, and financial resources could not support needed consultation to proceed with seeking approval from the LSBN. Rather than attempt to go forward without the requisite resources the process was postponed.

The Bachelor of Science in Nursing program will be a highly welcomed addition to the academic programs at the University. Survey data from currently enrolled students show they are potential enrollees and indicate the program is attractive to a diversity of traditional and nontraditional students. The ultramodern natural science building that will house the program and the plans in place to provide needed teaching/learning resources, backed up by highly credentialed faculty, will ensure teaching, scholarship and services to enrich support for the mission statement.

SUNO has a new Chancellor who enthusiastically supports the establishment of this program and has committed the resources to do so, thus SUNO is ready to meet the critical need for more nursing educational opportunities for Louisiana students. Evidence of this need is described below:

Nursing is a profession in demand and statistical projections say the demand will increase well into the future. It is also a profession that is highly valued by society as evidenced by the many reports surfacing during the COVID-19 pandemic citing the outstanding service of nurses. The Bureau of Labor and Statistics (BLS) notes that employment of nurses in the US is projected to grow much faster than the average for all occupations through 2028. In 2018 there were 3,059,800 Registered Nurses (RNs) employed in the US and the BLS projects that number will grow to 3,431,300 needed by 2028. This 12 per cent growth rate far exceeds the 5 per cent growth projected for all occupations. The Louisiana Workforce Commission star level for Registered Nurse rating is 5 Stars as noted at <http://www.laworks.net/> on February 23, 2021.

Need to increase the numbers of nurses in the Louisiana Workforce:

Louisiana statistics also reflect a current nursing shortage and continued shortfall into the future. Findings in a recent report entitled “Louisiana's 2019 Nursing Workforce Demand Report” published by the Louisiana State Board of Nursing (LSBN), Center of Nursing (August 2020) note that the number of new RNs do not meet the estimated demand and in light of the COVID-19 pandemic the shortage will be exponentially increased as we move into the future. For example, healthcare facilities surveyed reported that although there are 38,787 nurses employed agencies surveyed reported that there are 1,948 vacant positions that are not filled within the state.

The majority of the RNs employed in all of the healthcare industries surveyed were prepared at the associate and baccalaureate level. Most of the nurses employed in hospitals, hospice, ambulatory surgery centers and public health agencies are baccalaureate prepared nurses.

One of the major recommendations of the report was to increase the capacity of nursing programs to ensure that there will be a continuous pipeline of new RNs available to meet the ongoing demand for nurses in Louisiana.

Similar statistics are reported by the Louisiana Workforce Commission in the “Long-term occupational projections for all occupations to 2026”. Their findings, starting in 2016, show that 44,000 RNs were in the workforce and project that by 2026 Louisiana will need 50,700. They also project that the annual new growth of RNs will be 610 per year by 2026 but there will be annual openings of 3,010 positions.

These national and state-based reports provide clear evidence of the need for additional nurse supply in Louisiana to meet the growing demand for Registered Nurses.

Need to increase the numbers of educational opportunities for qualified students:

Statistics reported by the LSBN in their Nursing Education Capacity in Louisiana report (2019) show that although there is a nursing shortage, many students who are qualified and who wish to obtain the RN education are not able to be accommodated by the current nursing school programs. One of the major findings noted states that in the 2018/19 academic year only 69% of the 4889 **qualified** applicants who applied to nursing programs were admitted. This left 1,499 denied admission and 663 were applicants to BSN programs. In fact, this pattern of current schools being unable to admit all qualified applicants has been consistent for at least the last five years with between 506 and 668 qualified applicants being denied admission each year since 2015.

Need to Increase ethnic diversity in the nursing population:

Finally, there is a need for much more diversity in the nursing profession to better serve the patient population in our society. Phillips and Malone, in a 2014 report, noted that a more diverse health workforce that is culturally and linguistically competent can better meet the health care needs of an increasingly diverse U. S. population. In addition, the Academy of Medicine and the National Quality Forum both emphasize the need for the nursing workforce to become more diverse to insure increased patient satisfaction, improved patient-clinician communication and greater access to care for patients belonging to minority populations.

As the healthcare sector becomes more and more regulated, workers in this industry - particularly nurses- are expected to undergo substantial education and training. And, while the vast number of Americans gaining access to care increases through initiatives like the Affordable Care Act, the demand for more healthcare workers also increases. This is a mandate of sorts - to create more avenues wherein more people, namely underrepresented populations, can gain access to establish reputable careers within the health care field. Being both a public University and a Historically Black University/College (HBCU) will significantly increase the amount of diversity and representation among the caregivers that will graduate from our nursing program and go on to have successful healthcare careers. This alone will directly address racial disparities currently being experienced in the health care system.

The LSBN in their 2019 report referenced earlier also recommends that the capacity of nursing programs be increased to ensure a diverse workforce that reflects the racial/ethnic composition of the overall state to provide culturally competent care to racial/ethnic minority populations. According to the latest US Census (2010) the demographics of Louisiana include:

Gender:	51.0%	Female
Ethnicity:	58.4%	White
	32.8 %	Black/African American
	5.30%	His/Latino
	4.50%	Other

According to Louisiana Center for Nursing (2019) The Demographics of the Current Nurse Workforce include:

Gender:	80%	Female
Ethnicity:	80%	White
	17%	Black/African American
	02%	Asian
	01%	Other

These statistics confirm a need for additional diversity within our student nurse and nursing workforce population to better match the diversity of the population and to better serve the health outcomes of the citizens of the state.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

Nursing is reported as a five-star program, according to the Louisiana Workforce Commission classification.

Describe how the program will further the mission of the institution.

SUNO's mission as a public, historically black university empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students and provides a sound education tailored to special needs of students with diverse backgrounds. SUNO's addition of a BSN program will increase the number of students admitted to nursing each year, decrease the number of qualified students who are turned away each year and contribute to building a nurse workforce more culturally representative of the citizens of Louisiana and help improve health outcomes. In summary, the need and relevance of this program is evident by its potential to:

- further SUNO's mission and increase its capacity as a positive institution of service to the underserved in Louisiana
- give graduates the opportunity to engage in an upwardly mobile profession that enhances their quality of life and the economic growth of the community
- provide graduates who will make a valuable contribution of service and improved health care outcomes within the health care industry
- alleviates the nursing shortage and improves diversity within the nursing workforce

Identify similar programs in the state and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

The following lists shows the current BSN programs in Louisiana as of 2018/19:

- Chamberlain University
- Dillard University

- Franciscan Missionaries of Our Lady University (Formerly Our Lady of the Lake)
- Grambling State University
- Herzing University
- Louisiana College
- Loyola University
- LSU Health Sciences Center
- McNeese State University
- Nicholls State University
- Northwestern State University of Louisiana
- Southeastern Louisiana University
- Southern University and A&M College
- University of Holy Cross
- University of Louisiana Lafayette
- University of Louisiana Monroe
- William Carey University

These programs offer a variety of options to students in Louisiana and other states to earn a BSN degree but most report they are at capacity and turn away qualified students each year. Further, a BSN program at SUNO would be the only school in the city of New Orleans that is offered in a public HBCU with comparatively low tuition that will offer opportunity to low-income students in a largely African American community. Graduates from that catchment area are likely to have community ties and will likely stay in the area to serve the New Orleans community.

Nursing Deans and Directors cited several reasons for not being able to admit additional students. The top reasons cited in the 2019 Nursing Education Capacity report were:

1. Budgeted faculty positions not available
2. Faculty Salaries not competitive
3. Qualified faculty not available
4. Classroom space not available

They also reported their concern that admitting additional students could cause difficulty in finding enough clinical sites to accommodate students' clinical rotations in the health care agencies that welcome their students each semester.

To deal successfully with these challenges SUNO has the full support of administration to approve an adequate number of faculty positions to serve 30 students each year for the first three cohorts and beyond. During the first year of establishing the program in AY 2021/22 a Program Chair, an administrative assistant and two full time faculty will be hired to spend the first year developing the necessary infrastructure of the program and be ready for meeting LSBN requirements at the end of that year to demonstrate readiness to earn approval to admit nursing students to the program. This will occur following a site visit from LSBN at the end of AY 2021/22. Following approval by the LSBN to admit students the first class of sophomores will be admitted in the fall of 2022/23 who will complete the two introductory Nursing courses. As the students progress through years three and four and new cohorts are added, additional nursing faculty will be added to accommodate each year's cohort. In AY 2024/25 when all three years have 30

students enrolled the budgeted positions will include a Program Chair, an administrative assistant, and 7 full time nursing faculty necessary to provide expertise in Adult Health, Maternal Health, Child Health, Community Health, Research & Leadership/Management expertise and Simulation Learning expertise. In addition, a 1.0 FTE of part time adjunct faculty will be needed to ensure adequate clinical supervision for small group clinical education to augment full time faculty roles. This will provide 8 FTE faculty for 90 FTE students for a faculty:student ratio of 11.25: 1.

Current reports list a shortage of nursing faculty as a concern that limits current programs from admitting more qualified nursing applicants each year. For example, one of the major findings in the 2019 Louisiana Nursing Education Capacity Report published by the LSBN Center of Nursing states that: “non-competitive faculty salaries tied with the lack of a sufficient number of budgeted faculty positions as one of the major contributing factors associated with inability of Louisiana’s pre-RN licensure programs to admit 1,406 qualified students during the current report year.” These statistics are of concern when contemplating a new BSN program and as a result SUNO has planned several strategies to attract a qualified administrator and faculty to ensure success of the program, including:

1. Creating a path of communication with LA nurses each year who are working toward being educationally qualified to serve as Nursing Faculty in a BSN program. SUNO will request to work with Chief Nursing Officers of the 10 current LSBN approved graduate programs in LA who offer MSN and Doctorate degrees in Nursing. We will ask their assistance in letting their potential graduates know of our faculty needs through sharing notices of faculty position descriptions and requesting the opportunity to meet with interested students who wish to know more about our program through on-campus information meetings or job-fairs. Dr. Sandra Brown, the Dean of Nursing at Southern University A&M has partnered with us to help with this process as noted in her letter of support in Appendix 11.

Although the demand for nursing faculty has been growing as nursing student numbers have increased, so too have graduate programs that educate nursing faculty as reported in the recent “Nursing Education Capacity in Louisiana 2019” published by the LSBN Center for Nursing. For example, enrollments and graduation numbers have steadily increased from 2015 to 2019 in Advanced Practice Registered Nurse (APRN) programs that offer MSN and Doctoral degrees (Table 31, p. 18 & Table 35, p. 20) and in MSN & Doctoral degrees that offer Non-Licensure programs (Table 42, p. 24 & Table 46, p. 26).

In 2019 there was a total of 1,763 students enrolled in approved Graduate Nursing Programs in LA. (1,425 in APRN, & 338 in Non-Licensure) and the number of graduates from APRN and Non-Licensure graduate programs totaled 560 (463 APRN & 107 non-licensure).

Although these graduates are preparing for both faculty and clinician roles and many are earning their degrees to continue in the faculty positions they already fill, it seems logical to conclude that if this pattern continues progress is being made toward meeting the need to fill the approximately 100 spots needed each year to meet the faculty needs of BSN programs (10 - 16 vacant faculty positions in BSN programs between 2015-2019 (Table 19, p11.) and 80 new faculty appointments needed in BSN programs (Table 20. p.12) to meet higher BSN enrollments and replace those lost to attrition due to Leave, resignation, retirement, and termination.

SUNO also enjoys the support and partnership of the SREB Doctoral Scholar Program (DSP) to assist us in attracting minority faculty to serve in our BSN program as well as to provide opportunity for SUNO Master’s prepared minority faculty to pursue doctoral education in the future. A letter-of-support from the Director of DSP, Dr. Ansley A. Abraham is found in Appendix 5.

An additional source of MSN and Doctorally prepared graduates who will meet educational requirements to serve as faculty in BSN programs are those who may be completing the clinical component of their degree requirements in one of the 20 Out of State Graduate Schools Approved to Offer Clinical Experience

in Louisiana by the LSBN. It seems logical that any students who are completing their clinical requirements in LA are doing so because they are LA residents who will likely choose to remain in LA to either practice as faculty, or clinicians in LA. Thus, SUNO will utilize all reasonable means to attract faculty through networking described above and with colleagues within the education and practice community and advertise in national, regional, and local means as needed, such as the Chronicle of Higher Education, Higher Ed Jobs, Minority Nurse, AACN Career Center.

2. Investing enough resources to attract qualified administration and faculty. SUNO is committed to building an extraordinary program and is willing to invest resources to do so. Other information that is reportedly related to the nursing faculty shortage is that the mean salaries earned by faculty in LA are below those of other states and below those earned by nurses with graduates employed in practice. The 2019 Capacity report notes that although salaries for nursing faculty increased during 2019 the mean salaries for all levels of nursing faculty in LA, except for instructors remain below the Southern Regional Education Board (SREB) mean. Table 25, p. 14 of that report notes that Mean Salaries for Nursing Faculty in 2019 included \$58,268 (Instructor), \$62,477 (Assistant Professor), \$67,965 (Associate Professor) and \$88,677 Professor. SUNO has set the starting salary for qualified faculty at the Assistant Professor level at \$70,000 and for Associate Professor at \$75,000 per academic year that equates to an increase of 12% for Assistant Professor level and about 10% for Associate Professor above the current mean salary reported by SREB. Salary statistics reported biannually by the American Association of Colleges of Nursing (AACN) were also used to help set appropriate nursing salary. Tables on pages 14, 16, 20 & 28 were considered best representative of SUNO and report mean academic year salaries for Assistant Professor to be between \$66,171 to \$68,184 and Associate Professor to be between \$67,925 to \$73,421. Thus, an estimated starting salary for teaching at the BSN level at Assistant rank of \$70,000 and at Associate rank of \$75,000 is deemed reasonable to attract faculty from within the state and from a regional or national audience. It is also noteworthy that salaries for an AY of \$70,000 to \$75,000 would translate to \$87,500 to \$93,750 for a calendar year, which is competitive with many Master's/Doctorally prepared nurse clinicians who practice year-round and may consider a change to a nurse faculty position given adequate compensation.

The salary for a Chief Nursing Officer of the new program was also guided by the AACN salary report (2020) using tables deemed comparable to SUNO that cite mean salaries. Although the title "Dean" is utilized in the report the Introduction p. iv notes that:

"...the term "dean" is used throughout this report to refer to the chief executive officer of a school of nursing. It also encompasses those individuals with institutionally determined titles such as, chair, head, and coordinator."

The following tables were used:

Table 8, p. 8: (Dean of a Department)		\$118,602
Table 9, p. 9: (Dean with Baccalaureate ppm. only)		\$114,887
Table 10, p. 9: (Ten Faculty or Less)		\$113,024
Table 11, p. 10: (Dean with DNP degree)		\$107,472
Table 12, p. 10: (Dean with title of Chair)		\$115,279
Table 13, p. 11: (By Rank)	Associate Professor:	\$122,634
	Assistant Professor:	\$96,730
Table 14, p. 11: (By Tenure Track)		\$109,660
Table 14, p. 12: (By Carnegie Class M-2)		\$124,610

As a result, the salary budgeted for a Chair of Nursing of the BSN department within the College of Arts and Sciences at SUNO is \$125,000 to \$150,000, depending on qualifications and experience per calendar year, thus matching or exceeding national means for Chief Nursing Officer by up to 20% to attract a qualified leader from within the state or from a regional or national audience.

3. A means to attract a well-qualified part time faculty pool to provide students with experienced and current clinical supervision. Statistics report that more part-time faculty have recently been utilized by nursing programs to help meet faculty needs when full time faculty cannot be hired. SUNO has been in conversation with clinical agencies to discuss collaborating with them and cost share for the time of an agency clinicians and/or administrators educated at the MSN and/or Doctoral level who may be interested in serving as adjunct clinical faculty for one day, evening, or night per week. The 6 Chief Nursing Officers of the LCMC System have noted their willingness to consider this option in their Letters of Support found in Appendix 2.

Another pool of part time faculty being considered are highly experienced faculty who are considering retirement. Statistics show that about 30% of current faculty are 61 or older and likely contemplating retirement. SUNO recognizes the contribution of service that this group has provided over many years and would welcome those interested in continuing to contribute with the experience and wisdom they have accumulated to consider part time adjunct faculty positions for both on campus and clinical part time positions.

4. Finally, SUNO feels optimistic about being able to attract qualified administrators and faculty because it is reasonable to assume that there are dedicated nurse administrators currently in assistant or second tier administrative positions who would welcome the opportunity to be the founding leader of a new BSN program. This opportunity is often attractive since it appeals to one's creativity and sense of service, especially to a new group of students from an underserved community. It is also likely, we believe, that some current experienced faculty who represent minorities and/or are committed to more diversity in professional nursing may be attracted to a new program in an urban HBCU to help recruit and support new students of color into the nursing profession. New Orleans is an attractive and popular city throughout the United States and professional nurses with graduate degrees have job mobility and security wherever they go, it is reasonable, we believe to assume a faculty position with a competitive salary and the opportunity to be faculty in a new nursing program in an HBCU will be attractive to many and will contribute to the economy and enhance the professional community of New Orleans.

In summary, given the rising numbers of new graduates from our Masters and Doctoral Nursing programs; SUNO's willingness to invest in salaries competitive with national norms; collaboration with health care agencies to cost share adjunct positions and to consider recruitment of qualified retirees; the attraction of having the opportunity to lead a new program; and, the likelihood of some current faculty being interested in helping to educate students of color we believe we will be successful in creating a highly qualified team to develop and deliver a highly successful program.

As noted earlier, we have commitments from ample health care agencies for students to build care-giving competence in quality clinical settings with faculty and staff oversight.

We have shared our intention to prepare our students for clinical experiences during the times that are most convenient to the agencies even if evening, nights, weekends, and summer placements are necessary. We have explained that SUNO's hallmark is educating nontraditional adults who often meet their educational responsibilities in evening and weekend timeframes, so this will not be a new expectation.

The LCMC system of agencies and Ochsner Health have committed to accommodate our students in clinical placements as noted in their letters of support. In addition, Dr. Irene Grundy, MD, Associate Chief of Staff/Education & DEO of the Southeast Louisiana Veterans Health Care System has expressed support

and invited us to contact her when we become accredited by CCNE to apply for academic affiliation to accommodate our students in clinical rotations. The New Orleans Black Nurses Association is also very supportive of this new program to help increase the number of nurses of color in Louisiana to help provide culturally sensitive care as noted in Appendix 6.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

Since this program, if approved, will be the first nursing degree offered at SUNO, it will not require the phasing out of an existing program.

As the program furthers the mission of SUNO it will also support some initiatives identified in the Board of Regents Master Plan for Post-Secondary Education in Louisiana: 2011. Contribution will be made to Goal 1 which strives to increase the number of high school students prepared for college; help increase the number of non-traditional students over the age of 25; and, help to improve the diversity of students and graduates in Louisiana. Another key component illustrated in the Board of Regents Masterplan is Incentivizing success through outcomes-based funding. The dashboard on the website articulately illustrates an integral point: “When the costs of access to and success in higher education are borne by the student....many citizens find higher education credentials...impossible.” The relative lower tuition for SUNO students compared to other private nursing programs in New Orleans makes a nursing career at SUNO a more attainable goal and is especially advantageous for underrepresented populations who may otherwise find a baccalaureate degree unaffordable. Finally, given that African Americans and Hispanics make up over a third of the population of Louisiana, the number of this same demographic possessing a higher degree is numerically disproportionate. The Board of Regents recognizes this achievement gap and has set a new attainment goal of 60 percent between minorities and whites which will require radical and aggressive action. Establishment of this BSN program at SUNO where 89% of the students report their ethnicity as black will address this goal and contribute to the strategic investment needed to expand the state’s economic development where it is greatly needed.

3. Students

Describe evidence of student interest. Project the source of students (e.g. from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution.

Students have had a long-standing interest in SUNO offering a BSN program. In 2014, students were surveyed to measure interest in a BSN program and 42 students expressed interest and many completed pre nursing course work and transferred to other schools to complete a nursing degree. This pattern has continued. Responses to a survey of current SUNO students in the Spring, 2021 semester confirmed that over 130 students are interested in enrolling in a BSN program if available. Anecdotal reports from admission counselors and advisors also note that potential students often inquire about a nursing major and some enroll to complete general education courses and then leave to attend a school that has a nursing program. Please see Appendix 7 for current students who have expressed interest in a nursing program at SUNO.

The survey conducted in the spring 2021 semester revealed over 130 students answered “yes” to the question: If SUNO offers a BSN program would you be interested in enrolling? The majority of the respondents self-reported to be Biology (33%) and Nursing (29% - those planning to apply to another school if SUNO does not start a nursing program) and the rest divided among Psychology (7%), Social Work (7%) and HIMS (5%) Addiction Counseling (4%), and Forensic Science & Criminal Justice 3% each, and Other (9%). In addition, these respondents include students from all four student levels which indicates that many have already completed most of the pre-nursing prerequisite courses required in the freshmen and sophomore years. For example, of those listed in Appendix 7, 20% (n=27) are freshmen, 35% (46) are sophomores, 14% (18) are juniors and 30% (40) are seniors.

These students will likely be the pool that will populate the first cohort since time for marketing and recruitment will be limited for the first cohort admitted. In subsequent years SUNO admission staff will recruit among its usual feeder high schools, community colleges, and the New Orleans community. Given the history in recent years of hundreds of qualified students being denied admission to current Louisiana programs and the robust level of interest in nursing among current SUNO students it seems likely that with intentional marketing a new nursing program will result in a strong positive response within the New Orleans area and that maintaining a class of 30 students is a realistic goal.

Project enrollment and productivity for the first 4 years and explain justify the projections

SUNO's goal is to graduate thirty BSN students per year once the program is established. Literature reports that attrition in BSN programs can range from 20 to 50%. For example, Elkins (2020) in her "Failure to Complete BSN Programs" report states:

"According to the National League for Nursing, the national dropout rate for nursing programs in the United States is 20%, and this high attrition rate is considered problematic. The National League for Nursing Accrediting Commission set the desirable retention rate at 80%. The national attrition rate for nursing programs is too high, with as much as 50% in some baccalaureate nursing programs (Merkley, 2016)."

SUNO will begin by allowing for 20% attrition and monitor data over time to determine future admission numbers that will best achieve 30 graduates each year. To that end, 36 students will be admitted in the first cohort planned for fall of AY 2022/23.

Given the number of current students who have expressed interest, if attrition exceeds 20% after the first year, we will offer the two sophomore nursing courses in the summer for qualified students who have met prerequisite courses to enter the nursing program at the junior level to fill any open spots and maintain a student count of 30 going forward to the junior and senior years.

Each year actual retention data will be collected to provide evidence-based decision making and over time admission numbers will be adjusted accordingly to maintain desired graduation numbers. Similarly, after the first graduation and full approval from LSBN and professional accreditation is achieved, possibilities for growth of the program have been considered and include increasing BSN numbers to 40 or 50 each year and establishing an RN to BSN program.

If data such as size of our pool of qualified applicants; continued BSN shortages; availability of faculty; and clinical placement sites are available these two initiatives can be achieved with reasonable investment of time and resources. Admission of 10-20 additional BSN students would require the investment of about 1.5 FTE faculty. Development of an RN to BSN program would require accepting those with an RN and an Associate Degree in Nursing to continue study toward the BSN. Prerequisites would include meeting 60 credits of appropriate general education courses work and enrollment in BSN level course work at the senior level to complete the courses needed to meet BSN learning outcomes. This typically is offered in 3-4 semesters and would require one FTE faculty for up to about 20 students.

List and describe resources that are available to support student success

Enrolled students will be supported through current student services programs including:

- Academic advisement: upon enrollment an advisor is assigned to help students set realistic goals, identify special needs, refer to available resources, register for appropriate courses and generally guide the path toward goals.
- The Honors Program: Academically talented and motivated students are offered the opportunity to cultivate critical thinking through small classes and independent study under guidance of recognized

teacher scholars. The program is administered by the Director of the Honors Program and committee members.

- Early Start Program: A cooperative program with greater metropolitan school districts that provides qualified students with a supported transition from high school to college. It provides the opportunity for selected 11th or 12th graders to complete college credit and build confidence and maturity to be successful as a college student.
- Trio Programs: A student support program funded by the US Department of Education for low income, first generation students and/or students with disabilities. The program is designed to increase academic performance, retention and graduation rates. Students receive instruction in a College Survival Skills course that addresses time management, note taking skills, study skills, resume writing, career development, financial literacy, financial aid and scholarship information. Each student is assigned an academic coach to serve as a mentor and advisor.
- Title III: Continuously provides personnel, technology and resources to support for students across all facets of the university through 15 sub programs. For example, The Center for Comprehensive Communication (assistance for individuals and groups in reading, english, math, writing to promote academic success and Student Development Center that provides multi-faceted counseling and wellness services to promote academic success and personal wellbeing.

Support for NCLEX success throughout the program: Given the high stakes associated with graduates passing of the NCLEX exam in order to practice their career as an RN several steps are planned within the program including:

- Faculty will develop knowledge and awareness of Tools and Methods to prepare students to pass NCLEX as part of faculty development expectations such as those found on the National Council of State Boards of Nursing website at <https://www.ncsbn.org/9012.htm>
- Applicants must complete an entrance exam that predicts ability for success as part of admission criteria such as the National League for Nursing Pre-Admission Exam (PAX), Nursing Entrance Test (NET), Kaplan Nursing School Admission Test, or Health Education Admission Assessment Skills Exam (HESI A2)
- Faculty will utilize testing at the conclusion of each level to measure knowledge and progress toward mastery of clinical judgement measured by NCLEX
- Faculty will include computer assisted testing (CAT) in courses in addition to paper and pencil testing to familiarize students with CAT
- Students showing lack of progress will be assigned an advisor/mentor to assist them to identify and utilize self-help tools such as time management, test anxiety, practice tests, confidence building, study skills.

Senior Level Course Nur 408 NCLEX Preparedness will include:

- Case study reviews to strengthen Clinical Judgement measured by NCLEX
- Practice with NCLEX style questions and CAT
- Review of test taking skills required for CAT success
- Weekly meeting with assigned advisor/mentor to reinforce strengths in areas of need and study skills
- Required passing of standardizes exam (e.g. HESI, ATI, Kaplan) to predict NCLEX success
- Completion of Commercial NCLEX Review

What preparation will be necessary for students to enter the program?

Students who wish to be admitted to the BSN will apply for admission at the end of their freshman year and will be considered for admission when their pre-nursing course grades are available during the following summer. Admission criteria will be finalized by the program chair and faculty but is projected to include:

- high school GPA
- completion of all required pre-nursing courses listed in semester 1 and 2 of nursing curriculum plan
- GPA earned in required pre-nursing courses listed in semester 1 and 2 of nursing curriculum plan
- Evaluation of admission interview by nursing team to help gain insight related to interest, enthusiasm, motivation, communication, altruism, caring, adaptability, respect for all, empathy, critical thinking
- Evaluation of essay related to reasons for choosing nursing major, writing skill, organization skill, past experience, creativity, interest, enthusiasm, motivation, communication, altruism, caring, adaptability, respect for all, empathy, critical thinking
- A background check
- Evaluation of Standardized Pre-Nursing Admission Test

4. Faculty

List Present Faculty Members who will be most directly involved in the proposed program: name, present rank; relevant degree, courses taught, other assignments

All general education courses required in the nursing curriculum are currently offered at SUNO by highly qualified faculty. A list of current SUNO faculty who are likely to teach these courses is found in Appendix 8. Although there are currently no nursing faculty at SUNO, this program has been championed by Dr. Murty Kambhampati, Professor of Biology. Dr. Kambhampati holds a PhD in Environmental Science (Jackson State University) and a PhD in Ecology (Andhra University, India). In addition to his teaching duties, he serves as a principal investigator on several state and federal grants and in 2015 President Obama awarded Dr. Kambhampati the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM) in Washington D C.

Dr. Kambhampati has assisted Dr. Carol Seavor, higher education consultant in the preparation of this proposal. Dr. Seavor is an RN with over 40 years of experience in nursing practice and nursing education/administration including roles as clinician, clinical administrator, faculty nursing coordinator/chair/dean and college president.

Project the number of new faculty members needed to initiate the program for each of the first five years.

All Nursing courses will be delivered by qualified Nursing faculty who will be hired when the program has earned the appropriate approvals from the Board of Regents and the LSBN. Louisiana State Board of Nursing and CCNE regulations require that nurse faculty hold an active license to practice as a registered nurse in Louisiana, hold a graduate degree in nursing, and have a minimum of two years of nursing practice. The Program Chair will also meet LSBN requirements which include a minimum of a graduate degree in nursing, an earned doctorate, and a minimum of three years of experience in the areas of nursing education and three years in clinical practice. Depending on experience and credentials faculty will likely be hired at the Assistant Professor level for the Tenure Track and will be required to meet role expectations

for rank as described in the SUNO Faculty Handbook which requires 12 credit hours of teaching per semester, engagement in university and community service and continued professional growth.

SUNO will search locally for a well-qualified experienced Program Chair and the Chair will search for two well qualified nursing faculty members. If necessary, we will advertise beyond the local/regional area in the Chronicle of Higher Education and the Journal of the Black Nurses Association, Minority Nursing as well as on appropriate on-line national sites. Specific strategies for faculty recruitment to meet the challenge of reported faculty shortages were explained earlier in the Need section on of this report.

Our first choice will be a Chair who is a current seasoned assistant administrator, dean/director/coordinator who will be attracted to the opportunity to be the founding chair of a new BSN program and committed to educating students of color to increase diversity in the nursing workforce.

During the first year (AY 2021/22) the chair/faculty team will work to build the administrative and academic infrastructure as required by the LSBN. Near the conclusion of that year a LSBN site visit must be scheduled to ascertain if the program has been well developed and has earned initial approval and is ready to admit students. Students will be admitted to the sophomore level curriculum that includes the first two nursing courses in AY 2022/23. Two additional years of study will complete the required curriculum and the first graduation will occur in spring of AY 2024/25. When all cohort years are enrolled there will be about 90 FTE students and 8 FTE faculty.

The full time Program Chair will be hired as soon as possible after the program is approved by the LSBN and the Board of Regents. To meet LSBN regulations the Chair must be in place for the beginning of the AY on August 16, 2021 to ensure s/he will have been in the position for 12 months prior to admitting the first cohort of students in August 2022. During the first year the program chair will advertise for and hire two faculty members to assist in developing the curriculum and infrastructure of the program and prepare for an end of the year site visit from the LSBN to demonstrate readiness to earn approval from the LSBN to admit students.

The two faculty members hired in year one will have expertise in Adult Health Nursing and Simulation Learning so they will be qualified to deliver the two initial nursing courses planned for the ensuing year. Four additional full time faculty members will be hired in year 3 and year 4 with the qualifications and expertise needed to teach specialty courses delivered in those years (adults, obstetrics, pediatrics, mental health pub/community health). One FTE part time position (3-4 faculty @ .25 - 33 FTE assignments) will also be budgeted to provide adjunct faculty to insure adequate clinical supervision of students in the clinical area). In following years, if the applicant pool grows and clinical placements and additional faculty are available it is likely that students will be added in multiples of 10 (to maintain LSBN required 10:1 faculty to student ratio in clinical area) which will require a part time clinical instructor and if 20 students are added there would be a need to hire one additional full time faculty member.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Present faculty will be involved in teaching general education and support courses for the Nursing program. SUNO faculty engage consistently in research and scholarship as evidenced by the “Breakfast of Champions” annual report found in Appendix 9, as well as by a recently published research activity report found at <https://www.suno.edu/assets/suno/PDFs/Grants-and-sponsored-Research-and-Sponsored-Programs-Report-2019-2020.pdf>

The nursing faculty workload is planned to meet the university workload for undergraduate full-time faculty of 12 credit hours per semester. The workload for nursing faculty is calculated as 1 classroom teaching

credit = 1 credit hour of workload and 2 clinical instruction teaching hours = 1 credit hour of workload. Thus, a full-time faculty member could be assigned to teach 9 hours of classroom teaching (9 credit hours) and 6 hours of clinical teaching (3 credit hours) per week to fulfill a 12-credit hour assignment in a given semester. Alternate assignments may be assigned by the program Chair to represent some of a faculty member's credit hours such as developing a new course or serving on a team to develop an accreditation self-study report or write a grant or to take on a leadership/coordination role to improve efficiency. Workload hours will build up to 12 credit hours as students enter each new level and new faculty are hired so by the beginning of the AY 2024/25 all faculty will carry a 12 credit per semester assignment.

In addition to the 12-credit teaching load, all full-time faculty at SUNO are expected to show continued growth in their professional faculty role through service and scholarship and Nursing faculty will be no exception. Opportunities for scholarship and research for the Nursing profession are offered at the federal level by The Department of Health & Human Services, the National Institute of Nursing Research, The American Nurses Foundation, Sigma Theta Tau International Nursing Honor Society, and the Health Resources & Service Administration (HRSA). All provide opportunities for Nursing faculty to seek funding to support their research to improve nursing care and improve patient care outcomes. One particular grant that SUNO will apply for to support nursing students is the Scholarship for Disadvantaged Students sponsored by HRSA and described at: <https://www.hrsa.gov/grants/find-funding/hrsa-20-006>.

5. Library and Other Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

The Leonard S. Washington Memorial Library at Southern University at New Orleans provides academic resources and services for all faculty and students at SUNO. The services include reference, readers' advisory, information literacy instruction and many more. Some of the resources include access to computing lab, collaboration lab, 3D imaging lab, virtual simulations, electronic books, models, test preparation programming and traditional monographs. The Nursing program participants will enjoy all of the rights and privileges of the existing students and faculty. For the past three years, the library has been acquiring content to support the highly anticipated nursing program. In addition to utilizing the selected print and electronic resources for the SUNO student, the faculty and staff may access and borrow content from any of the 41-member university libraries participating in the state library consortium (LOUIS) reciprocal borrowing program. In the event a resource is not available within the state, the library may borrow the item on behalf of the patron via the interlibrary loan system. All library services and resources are available in multiple formats of delivery to ensure that remote and distance students have access to the same quality of service, equipment, and devices.

What additional resources will be needed:

Current library holdings are adequate to initiate the proposed program. The Health Information Management Systems, Substance Abuse, Social Work and Natural Sciences programs utilize health care related data bases, periodicals, references, texts, etc. Additionally, the library works closely with the office of Career Services and has acquired several nursing specific resources to support the interest of students who expressed a desire work in the healthcare system as nurses.

The library holdings in this program area are comparable with Delgado and Southern University — Baton Rouge nursing collections. Delgado and Southern University — Baton Rouge have fully-developed, quality, long-standing Nursing programs approved by the state. However, should the faculty in the SUNO program express a desire to enhance or expand the collection to meet the specific goals of the SUNO

nursing program, the library is prepared to make those purchases. Further, SUNO students have access to the Delgado and SUBR library resources via the state reciprocal borrowing agreement.

Many additional resources such as commercially prepared audio-visual aids and presentations to augment classroom and laboratory presentations and multiple simulation laboratory equipment and manikins to support clinical instruction and application of classroom content are included in the equipment budget.

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

The library spear headed the use of Open Education Resources on campus approximately thirteen years ago. In the past few years, the library has hosted trainings for faculty on the use and adoption of OER content to support the academic course offerings at SUNO. Eleven faculty have reviewed and/or edited Open Textbooks for the Open Textbook Network. One faculty member completed a OER course transformation.

The table below shows a search of the collection for resources in the listed subject areas. The search was conduct Spring 2021. These resources may assist nursing students with resources for research and references for broadening course content as they move through specialty courses within the nursing curriculum.

	Physical Resources	Electronic Resources	R2 Library
Biology	972	6,098,446	63
Health Information Management Systems (HIMS)	101	74,418	19
Forensic Science	46	67,290	8
Substance Abuse	195	392,680	0
Nursing	633	894,274	826
Medical	923	7,494,746	2950

The library estimated expenditures in support of print and electronic resources to support the science disciplines at SUNO. This is inclusive of the nursing program.

2018 - 2019 \$270,000.00

2019 - 2020 \$160,000.00

2020 - 2021 \$100,000.00

Library support will be budgeted at about \$3,000 in years one, two, and three to add new reference holdings and texts to compliment the new courses in the BSN program, and then \$2,000 per year to maintain up to date holdings.

6. Facilities and Equipment:

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

SUNO has a new four-story Natural Sciences Building (NSB) completed in 2018 that has allocated the second floor with about 12,000 square feet to Nursing. A copy of the floor plan of the space is found in Appendix 8 and a video may be viewed at: <https://youtu.be/-npeBYCxMak>. As noted in the list below,

the space includes classrooms, offices, a conference rooms, clinical learning labs, a computer laboratory, simulation laboratories, control room, exam rooms, storage & secure file rooms, and a faculty lounge ready for occupancy. The following table describes the available spaces:

ROOM NUMBER	SPACE ALLOCATION
203, 255, 258	Classrooms (shared by HIMS and BSN Programs)
204, 205 A & B	High Tech Simulation Suite & Control Room
207	Computer Lab (30 stations)
208	Maternal Child Clinical Skill & Simulation Instruction Lab (space for 3 beds)
209	Pediatric Clinical Skill & Simulation Instruction Lab (space for 3 beds)
211	Adult Clinical Skill & Simulation Instruction Lab (space for 12 beds)
213 and 214	Community Health Reception and Office for Instructors/Nurse
215	Patient Examination Room - I
216	Patient Examination Room - II
217 & 219	Simulation: Professional Experience Lab
218	Medical Records Room
220	Faculty Lounge
257	Secured Files Room
259	Conference Room (HIMS and BSN)
260	BSN Administrative Assistant Office
261 & 262	BSN & HIMS Program Directors' Office
264 -273	BSN & HIMS Faculty Offices

When this building was constructed in 2018 SUNO planned for a future Nursing program and dedicated that space to Nursing. The Health Information Management Systems program, a program that enrolls 31.4 FTE students will share space to help integrate students and activities and create synergy between health majors as well as to improve facilities utilization.

Current facilities will be adequate to provide quality instruction to about 90 students when the program is fully enrolled. During the junior and senior years students will spend 1-3 days per week off campus in clinical agencies which decreases demand for on campus space utilization. If the program grows significantly access to additional classrooms and offices may be needed and can be accommodated by sharing facilities available within the building with natural science students and faculty. In addition, future plans projected by 2026-7, are under way to build new buildings of approximately 120,000-140,000 square feet as a replacement for the "Old and New Science Buildings" on Park Campus that were lost due to Hurricane Katrina. Portions of that space will be allocated to anticipated growth/expansion of the BSN Program.

Equipment has been budgeted to utilize the space including typical classroom equipment, hospital equipment to simulate clinical care-giving environments (such as beds, linen, care-giving supplies, diagnostic

equipment, anatomic models), technology-related equipment such as high and low fidelity manikins that simulate healthy conditions, injuries, and physical and mental behaviors to help students learn clinical skills in realistic but safe learning environments are also included.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

Funds (\$54,000) for minor renovations or additional technology equipment has been included in the budget to be sure the high-tech simulation labs and control room, constructed in 2018 is up to date to support audio/visual communication for students to observe teaching/learning scenarios and participate in debriefings in classrooms/skills & simulation labs.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

This new program will be housed as a department in the College of Arts and Sciences where it will join the Departments of Arts & Humanities, Social Sciences, Natural Sciences and three undergraduate programs of Forensic Science, Health Information Management Systems, and Interdisciplinary Studies. As noted earlier, it will share space with HIMS students to facilitate interaction and mutual support between the two health care oriented programs and over time faculty may find some synergies that will build formal relationships such as a course related to Health Care Systems, or Research, Leadership, Ethics in Health Care. The current administrative structure will not be affected. The Program Chair of the BSN will report directly to the current Dean of the College of Arts and Sciences as do the chairs of current departments within the College.

Discussions with the University of New Orleans, Delgado Community College, and Southern University at Shreveport have been held to discuss ways to collaborate. These discussions will continue when the program is approved with the intention to create articulation agreements so UNO students who meet pre-requisites can be considered for admission to the BSN program and Delgado and Southern University at Shreveport students who hold an Associate Degree in Nursing can continue study at SUNO toward their BSN.

Describe the departmental strengths and/or weaknesses and how the proposed program will affect them.

The College of Arts and Sciences, where the Department of Nursing will reside, is a crucial college within the university since it provides foundational courses and exposes all students to language and liberal and scientific studies to expand their educational and cultural horizons. The new Nursing Department will bring strengths to the College since its students will need to be academically competitive, highly qualified, and motivated to earn the professional BSN degree. In addition, to earning the BSN degree, following graduation, they must be prepared to pass a national standardized exam proving they are knowledgeable and competent to practice nursing safely and earn the legal certification of Registered Nurse (RN). In addition, nursing faculty must also demonstrate knowledge and competence to earn and maintain continued approval of the LSBN and earn and maintain national accreditation. Thus, both students and faculty must demonstrate continued quality improvement to meet state and national accountability standards to survive and thrive. Achieving and maintaining quality standards will reflect positively on the College of Arts and Sciences and the University.

8. Accreditation

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

The LSBN requires that once a program is granted full approval by LSBN, the program shall achieve national nursing accreditation within one year (with a possible one-year extension).

Final approval of LSBN will occur when the first cohort has graduated (spring 2025) and taken their NCLEX exams and if all criteria are met and at least 80% of the graduates in the cohort pass the NCLEX the program will earn final approval.

There are two organizations recognized by the US Department of Education that accredit Nursing programs: The Accreditation Commission for Education in Nursing (ACEN) and The Commission on Collegiate Education (CCNE). SUNO's plan is to seek professional education accreditation from (CCNE). SUNO plans to achieve CCNE accreditation prior to the first cohort's graduation so the first graduates will have the benefit of graduating from an accredited program. To achieve this the following timetable is planned:

- Spring Semester 2024: Apply to CCNE for "new applicant" status and request a visit in Spring Semester 2025.
- Write a self-study report documenting compliance with CCNE accreditation criteria and submit to CCNE six weeks prior to site visit in Spring, 2025.
- Receive notification from CCNE board in Fall 2025 that accreditation has been achieved retroactive to visit date in spring 2025.

This timetable ensures that the first graduating class will have the benefit of graduating from a nationally accredited program and will ensure the programs continued quality and approval of the LSBN through its professional accreditation status.

Initial CCNE accreditation status lasts for up to 5 years prior to re-evaluation and subsequent accreditation evaluation may last up to ten years.

To ensure accreditation criteria will be met the four broad CCNE accreditation Standards (Mission & Governance; Institutional Commitment & Resources; Curriculum & Teaching Learning Practices; Assessment & Achievement of Outcomes) and the more detailed key elements have been closely considered in the development of the program to date (curriculum, student resources, alignment with university mission and policies, etc.) These standards will also be closely followed when the Chair and faculty members continue its development during the initial planning year as they build the infrastructure of the program elements including: BSN mission and vision to align with SUNO's mission, course and syllabi development, theory and clinical learning outcomes, department by-laws, student & faculty policies, committee structure, teaching - learning practices, faculty qualifications, admission criteria, advising, systematic evaluation process and the like. CCNE Accreditation Standards to be met can be found in Appendix 1.

The cost for accreditation is significant and is included in the budget. Costs include:

- Current fee for "New Applicant Status" (for applicants offering only the BSN) is \$2,500
- Fee for an Evaluation Visit is \$1,750 per team member for programs offering only the BSN and may be up to 3 visitors for a total of \$1,750 x 3 or \$5,250
- Annual fees, once accredited, for BSN only is \$2,777

Initial accreditation is usually granted for 5 years and subsequent evaluation visits may be granted for up to ten years.

9. Related Fields

Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

The university's several other programs with a health care orientation include Social Work, Addiction Counseling, and Health Information Management Systems. The HIMS program is most closely related to the nursing program having similar pre-requisites and preparing for a career in similar health care agencies. As noted above, these two program will share facility space in the natural sciences building. However, having four health care related programs provides future opportunities for collaborative efforts to develop interdisciplinary activities to help students learn to value of collaboration and collective learning.

These health-related programs are of strong and high quality as evidenced by their achievements which include:

- The Addictive Behaviors Counseling Program is an Approved Institution of Higher Education Provider for the Addictive Disorders Regulatory Authority, (ADRA). All SUNO SACP classes can be applied toward certification by ADRA.
- The HIMS is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). HIMS graduates are eligible to sit for the Registered Health Information Administrator (RHIA) examination with the American Health Information Management Association (AHIMA)
- The Social Work program, both bachelor and master level, is accredited by the Council on Social Work Education.

SUNO is eagerly anticipating adding the BSN to its list of nationally accredited programs which also include:

- The College of Education and Human Development is approved by the Louisiana Department of Education and accredited by The Council for the Accreditation of Educator Preparation (CAEP).
- The College of Business and Public Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International.
- The Child Development and Family Studies program is accredited by the American Association of Family and Consumer Sciences (AAFCS).

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

Since this is a new program there are significant new costs as reflected in the budget. For example, projected costs for salary of new Nursing personnel include a new Chair and 8 FTE faculty and 1 administrative assistant over the first four years include benefits and a 3 % cost of living factor total \$2,975,774.

Equipment is the second most costly category at about \$625,000 over the first 4 years. These expenses relate to providing teaching learning laboratories that simulate hospital and other health care agency environments. For example, about \$300,000 is budgeted for high and low fidelity technology manikins and about \$325,000 on related furniture, care-giving equipment, human model teaching tools, and possible upgrades to simulation control room technology.

Travel costs are reflective of planning for about \$5,000 per year for Program Chair to attend 3-4 local, regional and/or national meetings per year to stay current and for professional development and about \$1,000 for each faculty for faculty development meetings/workshops each year.

Expendable supplies are budgeted for about \$13,000 in year 1 and \$6,000 each subsequent year to support simulated care-giving activities in nursing laboratories.

Other expenses listed in the Budget are Training to reflect the costs of faculty development workshops/activities to ensure they are informed of best methods to prepare students throughout the program to pass the NCLEX exam upon graduation. They include \$500 per each new faculty member to learn best advising/coaching strategies and methods to stay abreast of NCLEX blueprint and test-taking methods/strategies.

Testing includes the cost of using standardized tests at admission to predict success in a Nursing curriculum and to track student progress toward readiness to pass NCLEX during year 3 and 4 including:

- about \$50-75 per student at admission
- practice test at the end of each semester in year 3 & 4 at about \$50 per student (\$3,300 in year 3) and (3,000 in year 4).
- comprehensive end-of-program predictive test at about \$200 per student (\$6,000) and
- an end of program commercial NCLEX review courses at about \$300 per student (\$9,000) for a total of about \$24,000 over the first four years.

Although budgeted student fees will be used to underwrite some of these costs any testing costs that exceed fees generated will be absorbed by the university.

As noted in the Library section earlier in this report, current library resources are sufficient to start the program and Library support will be budgeted at about \$3,000 in years one, two, and three to add any faculty requested new reference holdings and texts to compliment the new courses in the BSN program, and then \$2,000 per year to maintain up to date holdings.

Accreditation costs will occur in years 3 (\$2,500 application fee) and 4 (\$8,027 for site visit) for a total of \$10,527.

Department costs associated with the new BSN program will be added to the College of Arts and Sciences budget and administered by the chair of nursing. Existing program resources will not be affected by the addition of this program.

On the separate budget form, estimate new costs and revenues for the prog for the first four years, indicating need for additional appropriations or investment by the institution

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g. grants (in hand, promise, or in competition) institutional funds, etc.

The University will allocate annually between \$210,000 and \$229,473 of state appropriated funds to the BSN program in the first four (4) years. The University will also allocate \$500,000 annually from Title III Strengthening Historically Black Colleges and Universities Grant Programs. These federal programs award funds to HBCUs to assist them in strengthening their academic, administrative, and fiscal capabilities. SUNO has received funding from these federal programs since 1965. In addition, SUNO will allocate \$100,000 annually from the medicinal marijuana allocation from the Southern University System. These revenue sources in combination with annual tuition and fees, as shown in the budget revenues table, demonstrate that revenues will exceed costs to ensure viability of the program.

CERTIFICATIONS:

James H. Annunzio

Executive Vice President - Chancellor

5/10/2021

Date

[Signature]
President, Southern University and A&M College System

5/11/21

Date

[Signature]
Chair, Southern University and A&M College System
Board of Supervisors

11 MAY 21

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southern University at New Orleans Date: _____

Degree Program Unit: Proposed BSN Program

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition)

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST		SECOND		THIRD		FOURTH	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$420,000	3.0	\$432,600	3.0	\$859,089	7.0	\$1,088,373	9.0
Graduate Assistants								
Support Personnel	\$42,000	1.0	\$43,260	1.0	\$44,558	1.0	\$45,895	1.0
Fellowships and Scholarships								
SUB-TOTAL	\$462,000	4.0	\$475,860	4.0	\$903,647	8.0	\$1,134,267	10.0
	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT
Facilities								
Equipment	\$369,620	\$187,000	\$35,000	\$35,000				
Travel	\$7,000	\$7,000	\$11,000	\$12,000				
Supplies	\$12,968	\$6,000	\$6,000	\$6,000				
Other	\$5,700	\$4,500	\$10,800	\$29,527				
SUB-TOTAL	\$395,288	\$204,500	\$62,800	\$82,527				
TOTAL EXPENDITURES	\$857,288	\$680,360	\$966,447	\$1,216,794				
REVENUES								
REVENUE SOURCES	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT	AMOUNT
State Appropriations	\$210,000	\$216,300	\$222,789	\$229,473				
Federal Grants (Title III)/ Contracts	\$500,000	\$500,000	\$500,000	\$500,000				
State Grants/Contracts								
Private Grants/Contracts								
Medial Cannabis Allocation	\$100,000	\$100,000	\$100,000	\$100,000				
Expected Enrollment	36	68.4	97.56	126.72				
Tuition	\$161,388	\$306,637	\$437,361	\$568,086				
Fees	\$92,748	\$176,222	\$251,348	\$326,474				
Other (Lab Fees/ Contingency)	\$100,000	\$112,960	\$124,624	\$136,288				
TOTAL REVENUES	\$1,164,136	\$1,412,119	\$1,636,122	\$1,860,320				
REVENUES OVER EXPENDITURES	\$306,848	\$731,759	\$669,675	\$643,526				

** Describe/explain expected sources of funds in proposal text.*

APPENDIX 1**CCNE STANDARDS FOR ACCREDITATION OF BACCALAUREATE AND GRADUATE NURSING PROGRAMS
(Amended 2018)****STANDARD I: PROGRAM QUALITY: MISSION AND GOVERNANCE**

- I-A. The mission, goals, and expected program outcomes are:
- congruent with those of the parent institution; and
 - reviewed periodically and revised as appropriate.
- I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.
- I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.
- I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.
- I-E. Faculty and students participate in program governance.
- I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:
- fair and equitable;
 - published and accessible; and
 - reviewed and revised as necessary to foster program improvement.
- I-G. The program defines and reviews formal complaints according to established policies.
- I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

STANDARD II: PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

- II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.
- II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.
- II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.
- II-D. The chief nurse administrator of the nursing unit:
- is a registered nurse (RN);
 - holds a graduate degree in nursing;
 - holds a doctoral degree if the nursing unit offers a graduate program in nursing;

- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

II-E. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

STANDARD III: PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program’s mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program–identified community of interest.

III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)*

Note: (III-C, D, E Key elements apply to Masters Programs)

III-F. The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
- Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge.

III-G. Teaching-learning practices:

- support the achievement of expected student outcomes;
- consider the needs and expectations of the identified community of interest; and
- expose students to individuals with diverse life experiences, perspectives, and backgrounds.

III-H. The curriculum includes planned clinical practice experiences that:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes;

- foster inter-professional collaborative practice; and
 - are evaluated by faculty.
- III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.
- III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

STANDARD IV: PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

- IV-A. A systematic process is used to determine program effectiveness.
- IV-B. Program completion rates demonstrate program effectiveness.
- IV-C. Licensure pass rates demonstrate program effectiveness.
- IV-E. Employment rates demonstrate program effectiveness.
- IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.
- IV-G. Aggregate faculty outcomes demonstrate program effectiveness.
- IV-I. Program outcomes demonstrate program effectiveness.
- IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.

SOURCE: <https://www.aacnnursing.org> > Standards, Procedures & Guidelines > CCNE Standards & Procedures > Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Amended 2018) pages 6 - 22.

APPENDIX 2

LCMC LETTER OF SUPPORT



200 Henry Clay Ave.
New Orleans, LA 70118

☎ 504.899.8511

LCMChealth.org

April 28, 2021

James H. Ammons Jr., Ph.D.
Executive Vice President-Chancellor
Southern University at New Orleans
6400 Press Drive
New Orleans, LA 70126

Dear Dr. Ammons,

As Chief Nursing Officers within the LCMC health system, we are writing to support SUNO's proposal to initiate a BSN program that will increase the supply of BSN nurses in the New Orleans community and beyond. There is a national shortage of nursing programs required to meet the workforce demand in the nursing field. Approximately 60% of RNs in the state of Louisiana are employed in Louisiana hospitals. According to the Bureau of Labor Statistics 2018-2028 Employment Projections (2019), employment of RNs is projected to grow 12% faster than the average for all occupations. By 2022, there will be far more registered nurse jobs available than any other profession, at more than 100,000 per year. With more than 500,000 experienced RNs anticipated to retire by 2022, the US Bureau of Labor Statistics projects the need for 1.1 million new RNs for expanded roles and replacement of retirees to avoid a nursing shortage. In 2019, there was an unmet demand for 1.948 RNs in Louisiana.

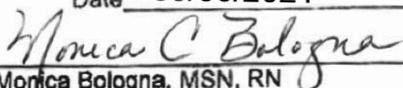
Adding a BSN program at SUNO, as a HBCU, will create some remarkable changes and provide greater opportunities to a diverse student population and fulfill the need of graduating more nurses of color. We have seen firsthand the devastation the pandemic has placed on communities of color and how isolated patients were during their hospitalizations. Having nursing staff that reflects the diversity of our communities will make a difference in patient care and comfort levels and ease their sense of isolation. In addition, as a public HBCU, SUNO will be able to provide the BSN program at a lesser cost than other private, public, and/or for-profit programs in the New Orleans area in a culturally centered and supportive program.

LCMC Health is a six-hospital system that includes: Children's Hospital of New Orleans, University Medical Center, Touro Infirmary, West Jefferson Medical Center, East Jefferson Medical Center and New Orleans East Hospital. LCMC Health has clinical capacity to provide the comprehensive clinical experiences relevant for the education of BSN nurses. Clinical experiences available across LCMC Health includes adult health, pediatrics, maternity, labor & delivery, behavioral health, ambulatory, surgical services, trauma, and critical care. Supporting the SUNO BSN program will have no negative impact on nursing programs that are already utilizing our hospitals for clinical experiences. Further, there may be opportunities for LCMC Health nurses to serve as adjunct faculty and clinical instructors.

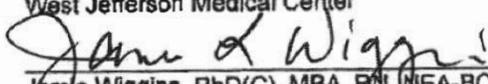
Our six agencies serve a population of approximately 800,000 residents. We are confident that we will be able to provide opportunities for all 30 (three clinical groups) of SUNO students each year beginning in 2023 since SUNO is willing to accept day, evening, night and weekend, rotations throughout the year, including summers. We can accommodate these students while continuing to honor current agreements we have other nursing schools in the area and look forward to partnering with SUNO as well.

Signatures:

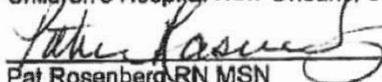
Date 05/06/2021



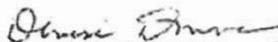
Monica Bologna, MSN, RN
Chief Nursing Officer
West Jefferson Medical Center



Jamie Wiggins, PhD(C), MBA, RN, NEA-BC, FACHE
Sr. Vice President, Chief Clinical Officer / Chief Nursing Officer
Children's Hospital New Orleans, Louisiana



Pat Rosenberg RN MSN
Chief Nursing Officer
Touro Infirmary



Denise Danna, DNS, RN, NEA-BC, CNE, FACHE
Chief Nursing Officer
University Medical Center New Orleans



Ruby Brewer, MSN/MBA, RN, NEA-BC
Chief Nursing and Quality Officer
East Jefferson Medical Center



C.J. Marbley, RN
CNO/COO
Vice President of
Patient Care Services

APPENDIX 3

OCHSNER LETTER OF SUPPORT



5/6/2021

James H. Ammons, Jr, Ph.D.
 Chancellor
 Southern University of New Orleans
 6400 Press Drive
 New Orleans, LA 70126

Dear Dr. Ammons:

On behalf of Ochsner Health, I am pleased to write a letter of support for the proposed pre-RN license Bachelor of Science in Nursing (BSN) degree program at Southern University of New Orleans (SUNO). This program will contribute to the supply of BSN-prepared registered nurses needed to meet current and future healthcare demands in Louisiana.

Louisiana as well as the rest of the country continue to experience a shortage of nurses which will only worsen as large numbers of nurses retire in the upcoming years. In addition, COVID has exacerbated the nursing shortage in Louisiana and throughout the United States. Ochsner Health as the largest health care provider in the state can speak to the urgency of our nursing shortage. The Louisiana State Board of Nursing Center for Nursing has reported that in 2020, 1,381 qualified applicants were denied admission to Louisiana's pre-RN licensure programs. An additional program at a Historically Black University will not only help increase general admissions and pipeline of future nurses, but would also expand the numbers of underrepresented racial minorities entering the nursing profession. Ochsner Health is strongly supportive of the need to increase diversity among our health care providers and resemble the communities we serve.

Ochsner Health is a network of healthcare facilities across the state to support clinical placements for students. We are in a position to support the expected 30 additional students with this new program as follows: Acute Care on medical surgical, telemetry, or intensive care units at Ochsner Northshore, St. Bernard, Ochsner Kenner, Ochsner Westbank, or Ochsner Baptist; Women's Care at Ochsner Kenner or Ochsner Westbank; Mental Health at St. Charles Parish Hospital managed by Ochsner.

Sincerely,

A handwritten signature in blue ink, appearing to read "Leonardo Seoane".

Leonardo Seoane M.D., F.A.C.P.
 Chief Academic Officer
 Ochsner Health
 Associate Vice Chancellor Academic Affairs
 LSU Health Shreveport

Ochsner Health

APPENDIX 4

MINUTES OF UNIVERSITY BOARD OF SUPERVISORS SHOWING PROGRAM APPROVAL

SOUTHERN UNIVERSITY BOARD OF SUPERVISORS MEETING

Committee of the Whole

Friday, March 12, 2021

9:00 a.m.

Virtual Meeting

Minutes

The meeting of the Southern University Board of Supervisors was called to order by Board Chairman Attorney Domoine Rutledge. The invocation was given by Father Thowatermas Clark, S.J., , Pastor of Immaculate Conception Catholic Church in Scotlandville and the Priest at St. Joseph Chapel and Martin Luther King, Jr. Catholic student Center on the Southern University Baton Rouge Campus.

Roll Call by Dr. Ray Belton.

Everyone Present: Chairman Atty. Domoine Rutledge, Vice Chairman Atty. Edwin Shorty, Atty Jody Amedee, Mr. John Barthelemy, Dr. Leroy Davis, Mr. Raymond Fondel, Jr., Mr. Bakari Garvey, Mr. Sam Gilliam, Mr. Richard Hilliard, Mr. Myron Lawson, Ms. Christy Reeves, Mrs. Ann Smith, Dr. Leon Tarver II, Rev. Samuel Tolbert, Dr. Rani Whitfield, and Ms. Arlanda Williams

AGENDA ITEM 4: ADOPTION OF THE AGENDA

Upon the motion by Dr. Rani Whitfield and second by Ms. Christy Reeves, the agenda was recommended for adoption.

Motion Approved.

AGENDA ITEM 5: SPECIAL PRESENTATIONS

A. Above and Beyond Award

Presented by Mr. Pitts and Mr. Wade from the Office of Facilities Service to Mr. Ralph Anthony Scott, Carpenter Foreman in the Office of Facilities Service. Mr. Anthony started in September 2018. In attendance was Mr. Pitts, Mr. Wade and the facilities service team gathered to support him. Mr. Pitts brought greetings from the Department of facility services. He mentioned briefly how Mr. Scott will be remembered for providing a safe space for people to return to work and thrive. He assisted with measuring and installing Plexiglass in the offices throughout the campus during the pandemic. He thanked Mr. Scott and told him “it was an honor and a pleasure to serve alongside with you.” Mr. Wade mentioned Mr. Scott was and added value to their department. He spoke about how Mr. Scott was detailed and will get his work done. He thanked Mr. Scott for being “the leader who had the motivation to go above and beyond.”

Mr. Scott thanked God for good health and thanked the facilities service department along with Mr. Pitts and Mr. Wade and lastly he thanked Southern University and the students who are like family.

Chairman Attorney Rutledge thanked Mr. Scott on behalf of the board, Dr. Belton, and the entire Southern University family. He presented him with the plaque. Photo was taking with the entire team and Mr. Scott along with Chairman Rutledge and Dr. Belton.

AGENDA ITEM 6: PUBLIC COMMENTS

Chairman Rutledge acknowledged there were a few public comments. One is a public comment from a Dr. Tonya Rose, who has expressed due process issues with our tenure and promotion process. He mentioned, "I did speak to Dr. Rose. She called me and I conveyed her concerns to Dr. Belton, and I'm hopeful that Dr. Belton and Dr. Sahoo and the others will get with her and address her concerns, as I believe they are legitimate." The second public comment from Anthony I. Igiiede. He is from the Southern University of Baton Rouge Faculty Senate in sociology. . He merely wishes to convey on behalf of the faculty senate condolences and convey them to the family of Dr. Kamran Abdullahi who is a longtime faculty member here on the Baton Rouge campus who recently passed away. Chairman Rutledge acknowledged there was another public comment related to the Southern University Law Center. He stated. "However, it does not align to an item that's on the agenda. But a letter was attached to a communication that was emailed to Mrs. Taylor- Jarrell. Board members, I've asked Mrs. Taylor-Jarrell to share the email with you, so she will be forwarding that email to you this morning."

AGENDA ITEM 7: ACTION ITEM(s):

There was a motion by Mr. Myron Lawson and second by Mrs. Ann Smith to approve Action Item 7A.

Motion Approved

A. Request Approval of the Minutes from February 12, 2021 meeting of the Board of Supervisors

There was a global motion by Mr. John Barthelemy and second by Ms. Christy Reeves to approve in global (action items 7B – 7E)

Motion Passed

Brief Comments were provided by Chancellor Pierre (SULC), Chancellor McMeans (SUAREC) and Chancellor Ammons. They were all available for any questions the board members may have. There were none other than Chairman Rutledge congratulating Dr. Ammons on Item D and he mentioned he was impressed with the list of students and confirmed that Dr. Ammons had collaborated with Dr. Sandra Brown which Dr. Ammons agreed he did.

B. Request Approval of the Law, Agriculture, Arts, Business, Science, Engineering, and Technology (LA²B-SET) Collaboration Initiative to Enhance Faculty Development and Student Career Opportunities (SULC)

C. Request Approval of MOU Between Southern University Agricultural Research and Extension Center and Davis Farms, INC. to solidify an Agricultural Partnership relative to Research, Extension and Teaching (SUAREC)

D. Request to Establish Bachelor of Science in Nursing (BSN) program at Southern University at New Orleans for the 2022-2023 Academic Year (SUNO)

E. Request Approval of MOU Between Southern University at New Orleans and Deep South Economic Mobility Collaborative to Enhance Economic Development and Business Procurement Opportunities (SUNO)

There was a global motion by Mr. John Barthelemy and second by Dr. Leon Tarver to approve in global (action items 7F – 7I)

Motion approved.

- F. Request Approval to Create a New Academic Title of Professor from Practice at the Southern University Law Center (SULC)
- G. Request Approval of Cybersecurity Policy to establish the guiding principles for securing Information technology (IT) resources (SUS)
- H. Request Approval of Information Security Policy Plan to Safeguard Campus Data and Information (SUS)
- I. Request Approval of Graduate Council Policy for Southern University at Baton Rouge (SUBR)

There was a global motion by Mr. Myron Lawson and second by Dr. Leon Tarver to approve in global (action items 7J – 7L)

Motion approved.

- J. Request Approval to Establish the Brookshire's-Super 1 First-Generation Endowed Scholarship at Southern University at Shreveport (SUSLA)
- K. Request Approval to Establish the Alpha Kappa Alpha Sorority, Inc. Endowed First-Generation Endowed Scholarship at Southern University at Shreveport (SUSLA)
- L. Request Approval for Professional Legal Services between Board of Supervisors and Decuir, Clark and Adams, L.L.P. (SUS)

There was a global motion by Mr. Sam Gilliam and second by Mr. John Barthelemy to approve in global (action items 7M – 7N)

Motion approved.

APPENDIX 5

SREB LETTER OF SUPPORT

SREB



Southern Regional Education Board
 592 10th St. N.W.
 Atlanta, GA 30318
 Phone: (404) 875-9211
 Fax: (404) 872-1477
 sreb.org

SREB Doctoral Scholar Program and SUNO Partnership

May 5, 2021

The SREB-State Doctoral Scholars Program (DSP) is pleased to support Southern University at New Orleans (SUNO) efforts to attract faculty and leadership for its proposed Bachelor of Science in nursing program. The DSP was established 27 years ago by the 16 state Southern Regional Education Board (SREB) to address the dearth of minority faculty on college campuses.

The Doctoral Scholars Program has served more than 1,850 underrepresented minority doctoral scholars and has established an impressive track record of success with more 1,140 graduates and more than 400 scholars currently enrolled. As its motto implies, the key to the program's success is a commitment to provide scholars with "more than a check and a handshake." The program provides multiple layers of support including financial support, academic/research funding, professional development funds, career counseling and job postings, scholar counseling and advocacy, regular contact and follow-up, mentoring, online scholar directory for networking and recruiting, support to attend the annual Institute on Teaching and Mentoring, and continued early career support. These program services are designed to help prepare graduates to become successful college and university faculty members.

The program is recognized as a national leader among programs that produce minority Ph.Ds. The state of Louisiana through its BoR/SREB initiative has been a partner in this endeavor since 1996. Louisiana has supported more than 200 URM's scholars and is the single largest state supporter of doctoral scholars among SREB states with 30 scholars per year.

Program participants represent more than 100 individual fields of study. Broadly, these fields include: STEM 27%, Humanities 15%, Health Professions 6%, Education 10%, Management 5%, and Social and Behavioral Sciences 28%. Of particular importance to SUNO in its effort to establish a Bachelor of Science in Nursing (faculty and leadership) are those program scholars in the health professions including Nursing. The DSP program has served more than 100 scholars in the health professions, 70% of whom have earned their Ph.Ds.

The Doctoral Scholars Program will assist SUNO by providing a list of all health profession scholars and graduates for the purpose of identifying and recruiting potential faculty and leadership candidates. DSP will also make available to SUNO its job posting portal so that all future employment opportunities may be posted in the scholar network including newsletters and social media.

The DSP is pleased to count SUNO as a partner providing employment opportunities for program graduates, thus helping to fulfill the program's goal of a more diverse faculty on college campuses.

Sincerely,

Ansley A. Abraham, Ph.D., Director,
 SREB-State Doctoral Scholars Program

APPENDIX 6
LETTER OF SUPPORT
NEW ORLEANS BLACK NURSES ASSOCIATION



February 26, 2021

James H. Ammons, Ph. D.
Chancellor
Southern University at New Orleans
6400 Press Drive
New Orleans, LA 70126

Dr. Ammons,

I am writing this letter of support for the Southern University at New Orleans (SUNO) Bachelor of Sciences in Nursing (BSN) program on behalf of the New Orleans Black Nurses Association (NOBNA).

The mission of the New Orleans Black Nurses Association (NOBNA) is to provide a forum for the collective action by African American nurses to investigate, define and determine what the health care needs of African Americans are and to implement change to make available to African Americans and other minorities healthcare commensurate with that of the larger society.

The Southern University at New Orleans (SUNO) Bachelor of Sciences in Nursing (BSN) program will provide additional opportunities for members of our community to receive the education and training needed to join the ranks of the most trusted profession in America.

Increasing the options for nursing education in New Orleans will provide opportunities to increase the number of nurses available to care for our community. Southern University at New Orleans (SUNO) has been a great educational institution of higher learning for residents of New Orleans and surrounding parishes.

We look forward to working with you to bring this very needed educational program to the community. Please do not hesitate to reach out to me should you need any further recommendations.

Thank you,

Mary L. Kelly, DNP, MSN, MHA, NEA-BC
President
New Orleans Black Nurses Association

New Orleans Black Nurses Association. P.O.Box 50722. New Orleans, Louisiana 70150

APPENDIX 7

TABLE OF STUDENTS WHO EXPRESSED INTEREST IN SUNO BSN PROGRAM

STUDENT	MAJOR	CLASSIFICATION
Jacquez Biddings	Biology	Junior
Jasmine Wison	Biology	Senior
Claisha Coston	Biology	Sophomore
Shania Hatter	Biology	Junior
Brandie Reeves	Psychology	Post-Bac
Rasheeda Alonzo	Health Information Management Systems	Senior
Chiquita Jones	Nursing	Senior
Jeriyon Macklin	Biology	Junior
Marlo Hills	Science	Sophomore
Elyssa Willis	Criminal Justice	Senior
Ashlea Brown	Masters of Computer Information Systems	Senior
Miyshoi Collins	Biology	Junior
Tristan Santa Cruz	Psychology	Junior
Shante Maheia	General Studies	Senior
Oianuju T. Obi	Biology	N/A
Cassandra Walters	Social Science	Senior
Aaliyah Bennett	Biology	Freshman
Jena Terrance	Biology	Sophomore
Andrew Robertson	Biology	Senior
Charrel Williams	Biology	Sophomore
Michelle Capers (Reed)	Business Administration & Accounting	Senior
Michael Rivers	Addictive Behaviors Counseling and Prevention	Junior
Avis Morton	Nursing	Junior
Tekiha Berkley	General Studies	Senior
Wayne Anderson	Biology	Sophomore
Alaysha Banks	Biology	Freshman

STUDENT	MAJOR	CLASSIFICATION
Kandice Dotson	Biology	Freshman
Stevione Brumfield	Criminal Justice	Freshman
JayIn Osby	Psychology	Freshman
Nikia Smoot	Health Information Management Systems	Sophomore
Jaspreana Tobias	Psychology	Sophomore
Keyanna Ezeb	Psychology	Freshman
KayIn Johnson	Health Information Management Systems	Freshman
Jon'Monet Ray	Forensic Science	Freshman
Robert Samuels, II	Biology	Senior
Jonnie baker	Biology	Junior
Derenika Williams	Biology	Senior
Briana Lewis	Business Administration	Sophomore
Bentrel Ranson	Forensic Science	Sophomore
Amia Lopez	Biology	Sophomore
Precious Sylvester	Social Work	Freshman
Markel Coleman	Biology	Sophomore
Chikaodili Osuji	Biology	Senior
Eugene Jessica	Biology	Senior
Debritta Larkins	Biology	Sophomore
ShaRon Stevenson	Biology	Sophomore
Michelle Martin	Health Information Management Systems	Freshman
Fierrau Alexander	Bachelor of Social Work	Junior
Julie Anne Opia	Nursing	Freshman
Brittany Hookfin	Health Information Management Systems	Senior
Edwina Buffert	Biology	Senior
Lawrence Weatherstrand	Masters of Computer Information Systems	Senior
Brittney Pearley	Nursing	Sophomore
Madisen Dave	unknown	Sophomore

STUDENT	MAJOR	CLASSIFICATION
Jarvis Burrell	Nursing	Freshman
Shauna Anderson	Nursing	Senior
Jamika Hayes	Addictive Behaviors Counseling and Prevention	Sophomore
Malkia Heisser	Biology	Sophomore
Malery Louis	Computer Information Systems	Senior
Jasmaine Love	Social Work	Senior
Raquel Green	Biology	Senior
Francis Jones	unknown	Junior
Quinecia John-Baptiste	Nursing	Freshman
Deiondra Cooper	Nursing	Freshman
Taranica Richardson	Nursing	Sophomore
Brooke Holly	Nursing	Freshman
Chariss gallaspy	Addictive Behaviors Counseling and Prevention	Senior
Antonia Scott	Pre-Nursing/Biology	Freshman
Aujelynn Davis	Biology	Sophomore
Tiana Smith	Social Work	Senior
Jeaneca Railey	Addictive Behaviors Counseling and Prevention	Senior
Dylan Willima	Nursing	Junior
Rosa Mills	Psychology	Sophomore
Asia Jacobs	Nursing	Sophomore
Jessie Pharr	Nursing	Sophomore
Danetta Carter	Biology	Sophomore
Asia Lee	Nursing	Sophomore
Taylor Lewis	Nursing	Sophomore
Chariss Gallaspy	Nursing	Sophomore
Tina Segue	Biology	Senior
Renada Carter	Bachelor of Social Work	Sophomore
Paige Parker	Biology	Senior

STUDENT	MAJOR	CLASSIFICATION
Kinshasa Nicholas	Nursing	Sophomore
Renada Carter	Bachelor of Social Work	Sophomore
Kara Smith	Biology	Sophomore
Denise Williams	Nursing	Sophomore
Zabrian Bennett	Biology	Freshman
Christian Blair Batiste	Bachelor of Social Work	Senior
Rosalyn Ordogne Davis	Biology	Junior
Kimberly Reid	Nursing	Freshman
Janelle Jamison	Health Information Management Systems	Junior
Zaina Lawrence	Biology	Senior
Brittney Franklin	Bachelor of Social Work	Freshman
Danielle Johnson	Biology	Senior
Sandrelle Johnson	Science/Nursing	Freshman
Christopher Okeke	Forensic Science	Senior
Lakeisha C Ricks	Criminal Justice	Senior
Darinique Stovall	Biology	Senior
Monique Miller	Biology	Senior
Meredith Dunn	Nursing	Sophomore
Jessica Reaux	Psychology	Senior
Shirley Jones	Nursing	Sophomore
Quinniece Mosley	Nursing	Freshman
Sheri George	Psychology	Senior
Margaret Thompson	Nursing	Sophomore
Briana Woods	Nursing	Sophomore
Charles Cheatam	Nursing	Sophomore
Shira J. Holden	Nursing	Freshman
Travera Johnson	Nursing	Freshman
Jawyan M Banks	Biology	Senior

STUDENT	MAJOR	CLASSIFICATION
Baile Martin	Sociology	Sophomore
Abena Garrett	Public Health Sciences	Junior
Ciara Perique	Biology	Sophomore
Emmanuel Asare	Nursing	Sophomore
Danielle	Psychology	Sophomore
Chiquita Jones	Nursing	Senior
Akosua Pinaman	Nursing	Freshman
Nikole Holliday	Nursing	Sophomore
Wright Adams	Biology	Sophomore
Leylah Cagle	Child Development and Family Studies	Junior
Rodgers Lolita	Forensic Science	Junior
Robert Letterman	Nursing	Sophomore
Dana Bickham	Public Administration	Senior
Deondra McGraw	Computer Information Systems	Senior
Shauniece White	Nursing	Sophomore
Brittany Smiley-Brown	Nursing	Sophomore
LaDereka McCray	Biology	Junior
Monique Dillon	Criminal Justice	Freshman
Areaiona Anderson	Nursing	Junior
DaJoina Jones	Biology	Senior
Jessie Zepeda	unknown	Freshman

APPENDIX 8
COLLEGE OF ARTS AND SCIENCES FACULTY

NAME	HIGHEST DEGREE	DEGREE GRANTING INSTITUTION
Abdul-Salaam, Connie	M.A. History	University of Northern Iowa
Azzarello, Robert	Ph.D. English	City University of New York
Bashir, Atteia	Ph.D. Human Toxicology	Maastricht University, The Netherlands
Carter, Mary	M.S. Teaching Mathematics	Loyola University
Clement, Christian	Ph.D. Microbiology and Immunology	University of Illinois
Conteh, Nabie	Ph.D. CIS	University of Maryland
Debra Keelen	M.A. Teacher Education Math	Xavier University
Deneen, Lewis	Ph.D. Counseling & Human Development	Clark Atlanta University
Ekaidi, Ibrahim	M.D.	University of Criova, Romania
Eweni, Samuel	M.S. CIS	Southern University – Baton Rouge
Foy, Kenneth	Ph.D. - DMIN Doctor of Ministry Pastoral Counseling	New Orleans Baptist Theological Seminary
Heath, Panagiota “Penny”	Ph.D. Math Education	University of New Orleans
Johnson, Carl	Ph.D. Chemistry	University of Alabama
Jones, Warren	Ph.D. Philosophy	New Orleans Baptist Theological Seminary
Kambhampati, Murty	Ph.D. Environmental Science Ph.D. Ecology	Jackson State University Andhra University, India
King, Heon	Ph.D. Number Theory	Louisiana State University
Kwun, Obyung	Ph.D. CIS	University of Mississippi
Lenus, Jack Jr.	Ph.D. History	University of Pittsburgh
Marinov, Tchavdar	Ph.D. Mathematics Ph.D. Applied Mathematics	University of LA Bulgarian Academy of Science
Marshall, Douglas	Ph.D. English	Duquesne University
Mims-Devezin, Lisa	Ph.D. Science and Math Education	Southern University – Baton Rouge
Oaks, Gary	M.F.A.	Louisiana State University

NAME	HIGHEST DEGREE	DEGREE GRANTING INSTITUTION
Obih, John-Clifford	Ph.D. Physiology	University of Ibadan, Nigeria
Odynocki, Boris	Ph.D. Sociology	City University of New York
Olubadewo, Joseph	Ph.D. Pharmacology	Vanderbilt University
Omojola, Joe	Ph.D. Nuclear Engineering	University of Arizona
Ramirez, Cynthia	M.F.A.	University of New Orleans
Singleton, Cynthia	Ph.D. Science and Math Education	Southern University – Baton Rouge
Sisay, Nebiat	Ph. D. Radiochemistry	University of Missouri
Tietzel, Illya	Ph.D. Immunology & Genetics	Johannes Gutenberg U Mainz Germany
Torregano, Michael	Dr. of Musical Arts	Boston University
Xiongya, Gao	Ph.D. English	Ball State University
Yanjun, Yu	Ph.D. CIS	Washington State University
Zhen, Yi	Ph. D. Theoretical Physics	Modern Physics Institute Xi'an China

APPENDIX 9
RESEARCH EXAMPLES

Breakfast of Champions Participant List 2020-2021

Last Name	First Name	PI	Co-PI	Proposal Submitted	Proposal Funded	Funder/Project	Amount Requested
Eid	Dr. Haitham	X		Yes	Yes	National Endowment for the Humanities/UK Arts and Humanities Research Council	\$150,000 Research
Robertson	Dr. Clyde	X		Yes	Yes	LA Division of Historic Preservation	\$4,510
Abdul-Salaam	Mrs. Connie		X	"	"	"	"
Toombs	Ms. LaVerne	X		Yes	Yes	Southern University Foundation	\$10,000
Jackson	Dr. Brenda	X		Yes	Yes	U.S. Department of Education (GAN)	\$3,950,979
Jackson	Dr. Brenda	X		Yes	Yes	U.S. Department of Education (SAFRA)	\$909,148
Kwun	Obyung	X		Yes	No	LA Board of Regents Dept. Enhancement	\$65,676
Beaulieu	Mrs. Cynthia		X	"	"	"	"
Eid	Dr. Haitham	X		Yes		LA Board of Regents Dept. Enhancement *LSU submitting	???
Favorite	Dr. Paris	X		Yes	No	LA Board of Regents Dept. Enhancement	\$110,750
Johnson	Ms. Keshaneoco	X		Yes	Yes	Thurgood Marshall College Fund/Google	\$40,000
Jones	Dean Willie	X		Yes	Yes	LA Board of Regents Dept. Enhancement	\$51,227
Hegwood	Dr. Jenita		X	"	"	"	"
Darby	Dr. Deborah		X	"	"	"	"
Stanley	Mrs. Kimberly		X	"	"	"	"
Carson	Dr. Celina		X	"	"	"	"
Jones	Dean Willie	X		Yes	Yes	W.K. Kellogg Foundation	\$50,000

Last Name	First Name	PI	Co-PI	Proposal Submitted	Proposal Funded	Funder/Project	Amount Requested
Conteh	Dr. Nabie	X		Yes		Cybersecurity Education Management Council, SUBR submitting	\$90,747
Stephens	Det. Ethel	X		Yes		LA Highway Safety Commission ClickItOrTicket	\$10,000
Ernest	Lt. Albert		X	"		"	"
Adams	Chief Bruce		X	"		"	"
Beaulieu	Mrs. Cynthia	X		Yes		Minority Business Development Agency	\$315,287
Udeh	Dean Igwe		X	"		"	"
Robertson	Dr. Patricia		X	"		"	"
Freeman	Dr. Derrick	X		Yes	Yes	National Institutes of Health/Vanderbilt University Medical Center	\$50,000 Research
Chaisson	Dean Rebecca		X	"	"	"	"
*Zhen	Dr. Yi	X		In submission process		National Science Foundation	\$467,992 Research
Omojola	Dr. Joe		X			"	"
Barrilleaux	Mr. John	X		Yes		Center for Disease Control Shepherd/Stubblefield/Oak Ridge National Laboratory lead	Research
Beaulieu	Mrs. Cynthia	X		Yes		U.S. Small Business Administration Veterans Business Outreach Centers	\$199,524
Doyle-Johnston	Marguerite		X	"		"	"
Sisay	Dr. Nebiat	X		No		LA Board of Regents Dept. Enhancement	\$170,185
Clement	Dr. Christian	X		Yes		LA Board of Regents SURE	\$5,000 Research
Thompson	Dr. Meiko	X		Yes		LA Board of Regents SURE	\$5,000 Research
Obih	Dr. John-Clifford	X		Yes		LA Board of Regents SURE	\$5,000 Research
Robertson	Dr. Patricia	X		Yes		LA Board of Regents SURE	\$5,000 Research

Last Name	First Name	PI	Co-PI	Proposal Submitted	Proposal Funded	Funder/Project	Amount Requested
Alemayehu	Dr. Biruk	X		Yes		LA Board of Regents SURE	\$5,000 Research
Yu	Dr. Yanjun	X		Yes		LA Board of Regents SURE	\$5,000 Research
Amedee	Dr. George	X		Yes		LA Board of Regents SURE	\$5,000 Research
Mims-Devezin	Dr. Lisa	X		Yes		LA Board of Regents SURE	\$5,000 Research
Kwun	Dr. Obyung	X		Yes		LA Board of Regents SURE	\$5,000 Research
Olubadewo	Dr. Joseph	X		Yes		LA Board of Regents SURE	\$5,000 Research
Ojo	Dr. Ashley	X		Yes		LA Board of Regents SURE	\$5,000 Research
Conteh	Dr. Nabie	X		Yes		LA Board of Regents SURE	\$5,000 Research
Scott	Dr. Franklyn	X		Yes		LA Board of Regents SURE	\$5,000 Research
Penny	Dr. John	X		Yes		LA Board of Regents SURE	\$5,000 Research
Tietzel	Dr. Illya	X		Yes		LA Board of Regents SURE	\$5,000 Research
Briggs	Dr. Charles	X		Yes		LA Board of Regents SURE	\$5,000 Research
Sellers	Ms. Amelia	X		Yes		U.S. Department of Education Talent Search	\$1,945,275
Davis	Dr. Shrylin	X		Yes		U.S. Department of Education Opportunity Centers (Orleans Parish)	\$1,160,250
Davis	Dr. Shrylin	X		Yes		U.S. Department of Education Opportunity Centers (St. Bernard & Jefferson Parish)	\$1,160,250
Udeh	Dean Igwe	X		Yes	Yes	LA Board of Regents Dept. Enhancement	\$106,205
Conteh	Dr. Nabie		X	"	"	"	"

Last Name	First Name	PI	Co-PI	Proposal Submitted	Proposal Funded	Funder/Project	Amount Requested
Alijani	Dr. David		X	"	"	"	"
Bailey	Mrs. Timotea		X	"	"	"	"
Robertson	Dr. Patricia		X	"	"	"	"
Briggs	Dr. Charles		X	"	"	"	"
Bachus	Dr. Sherry	X		Yes		U.S. Dept. of Health and Human Services ACF LDCS (LSU lead)	\$81,287
Yu	Dr. Yanjun	X		Yes	No	LA Board of Regents Dept. Enhancement	\$75,455
Alijani	Dr. David		X	"	"	"	"
Udeh	Dean Igwe		X	"	"	"	"
Elliott	Dr. Robert		X	"	"	"	"
Robertson	Dr. Clyde	X		Yes	Yes	National Endowment for the Humanities Initiatives	\$46,150
Amedee	Dr. George		X	"	"	"	"
Salaam	Mrs. Connie		X	"	"	"	"
Azzarello	Dr. Robert	X		LAST YEAR	No	National Endowment for the Humanities Awards for Faculty at HBCUS	\$57,500 Research
Azzarello	Dr. Robert	X		LAST YEAR	No	National Endowment for the Humanities Summer Stipends	\$6,000 Research
Udeh	Dean Igwe	X		Yes	No	Entergy Charitable Foundation	\$21,978

APPENDIX 10
FLOOR PLAN OF NURSING SPACE



APPENDIX 11

SOUTHERN UNIVERSITY – BATON ROUGE LETTER OF SUPPORT



College of Nursing and Allied Health

Dr. Sandra C. Brown, Dean

J.K. Haynes Building 170

Post Office Box 11794

Baton Rouge, LA 70813

Phone: (225) 771-3266

Fax: (225) 771-2641

May 7, 2021

James H. Ammons Jr., Ph.D.
 Executive Vice President-Chancellor
 Southern University at New Orleans
 6400 Press Drive
 New Orleans, LA 70126

Dear Dr Ammons,

It is my pleasure to write in support of Southern University at New Orleans's (SUNO) plan to start a new BSN degree program. Louisiana is in need of additional nurses and we are very pleased to have another HBCU program in the state to serve our New Orleans population and further our shared mission of serving the underserved.

As partners there is much we can both do to help our institutions grow and thrive. For example, SU A&M offers graduate programs in nursing including the Master of Science in Nursing (MSN), the Doctor of Philosophy (PhD) and the Doctor of Nursing Practice (DNP) and is one of the largest producers of African American nurses in the nation. We look forward to welcoming your BSN graduates into one of our graduate programs when they are ready to continue their education, and together we can work toward increasing the supply of highly qualified nursing faculty needed to meet the nursing needs of our state.

As partners, we can also assist you with faculty needs as you develop your program. Please assure your new program Chair that we at SU A&M Nursing are willing to share our current faculty if needed and we can also discuss opportunities of developing ways that our current graduate students who are preparing for nursing educator roles may help teach your BSN students as part of their course work within their graduate programs. For example, all of our graduate students are required to develop competencies in research, leadership, and nursing theory and developing opportunities for them to teach these concepts at the BSN level would contribute to the teaching/learning skills of both BSN and graduate student groups well.

In addition, our partnership can keep us well informed of potential graduates who are interested in the faculty role and are highly qualified and motivated to teach within the mission of our HBCU, thus assisting you in finding new faculty for your new BSN program as you develop and grow.

In summary, please know that the SU A&M welcomes you as a sister school to the noble effort of educating more nurses for Louisiana and will do all that is possible to help ensure your success.

Sincerely,

Sandra C. Brown, DNS, APRN, FNP-BC, CNE, ANEF, FAANP, FAAN
 Dean and Professor, College of Nursing and Allied Health

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SOUTHERN UNIVERSITY AT NEW ORLEANS

6400 Press Drive
New Orleans, LA 70126
Phone: (504) 286-5311 Fax: (504) 286-5000
www.suno.edu

Office of the Chancellor

May 7, 2021

Dr. Ray L. Belton
President-Chancellor
Southern University System
4th Floor, J.S. Clark Administrative Bldg.
Baton Rouge, LA 70813

Dear Dr. Belton:

Following the approval of the Letter of Intent to offer a Master of Arts in Teaching with a focus on Special Education by the LA Board of Regents, Southern University at New Orleans is delighted to submit the full proposal for approval by the Southern University System Board of Supervisors. The full proposal has been prepared per Board of Regents guidelines that require the separation of the Elementary Education (Grades 1-5) from the Secondary Education (Grades 6-12) component. Both components focus on Special Education.

The proposal is supported by several Parish School Boards including Orleans, Jefferson, St. Tammany, St. Charles and Plaquemines.

I seek your approval and submittal to the Southern University Board of Supervisors for consideration at the May 21, 2021 meeting.

With kind regards,

A handwritten signature in blue ink that reads "James H. Ammons".

James H. Ammons, Jr. PhD
Executive Vice President-Chancellor
Southern University at New Orleans

APPROVAL: _____

Ray L. Belton, Ph.D.
President-Chancellor
Southern University System



SOUTHERN UNIVERSITY AT NEW ORLEANS
6801 PRESS DRIVE
NEW ORLEANS, LOUISIANA 70126
Phone 504-286-5351 FAX: 504- 284-5546

College of Education & Human Development
Office of the Dean
Reflective Practitioners for Global Environments

May 4, 2021

Dr. James H. Ammons, Jr., Chancellor
Office of the Chancellor
Southern University at New Orleans

Subject: Proposals for Master of Arts in Teaching Degrees (Elementary and Secondary Education Mild Moderate)

Dr. Ammons,

Please consider recommending, to the Southern University System Board, the College of Education & Human Development's proposals to establish new Masters of Arts in Teaching degrees (Elementary and Secondary Education Mild Moderate), designed for students seeking teaching certification in Special Education. The program will complement the current certification only program by offering graduate courses that allow candidates to apply for licensure from the Louisiana Department of Education while earning a graduate degree. Graduates of the program will obtain the required knowledge base to serve students with mild/moderate disabilities. Attached is a copy of the final revised proposals for submission to the Southern University System Board and the Louisiana Board of Regents for approval.

Sincerely,

A handwritten signature in cursive script that reads "Willie Jones, III".

Dr. Willie Jones, III, Dean
College of Education & Human Development

cc: Dr. David Adegboye, V.C. for Academic Affairs
Dr. Jenita Hegwood, Department Chair for Teacher Education



Dr. James Gray
Superintendent

Donna W. Joseph
Chief Human Resources Officer

October 26, 2020

To: Whom It May Concern:

Jefferson Parish Schools is in full support of Southern University at New Orleans Master's in Special Education Mild/Moderate (1-5) and (6-12) program for the fall 2021 semester. We will continue to partner with Southern University at New Orleans to provide field experiences and student teaching placements across our elementary, secondary, regular education, and special education classrooms. We will provide experienced mentor teachers to offer quality feedback as teacher candidates become familiar with the various pedagogical practices within their field. In addition, our district will provide the opportunity for teacher candidates to observe hands on experimental learning and technology integration within the classroom. Moreover, our district will continue to provide an environment where teacher candidates can observe data driven decision making in the classroom, school, and district on a daily basis.

Thanks,

Donna W. Joseph
Chief Human Resources Officer
Jefferson Parish Schools

cc: Evonne Mitchell
Dr. Karen B. Favorite



 2401 Westbend Parkway
New Orleans, LA 70114
 504-304-5624
 superintendent@nolapublicschools.com
 nolapublicschools.com

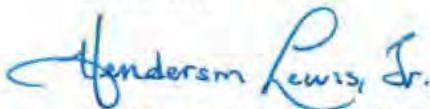
November 5, 2020

To Whom It May Concern:

NOLA Public Schools (NOLA-PS) is in full support of Southern University at New Orleans Master's in Special Education Mild/Moderate (1-5) and (6-12) program for the fall 2021 semester. We value the teacher preparation programs throughout the city because we know that teachers are the number one in-school influence on student achievement. The research indicates that poor quality teaching disrupts learning and has a negative impact on students' ability to graduate college and career ready. We will continue to support our schools' partnering with Southern University at New Orleans to provide field experiences and student teaching placements across our elementary, secondary, general education, and special education classrooms.

We support our schools providing experienced mentor teachers to offer quality feedback as teacher candidates become familiar with the various pedagogical practices within their field. In addition, our district will continue to support our schools providing the opportunity for teacher candidates to observe hands on experimental learning and technology integration within the classroom. Moreover, our district will continue to support our schools having an environment where teacher candidates can observe data driven decision making in the classroom, school, and district on a daily basis.

In service,



Dr. Henderson Lewis, Jr.
Superintendent of Schools
Orleans Parish School Board



Peter J. Jabbla
Interim Superintendent

Michael J. Cossé
Assistant Superintendent

District	Board Members
6	Michael C. Nation, President
5	C. Brandon Harrell, Vice President
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2	Elizabeth B. Heinz
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4	Stephen J. "Jack" Loup, III
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8	Michael E. Winkler
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10	Ronald "Ron" Bettencourt
11	Tammy W. Lamy
12	Richard "Rickey" Hursey, Jr.
13	James Braud
14	Dennis S. Cousin
15	Lisa M. Page

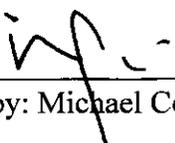
DATE: November 26, 2020
TO: Dr. Jenita Hegwood
FROM: Raphael Tillman, Ed.D, Supervisor of Administration
RE: **Letter of Support – SUNO – Special Education Program – Fall 2021**

To Whom It May Concern:

The St. Tammany Parish Public School System is in full support of Southern University's Master's in Special Education program for the fall 2021 semester. We will continue to partner with Southern University at New Orleans to provide field experiences and student teaching placements across our elementary, secondary, regular education, and special education classrooms. We will provide experienced mentor teachers to offer quality feedback as teacher candidates become familiar with the various pedagogical practices within their field. In addition, our district will provide the opportunity for teacher candidates to observe hands on experimental learning and technology integration within the classroom. Moreover, our district will continue to provide an environment where teacher candidates can observe data driven decision making in the classroom, school, and district on a daily basis.

Thank you,

Raphael Tillman, Ed.D.
Supervisor of Administration
St. Tammany Parish Public School System
Office: (985) 898-6463
Fax: (985) 898-6452
Email: raphael.tillman@stpsb.org


Approved by: Michael Cossé, Assistant Superintendent

c: Pete Jabbla, Interim-Superintendent

Learning to Last a Lifetime.®

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FRAN BAYHI-MARTINEZ, District 6
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PAUL LEMAIRE, JR., District 8
JENNIFER SANGER, District 9

Plaquemines Parish School Board
HUMAN RESOURCES DEPARTMENT

557 F. Edward Hebert Blvd * Belle Chasse, Louisiana 70037
Phone (504) 595-6303
FAX (504) 392-7601
www.ppsb.org



MONICA WERTZ
Human Resources Director

DENIS ROUSSELLE
Superintendent

October, 26, 2020

To Whom It May Concern:

The Plaquemines Parish School system supports Southern University at New Orleans Master's in Special Education program for the fall of 2021. We will continue our great partnership with SUNO to provide field experiences and resident teaching placements across all levels of elementary and secondary education, both regular and special. Upon request and certified availability we will provide experienced mentor teachers who will offer quality feedback to the teacher candidates. Our "A" rated district will provide opportunities for the teacher candidates to observe quality teaching and learning as well as technology enriched integration within the classroom. Our district prides itself on high expectations, conducive classroom environments, best practices and data driven decision making on a daily basis.

Sincerely,

Monica V. Wertz
Director of Human Resources

Our and I ...
We are



13855 River Road

Luling, LA 70070

985.785.6289

www.stcharles.k12.la.us

School Board Members

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Melinda H. Bernard
DISTRICT 2

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DISTRICT 3

Clarence H. Savoie
DISTRICT 4

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DISTRICT 5

John W. Robichaux
DISTRICT 6

Arthur A. Aucoin
DISTRICT 7

Alex L. Suftrin
DISTRICT 8

Superintendent

Ken Oertling, Ed.D.

October 27, 2020

To Whom It May Concern:

Like other school district across the nation and the state of Louisiana, St. Charles Parish Public Schools is experiencing a shortage in teachers who are certified to teach special education. The number of uncertified teachers in our special needs classroom has increased. It is for this reason, that we are in full support of Southern University at New Orleans Master's in Special Education Mild/Moderate (1-5) and (6-12) program for the fall 2021 semester. We will continue to partner with Southern University at New Orleans to provide field experiences and student teaching placements across our elementary, secondary, regular education, and special education classrooms. We will provide experienced mentor teachers to offer quality feedback as teacher candidates become familiar with the various pedagogical practices within their field. In addition, our district will provide the opportunity for teacher candidates to observe hands on experimental learning and technology integration within the classroom. Moreover, our district will continue to provide an environment where teacher candidates can observe data driven decision making in the classroom, school, and district on a daily basis. We are most interested in collaborating with SUNO on this much-needed area of certification. If you have any questions, feel free to reach out to me at 985-785-7243 or via email at twebre@stcharles.k12.la.us.

Sincerely,

A handwritten signature in cursive script that reads "Tresa Webre".

Tresa Webre
Assistant Superintendent
St. Charles Parish Public Schools

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.*

Date:

Institution: Southern University at New Orleans	Requested CIP, Designation, Subject/Title: Masters of Arts in Teaching- Elementary Education &Special Education Mild Moderate(1-5) CIP Code: 131202
Contact Person & Contact Info: Jenita C. Hegwood/ Chair, Teacher Education Southern University at New Orleans College of Education and Human Development 6801 Press Drive, New Orleans, LA 70126 504.284.5353 504.284.5546 (fax) jhegwood@suno.edu	
Date BoR approved the Letter of Intent: 4-28-2021	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021	
Program Delivery Site (s): New Orleans	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

Southern University at New Orleans requests approval to offer a program leading to the Masters of Teaching degree in Special Education with a concentration in Mild and Moderate for grades 1-5 (Elementary) to be implemented Fall 2021. The proposed program is to be offered through 100% online instruction. The program will complement the current certification only program by offering graduate courses that allow candidates to apply for licensure from the Louisiana Department of Education while earning a graduate degree. Graduates of the program will obtain the required knowledge base to serve students with mild/moderate disabilities.

The **objectives** of the program are to:

1. Contribute to the workforce development at the state and national levels, as well as globally in the field of education.
2. Establish a unique degree program that is not currently available from the current Louisiana degree options.
3. Provide a degree program that 100% online.
4. Provide students with the knowledge of special education principles, theories, laws, policies, and ethical practice in comprehensive delivery of services to individuals with exceptional learning needs.
5. Prepare students to adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.

The Masters of Arts in Teaching Degree (M.A.T.) is a graduate alternative certification program intended to allow individuals who have completed a non-education bachelor's degree to earn a master's degree and initial teacher certification. The integrated/merged program prepares candidates in the instruction of students who are identified with mild/moderate disabilities and those in general education grades 1-5.

The **learning outcomes** for the program are:

1. Students will demonstrate a deep understanding of central concepts, tools of inquiry and structures of the discipline of special education and of the content they teach by meeting the indicators addressed in several sets of competencies.
2. Students will apply multiple methods of assessment to generate data for use in monitoring learner progress and guiding teacher decision-making.
3. Students will analyze validity, reliability, and appropriateness of assessments and alignment with learning goals.
4. Student will apply their knowledge of differentiating instruction to meet the needs of diverse learners
5. Candidates will apply skills in the field that require planning, instruction, analysis of data, and attention to the needs of a diverse learner.

6. Students will demonstrate educator dispositions, which include oral communication, written communication, and professionalism when in class and in the field.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The program of study is 39 credit hours. The grades 1-5 curriculum will include: Reading(9 credit hours), Math/Science methods(9 credit hours), Technology and Media(3 credit hours), Behavior Management(3 credit hours), Pre-advanced Transition Planning for Students with Disabilities(3 credit hours), Assessment and Measurement(3 credit hours), Diverse Learners(3 credit hours) and Child Psychology(3 credit hours). Each candidate is required to complete a year-long residency (student teaching or internship). Residency I (3 credit hours) will include an elementary/secondary inclusive setting. Residency II (6 credit hours will include a special education setting).

Program of Study Leading to MASTER of ARTS in Teaching Elementary Education and Mild Moderate (1-5)

Course #	Title	Credit Hrs.
EDUC 512	Instructional Media Research and Development	3
EDUC 515	Evaluating Diverse Learners	3
EDUC 530	Child Psychology	3
EDUC 630	Assessment, Measurement & Evaluation	3
EDUC 640	Behavior & Classroom Management	3
EDSP 500	Pre-Vocational & Elementary Transitional Planning	3
EDUC 666	Methods and Materials for Teaching Science and Mathematics (1-5)	3
ELED 532	Advanced Reading Methods for All Learners	3
EDUC 552	Diagnostic and Prescriptive Reading	3
EDUC 641	Reading Practicum	3
EDSP 698/EDSP 670	Residency I/Student Teaching I	3
EDSP 699/EDSP 671	Residency II/Student Teaching II	6

TOAL HOURS: 39

Course Sequence

The program participants are expected to complete their degree preferably within three (3) years of initial matriculation in the program. A flexible course offering schedule will be online. Some courses will require some hours of field experiences as explained in the course descriptions. To complete the program in a timely manner, participants will be advised to the following course schedule:

MASTER of ARTS in Teaching Elementary Education and Mild Moderate (1-5)

YEAR ONE (15 Credit Hours)

(1st Semester)

EDUC 515 Teaching Diverse Learners
 EDUC 530 Child Psychology
 EDUC 640 Behavior and Classroom Management
 (9 Credit Hours)

(2nd Semester)

EDUC 512 Instructional Media Research and Development
 EDUC 630 Assessment, Measurement & Evaluation
 (6 Credit Hours)

YEAR TWO (15 Credit Hours)

(1st Semester)

ELED 532 Advanced Reading Methods for all Learners
 EDUC 666 Method/Materials for Teach Science & Math(1-5)
 (6 Credit Hours)

(2nd Semester)

EDSP 500 Pre-Vocational & Elementary Transitional Planning
 ELED 552 Diagnostic and Prescriptive Reading
 EDUC 641 Reading Practicum
 (9 Credit Hours)

YEAR THREE (9 Credit Hours)

(1st Semester)

EDSP 698 Residency I/EDSP 670 Student Teaching
(3 Credit Hours)

(2nd Semester)

EDSP 699 Residency II/EDSP 671 Student Teaching II
(6 Credit Hours)

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

N/A

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

On-site (>50% delivered face-to-face)

Hybrid (51%-99% online)

Online (100% online)

Day courses offered

Evening courses offered

Weekend courses offered

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

The proposed program will be the first and only of its kind at SUNO and the College of Education & Human Development. The institutional mission states “*Southern University at New Orleans primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. As a public, historically black university SUNO creates and maintains an environment conducive to learning and growth, promotes upward mobility of a diverse population of both traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education.*” This program will respond to that need and is designed to meet practical skills for multiple settings, while also providing an excellent opportunity for students to pursue a graduate degree. The uniqueness of the program is that all coursework will be delivered in a distance education format to expand SUNO’s mission nationwide. The proposed curriculum will increase the number of high quality online programs by ensuring academic integrity, quality, growth and innovation.

Market Demand

Special education teachers work in more places than just schools; in fact, they often work in hospitals and residential treatment centers. Regardless of their workplace, all special education teachers work with students to achieve their full potential.

Today, children with disabilities are being diagnosed earlier in life than ever before. In fact, the CDC estimates that about 1 in 6 children in the United States had a developmental disability in 20085. Some of these students have serious or cognitive or physical challenges. With students being identified and placed in special education programs at a younger age, school districts are required to have an Individualized Education Plan (IEP), which almost always requires that they are taught by a teacher with special education certification. Equally important, many schools integrate students with special needs into regular classes, making the need for teacher with special education training even more essential.

Unfortunately, according to the National Coalition of Personnel Shortages in Special Education and Related Services, 49 states reported a shortage of teachers certified in special education. This means that, across the country, there is a growing need for special education teachers (Demand for Special Education Teachers - Learn About the Growing Need, 2020)¹.

Sentell (2017)² stated that Louisiana’s top need for certified teachers is for those who teach special education. The state has about 24,000 special education classes. In addition, about 1 in 4 of those classrooms is taught by an uncertified teacher or one working outside their field. The problem is even more striking in rural parishes in north Louisiana, only seven (7) percent of new teacher graduates were certified in special education in those parishes between 2013-2015, according to the state Department of Education³.

Societal Needs

The ability to offer the M.A.T. will enable Southern University at New Orleans to continue its mission of providing access to higher education for underserved and under-represented populations. In addition, the execution of this degree program will enable the University to meet certain goals of the Louisiana’s Imperatives for Change³ such as:

- 1.) Objective 1A: Increase the percentage of Louisiana residents who possess a post- secondary credential.
- 2.) Objective 1E: Increase college attendance rates of non-traditional students (Vosper, 2018)⁴.

The ability to offer this new degree will increase the University’s ability to attract and retain students who are interested in teaching and obtaining a master’s degree. Furthermore, this degree program will produce more a more educated workforce, more academically responsible citizens, and improvements in all areas with an education focus. Each year there are more special education teaching positions available across the state (and nation) than there are graduates to fill those positions. The Teacher Education faculty members often receive requests from various school and district level administrators seeking graduates to fill special education positions.

Graduates with a master’s degree in special education can be trained to fill positions in related fields that support our P-12 schools. These individuals could become politicians, leaders of grassroots, consulting, work for public and private educational agencies, speech pathologists, intervention specialists, or audiologists. It’s critical that our children deserve to have a teacher that is well trained, well equipped and has an extensive training in providing unique needs based on a particular disability and understanding on how to make those connections and help children with life skills or learning disabilities.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars 4 Stars 3 Stars 2 Stars 1 Star

Describe how the program will further the mission of the institution.

As its primary mission, SUNO promotes the upwards the mobility of a diverse population of both traditional and nontraditional students through quality academic programs and service to achieve excellence. The inception of this program could increase student retention and graduation rates within the College of Education and Human Development, as well as the University. The program will provide additional graduates who will enter the workforce in the region and prepared for emerging academic and professional demands.

Though this program is already at other Universities around the nation, this will be the first program of this type in the College of Education and Human Development at SUNO. Approval of this program will further enhance SUNO’s total enrollment, retention rates, and yearly completers’ data. The M.A.T. program will enhance the workforce with graduates prepared to become trainers, program evaluators, education policy analyst, researchers, program designers, and workforce development directors, etc. in the state of Louisiana and nationwide by providing opportunities for students nationwide that will enable them to contribute to society. COVID-19 has impacted the educational system on the delivery of instruction. It’s time to revamp our educational program and prepare our candidates by becoming online learners so they can be prepared to do the same in the real world.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

As one of the three Historically Black Institutions in the New Orleans area, SUNO has the ability to reach those underserved and underrepresented populations. If the state of Louisiana is going to restore its production of individuals with a Master’s degree, then colleges and universities must reach the masses that have been ignored and overlooked. Furthermore, increased student inquires on the possibility to offer a master’s degree in education has sustained the need for such a program. From the review of the Louisiana Department of Education website, there are no institutions that currently offer an M.A.T. in special education 100% online in the New Orleans area. Vying for such a program at Southern University at New Orleans would not create an issue of duplicity.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

N/A

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

According to the article “Why is There a Special Education Teacher Shortage?” (2021) special education teachers ensure an equitable education to millions of students across the nation. A lack of available special education instructors has dogged school systems across the country for years but now risks being exacerbated by resignations, retirements and workload increases caused by the pandemic . With 14 percent of students needing some type of special education service, these teachers play a key role in making sure all students have a chance to thrive academically. General education teachers and students alike rely on special education teachers’ specialized knowledge in skills assessment and the development of learning activities with special needs and disabilities in mind. For this reason, the current special education teacher shortage is especially worrying⁵.

Special education teacher shortages have persisted for years, putting the education of the country’s most vulnerable students in a precarious position. The Office of Special Education Programs currently lists the national shortage at 8 percent. In fact, many first-year special education teachers across the country have not completed special education preparation programs. In California for example, of the 8,470 new special education teachers hired in 2017-18, only 3,274 were fully credentialed⁵.

To gain more insight into the special education teacher shortage, consider the following statistics:

- Forty-eight states and the District of Columbia lack sufficient special education teachers.
- More than half of all school districts struggle to staff well-qualified special education teachers.
- Ninety percent of high-poverty school districts struggle to staff well-qualified special education teachers.

While the special education teacher shortage affects schools across the spectrum, it tends to impact high-poverty schools most acutely. They face the greatest challenges when it comes to attracting properly trained and experienced special education teachers. SUNO has partnered with local school districts to help train our potential teacher candidates school district’s part- to become full-time, certified teachers⁵.

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

There are five(5) possible student pipelines for the proposed proposal. The College of Education and Human Development did a survey of Child Development and Family Studies (CDFS), Educational Studies (EDST), and Post-Baccalaureate students. Eighty percent (120 of 150) of the students surveyed said they would enroll in a degree program such as this. We also surveyed Human Resources Directors in collaborating schools parishes and 100% (5 of 5) said the program is needed and the delivery format would make it viable for their current teachers(see attached Letters Of Support). We are also anticipating students participating in the Robert Noyce STEM Teachers Program housed in the College of Arts & Science enroll in the program.

Having the online Masters of Arts in Teaching- Secondary Education & Mild Moderate major at Southern University at New Orleans may encourage some in-state students, who may have otherwise enrolled in out-of-state institutions, that have similar programs(Walden University, Georgia Southern University, Grand Canyon University, Albany State University, Jackson State University, North Carolina A&T, University of Alabama, and Purdue University) to stay in-state. In addition, we anticipate that this new online major will increase out-of-state student enrollment. This will result in a net increase in out-of-state enrollment at the University. With this new major, we believe a larger pool of students will be attracted to the Department of Teacher Education and Southern University at New Orleans.

The MAT Online degree program is a great alternative for non-traditional students whose schedules cannot accommodate attending classes in a traditional manner. This program is very attractive to students seeking to be teacher or already employed as teachers seeking a MAT in Secondary Education & Mild Moderate degree in Louisiana. However, our ambitions are much higher. The importance of online instruction is highlighted in response to the current pandemic.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

Year	1-Fall 2021	2-Fall 2022	3-Fall 2023	4-Fall 2024	5-Fall 2025
Enrollment	20	45	65	85	95
Graduation	N/A	N/A	15	15	20

*Enrollment Projections are based on the number of student enrolled during the Fall 2020 semester in Child Development and Family Studies, Educational Studies, and Certification only Elementary Education and Secondary programs who are interested in this new program. The program will admit new Cohorts (20-25 students) each academic year.

List and describe resources that are available to support student success.

Southern University at New Orleans offers child-care assistance through its Child Care Means Parents in School (CCAMPIS) grant. In which students can apply for childcare assistance each academic year. We also offer online support through the E-Learning department to assist and train students in working with our Learning Management System (LMS).

What preparation will be necessary for students to enter the program?

N/A

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Southern University at New Orleans offers child-care assistance through its Child Care Means Parents in School (CCAMPIS) grant. In which students can apply for childcare assistance each academic year. Students enrolling in the program will be eligible for the TEACH Grant Program, which provides students up to \$4000 a year. Eligible students will have funds disbursed based on the number of hours enrolled during each semester, as of the 14th day of class. Students who choose to pursue certifications in STEM areas (Math or Science) will also be eligible for funding through the Robert Noyce Program.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

Faculty	Degrees Earned	Current Rank	Total Years of Experience	Course Taught	Other Assignments
Jones, Willie	Ed.D in Early Childhood Education, M.S. Counseling	Associate Professor	17	EDUC 310 Ed. Psych. EDUC 230 Child Psy. EDSN 320 Adol. Psy	Interim Dean/Chair, CAEP Coordinator
Darby, Deborah	Ph.D in Curriculum & Instruction, M.S. in Reading,	Assistant Professor	25	EDUC 315 Diverse Learner EDUC 275 Mult. Education ELED/ECED 441 Reading Practicum EDUC 310 Ed. Psych. EDUC 230 Child Psy. EDSN 320 Adol. Psy.	
Hegwood, Jenita	Ed.D in Curriculum & Instruction, M.S in Ed. Leadership	Associate Professor	16	ELED 332 Reading Methods ELED 352 Diagnostic Reading ELED/ECED 441 Reading Practicum	Department Chair of Teacher Education

				EDUC 315 Diverse Learner EDUC 275 Mult. Education EDUC 480 Student Teaching Seminar ECED/ELED/EDSN 470 Student Teaching	
Bordenave, Diane	Ed.D in Educational Psychology M.S. in Special Education	Associate Professor	20	EDUC 310 Ed. Psych. EDUC 230 Child Psy. EDSN 320 Adol. Psy. EDST 481 Research	
Hervey, Eurmon	Ed.D in Admin. Leadership, Ed.M in Community Education M.S in Mathematics Education,	Associate Professor	25	New Faculty	
Stanley, Kimberly	M.S. Curriculum & Instruction(Reading) +18 Hours(Ph.D in Ed. Leadership)	Assistant Professor	2	EDUC 330 Assess. Eval. EDUC 467 Eng/Lang Methods EDUC 440 Classroom Management EDUC 315 Diverse Learners	

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

No new full-time faculty will be needed to initiate the program. The program will be absorbed by current faculty teaching in the department. Since the program will offer courses that were taught for certification in Elementary & Secondary Education, those same courses will be assigned to current faculty who have the content knowledge and expertise to teach those specific courses. Some adjunct faculty may be used in the initial and second year of the program. In the third year, a new Assistant Professor will be hired based on program enrollment.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Southern University at New Orleans's "Workload Policy" is highlighted in the Faculty Handbook (7.5). Deans and Department Chairpersons have the flexibility to determine the time each faculty member devotes to teaching, research and service in accordance with the institutional mission, the strategic plan and RTP expectations.

The role of Faculty will include:

1. Courses will be delivered by faculty having either an extensive professional background and/or scholarly focus in the discipline. Faculty who possess a unique combination of academic excellence and K-12 classroom experience.
2. Participating in faculty development activities to increase knowledge and skills in curriculum development and evaluation of the newly developed special education program
3. Assessing the relationship of course content and learning activities to student learning outcomes, Louisiana Teacher Preparation Competencies, InTASC, and CAEP Standards.
4. Implementation of the curriculum
5. Identification of needs for curricular revisions for the new programs
6. Participation in program evaluation with K-12 partners and accreditation activities

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

The Southern University at New Orleans(SUNO) Library has a collection of books, e-journals, e-books, and journal subscriptions has been assembled to provide 24/7 access to resources and services. Many of the databases are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship.

Materials for the SUNO Library are selected to meet the teaching and research needs as well as the educational and recreational needs of the campus community. Materials are selected in all formats through various means including approval plans, catalogs, sales representatives, and recommendation from faculty, students, and librarians. Standard bibliographical tools are used to select qualitative materials.

Librarians collect resources in appropriate and available formats by adapting strategies that provide for the anticipated needs of patrons. Southern University librarians assess the Library's collection for quality and accessibility, and foster peer relationships within the library profession to better increase the library's collection building.

The library collection supports general education with access to consortia holdings as well as its own local collection. As a member of LOUIS Library Consortium, SUNO's Library benefits from consortia pricing, a shared collection, and widely recognized as a model for cost-effective collaboration in higher education to ensure access to equitable resources, services, and technologies by maximizing purchasing power and shared expertise.

In Spring 2017, the University Library expanded resources for each College using replacement funds received from FEMA to re-stock the renovated library. Materials purchased for College of Education & Human Development was to the tune of \$40,000.

What additional resources will be needed?

N/A

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

OER offers the use of courseware, videos, articles, and websites (Vanderbilt University) that can be used to enhance field experiences and discussion activities in method courses such as Assessment & Measurement and Classroom Organization. The University has also partnered with Pearson to reduce students' cost on textbooks that are not available in the Library's open educational resources (OER). The anticipated savings to students, on average, to be \$75 per course.

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

The program is adequately housed in an ultramodern Education and Human Development Complex which opened in Fall 2019. Office spaces are provided to each faculty, the administration and support staff. There are adequate classrooms that include SMART Boards in each room. There are several computer labs, document room, and conference rooms. Thus, the University administration has provided adequate personnel and resources to address the new program needs and for growth in the future.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

A "Virtual Laboratory" will be created equipped to give faculty access to innovative technological equipment for teaching synchronous/asynchronous method courses and allow for virtual advising. The "Virtual Laboratory" will allow Teacher Education faculty to utilize the new pedagogical technological tools to enhance instructional delivery designed to prepare all candidates to effectively select, evaluate, and use appropriate technologies and resources to create experiences that advance student engagement and learning. The funding to create this lab will come from a recently funded proposal submitted to the Louisiana Board of Regents.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The M.A.T. Programs will be administered by the Department of Teacher Education, College of Education & Human Development. The new programs will not have any adverse impact on the present administrative structure of the University. The current departmental structure and the Dean's Office will remain and continue to report to the Vice Chancellor for Academic and Evening & Weekend Affairs/Accreditation Liaison.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

The Department of Teacher Education produces many of the minority teachers that are highly needed in this community through partnerships with community colleges, school districts, Head Start programs, and parochial/private schools who employ staff without teaching certifications to teach in special education classrooms. The faculty within the department are experts in preparing teachers for the diverse classrooms.

8. Accreditation

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

The College of Education & Human Development already has existing Post-Baccalaureate initial certification areas that have achieved accreditation. With the addition of this advanced-level initial preparation option, linked reports that disaggregate data by level will be required in future CAEP review cycles. We plan achieving program accreditation with the Council for the Accreditation of Educator Preparation (CAEP) after we have achieved three (3) years of graduation data. The basic requirements of the CAEP accreditation is being able to meet the 2022 CAEP Standards (Eight (8) Standards). Meeting these standards will be achieved by development an assessment system and collect three cycles of data to show sufficiency for each relevant component of the Standard. The projected accreditation date for this program is Fall 2025. A Self-Study will be submitted in Fall 2024.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant's report as an appendix.

N/A

9. Related Fields

Indicate subject matter fields at the institution which are related to, or will support, the proposed program; describe the relationship.

The College of Arts and Sciences will assist the College of Education and Human Development with recruiting graduates to enter the Teacher Certification Only Program through our Robert Noyce Teacher Scholarship Program. The program provides funding to institutions of higher education to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. Scholarship and stipend recipients are required to complete two years of teaching in a high-need school district for each year of support. The program seeks to increase the number of K-12 teachers with strong STEM content knowledge who teach in high-need school districts.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

This program will not affect the allocation of departmental funds. The College of Education & Human Development's faculty are supported by the Office of Title III for research and travel.

*On the separate budget form, estimate *new* costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

References

1. The Growing Need for Special Education Teachers in the U.S. (2020). Retrieved March 09, 2020, from <https://www.gmercyu.edu/academics/learn/demand-for-special-education-teachers>
2. Sentell, W. (2017, February 14). More special education teachers aim of new state push. Retrieved March 09, 2020, from https://www.theadvocate.com/baton_rouge/news/education/article_5151a81a-f2d3-11e6-bcff-7be028fb2133.html
3. Teacher Preparation Programs. (n.d.). Retrieved March 09, 2020, from <https://louisianateacherprep.com/providers>
4. Vosper, L. (2018, November 14). Workforce Overview. Retrieved March 9, 2020, from <https://regents.la.gov/workforce/workforce-overview/>
5. Why is There a Special Education Teacher Shortage? Retrieved Tuesday, January 12, 2021 from <https://soeonline.america.edu/blog/special-education-teacher-shortage>
6. Wolf, R. and Bertrand, J.(n.d). Early Identification of Developmental Disabilities. Retrieved March 9, 2020 from https://www.acf.hhs.gov/sites/default/files/cb/early_id_of_dev_disabilities_practical_tools_foster_adoptive_ppt.pdf

CERTIFICATIONS:



Primary Administrator for Proposed Program

5-7-21
Date



Provost/Chief Academic Officer

05-07-21
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southern University at New Orleans

Date: 5-1-2021

Degree Program, Unit: MASTER of ARTS in Teaching Elementary in Special Education
Mild/Moderate, Dept. Of Teacher Education

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2021-2022		SECOND 2022-2023		THIRD 2023-2024		FOURTH 2024-2025	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0	12	\$0.00	12	\$52,000	12	\$52,000	12
Adjunct Faculty	\$4,000	12	\$4,000		0	12	0	12
Support Personnel	0		0		0		0	
Fellowships and Scholarships	0		0		0		0	
SUB-TOTAL	\$4000		\$4,000		\$52,000		\$52,000	
EXPENDITURES								
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0					
Other (specify)								
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$4000		\$4000		\$52,000		\$52,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	\$68,000		\$68,000		\$68,000		\$68,000	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	20		45		65		85	
Tuition	\$89,540		\$201,465		\$291,005		\$380,545	
Fees	0		0		0		0	
*Other (specify)								
TOTAL REVENUES	\$157,540		\$269,465		\$359,005		\$448,545	

*Tuition is based on students in Cohort enrolling in at least 12 hours each academic year

* Describe/explain expected sources of funds in proposal text.

Southern University at New Orleans- SUNO Online
MASTER OF ARTS IN TEACHING
General and Special Education Mild/Moderate MERGED
ELEMENTARY EDUCATION (1-5)

Plan of Study

Content Area		Course Code	Course Title	Credit Hours	Semester and Session Offered
Learner & Learning Environment (15 SCH)	1	EDSP 500	Pre-Vocational and Elementary Transitional Planning	3	FA I
	2	EDUC 515	Teaching Diverse Learners	3	FA I
	3	EDCU 530	Child Psychology	3	FA II
	4	EDUC 630	Assessment, Measurement & Evaluation	3	FA II
	5	EDUC 640	Behavior and Classroom Management	3	SP I
Reading (9 SCH)	6	ELED 532	Elementary Reading Methods	3	SP I
	7	ELED 552	Diagnostic and Prescriptive Reading	3	SP II
	8	EDUC 641	Reading Practicum	3	SPII
Methodology & Teaching (6 SCH)	9	EDUC 512	Instructional Media Research and Development	3	SU I
	10	EDUC 666	Methods/Materials for Teaching Science & Math in Pk-5	3	SU I
Residency (9 SCH)	11	EDSP 698++ EDSP 670	Residency I (Teachers of Record)++ Student Teaching (Pre-Service)+	3	YR2, FI AND II
	12	EDSP 699 ++ EDSP 671	Residency II (Teachers of Record) ++ EDSP 671 (Pre-Service)	6	YR2, SP I AND II
Total Required Courses				12	
Total Required Semester Credit Hours				36-39	

PROGRAM REQUIREMENTS

1. Students must complete the Competency Portfolio during the Residency/Student Teaching.
2. ++EDSP 698 and EDSP 699 are restricted to *Teachers of Record* who are required to take 6 SCH of Residency. The total hours required for the MAT is 36 hours.

PRAXIS REQUIREMENTS

Praxis I Test Number	Required Score	Praxis I Waiver Options*
5713 Reading	156	ACT Composite Score of 22 > = SAT Composite Score 1030 > = Master's Degree 3.0 GPA
5723 Writing	162	
5733 Mathematics	150	
Praxis II Test Number	Required Score	Praxis II Waiver Options
5001 Reading & Language Arts	157	These content area tests cannot be waived.
5003 Mathematics	157	
5004 Social Studies	155	
5005 Science	159	
Praxis II PLT Test Number	Required Score	Praxis II- PLT Waiver Options
PLT K-6 #5622	153	These knowledge and theory tests cannot be waived.
PLT 1-5 #5543	153	

*ACT/SAT Scores that more than 10 years old will not be accepted.

Louisiana Board of Regents

AA 2.05: REQUEST FOR AUTHORITY TO OFFER A NEW DEGREE PROGRAM*

-- Including incremental credentials building up to the Degree --

* Prior to final action by the Board of Regents, no institution may initiate or publicize a new program.*

Date:

Institution: Southern University at New Orleans	Requested <u>CIP, Designation, Subject/Title</u> : Masters of Arts in Teaching- Secondary Education & Special Education Mild Moderate(6-12) CIP Code: 131202
Contact Person & Contact Info: Jenita C. Hegwood/ Chair, Teacher Education Southern University at New Orleans College of Education and Human Development 6801 Press Drive, New Orleans, LA 70126 504.284.5353 504.284.5546 (fax) jhegwood@suno.edu	
Date BoR approved the Letter of Intent: 4-28-2021	
Date Governing Board approved this Proposal:	
Planned Semester/Term & Year to Begin Offering Program: Fall 2021	
Program Delivery Site (s): New Orleans	

1. Program Description

Describe the program concept: (a) purpose and objectives; and (b) list learning outcomes for the proposed program, i.e., what students are expected to know and be able to do upon completion of the program. Be as specific as possible.

Southern University at New Orleans requests approval to offer a program leading to the Masters of Teaching degree in Special Education with a concentration in Mild and Moderate for grades 1-5 (Elementary) to be implemented Fall 2021. The proposed program is to be offered through 100% online instruction. The program will complement the current certification only program by offering graduate courses that allow candidates to apply for licensure from the Louisiana Department of Education while earning a graduate degree. Graduates of the program will obtain the required knowledge base to serve students with mild/moderate disabilities.

The **objectives** of the program are to:

1. Contribute to the workforce development at the state and national levels, as well as globally in the field of education.
2. Provide the content and educational preparation necessary to serve as a certified teacher in the primary concentration area.
3. Provide students with the knowledge of special education principles, theories, laws, policies, and ethical practice in comprehensive delivery of services to individuals with exceptional learning needs.
4. Prepare students to adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
5. Prepare candidates for the professional and content-specific expectations of diverse school settings

The Masters of Arts in Teaching Degree (M.A.T.) is a graduate alternative certification program intended to allow individuals who have completed a non-education bachelor's degree to earn a master's degree and initial teacher certification. The integrated/merged program prepares candidates in the instruction of students who are identified with mild/moderate disabilities and those in general education grades 1-5.

The **learning outcomes** for the program are as follows:

1. Students will demonstrate a deep understanding of central concepts, tools of inquiry and structures of the discipline of special education and of the content they teach by meeting the indicators addressed in several sets of competencies.
2. Students will apply multiple methods of assessment to generate data for use in monitoring learner progress and guiding teacher decision-making.
3. Students will analyze validity, reliability, and appropriateness of assessments and alignment with learning goals.
4. Student will apply their knowledge of differentiating instruction to meet the needs of diverse learners
5. Candidates will apply skills in the field that require planning, instruction, analysis of data, and attention to the

needs of a diverse learner.

6. Students will demonstrate educator dispositions, which include oral communication, written communication, and professionalism when in class and in the field.

Map out the proposed curriculum, including course credits and contact hours (if applicable). Identify any incremental credentials and/or concentrations within the degree. Indicate which courses will be new. Describe plan for developing and offering new courses as well as any special program requirements (e.g., internships, comprehensive exam, thesis, etc.).

The program of study is 39 credit hours. The grades 6-12 curriculum will include: English, Math, Science, or Social Studies method courses (6 credit hours), Adolescent Psychology (3 credit hours), Assessment and Measurement (3 credit hours), Diverse Learners (3 credit hours), 3 Advanced Transition Planning for Students with Disabilities (3 credit hours), Behavior Management (3 credit hours), Technology and Media(3 credit hours), Principles of Teaching and Learning for Secondary Students(6 credit hours), and Reading Methods(6 credit hours). Each candidate is required to complete a year-long residency (student teaching or internship). Residency I (3 credit hours) will include an elementary/secondary inclusive setting. Residency II (6 credit hours will include a special education setting).

Program of Study Leading to MASTER of ARTS in Teaching Secondary Education and Mild Moderate (6-12)

Course #	Title	Credit Hrs.
EDUC 512	Instruction Media Research and Development	3
EDUC 515	Teaching Diverse Learners	3
EDUC 520	Adolescent Psychology	3
EDUC 630	Assessment, Measurement & Evaluation	3
EDUC 640	Behavior and Classroom Management	3
EDSP 501	Vocational & Secondary Transitional Planning	3
EDSN 550	Teach Reading Across Secondary Content Areas	3
EDUC 552	Diagnostic and Prescriptive Reading	3
EDSN 64X	M/M for Secondary (Math, Bio, Eng., SS)	3
EDSN 644	M/M for Secondary Content Areas	3
EDSP 698/EDSP 670	Residency I/Student Teaching I	3
EDSP 699/EDSP 671	Residency II/Student Teaching II	6

TOTAL HOURS: 39

Course Sequence

The program participants are expected to complete their degree preferably within three (3) years of initial matriculation in the program. A flexible course offering schedule will be online. Some courses will require some hours of field experiences as explained in the course descriptions. To complete the program in a timely manner, participants will be advised to the following course schedule:

YEAR ONE (15 Credit Hours)

(1st Semester)

EDUC 515 Teaching Diverse Learners
EDSN 520 Adolescent Psychology
EDUC 640 Behavior and Classroom Management
(9 Credit Hours)

(2nd Semester)

EDUC 512 Instructional Media Research and Development
EDUC 630 Assessment, Measurement & Evaluation
(6 Credit Hours)

YEAR TWO (15 Credit Hours)

(1st Semester)

EDSN 640 Methods/Materials in Secondary Content Areas
EDSN 64X Methods/Materials in Sec. (Math, Bio, Eng., S.S 6th-12)
(6 Credit Hours)

(2nd Semester)

EDSP 501 Vocational & Secondary Transitional Planning
EDSN 550 Teach Reading Across Secondary Content Areas _____
ELED 552 Diagnostic and Prescriptive Reading _____
(9 Credit Hours)

YEAR THREE (9 Credit Hours)

(1st Semester)
EDSP 698 Residency I/EDSP 670 Student Teaching
(3 Credit Hours)

(2nd Semester)
EDSP 699 Residency II/EDSP 671 Student Teaching II
(6 Credit Hours)

Identify any embedded Industry-Based Certifications (IBCs). Describe process for student to earn/receive the IBC.

N/A

Program Delivery (Courses): To what extent must a student come to the campus to complete this program, including orientation or any face-to-face meetings?

- | | | |
|--|--|--|
| <input type="checkbox"/> On-site (>50% delivered face-to-face) | <input type="checkbox"/> Hybrid (51%-99% online) | <input checked="" type="checkbox"/> Online (100% online) |
| <input type="checkbox"/> Day courses offered | <input type="checkbox"/> Evening courses offered | <input type="checkbox"/> Weekend courses offered |

2. Need

How is this program essential for the wellbeing of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development or relate to current/evolving needs).

The proposed program will be the first and only of its kind at SUNO and the College of Education & Human Development. The institutional mission states “*Southern University at New Orleans primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. As a public, historically black university SUNO creates and maintains an environment conducive to learning and growth, promotes upward mobility of a diverse population of both traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education.*” This program will respond to that need and is designed to meet practical skills for multiple settings, while also providing an excellent opportunity for students to pursue a graduate degree. The uniqueness of the program is that all coursework will be delivered in a distance education format to expand SUNO’s mission nationwide. The proposed curriculum will increase the number of high quality online programs by ensuring academic integrity, quality, growth and innovation.

Market Demand

Special education teachers work in more places than just schools; in fact, they often work in hospitals and residential treatment centers. Regardless of their workplace, all special education teachers work with students to achieve their full potential.

Today, children with disabilities are being diagnosed earlier in life than ever before. In fact, the CDC estimates that about 1 in 6 children in the United States had a developmental disability in 20085. Some of these students have serious or cognitive or physical challenges. With students being identified and placed in special education programs at a younger age, school districts are required to have an Individualized Education Plan (IEP), which almost always requires that they are taught by a teacher with special education certification. Equally important, many schools integrate students with special needs into regular classes, making the need for teacher with special education training even more essential.

Unfortunately, according to the National Coalition of Personnel Shortages in Special Education and Related Services, 49 states reported a shortage of teachers certified in special education. This means that, across the country, there is a growing need for special education teachers (Demand for Special Education Teachers - Learn About the Growing Need, 2020)¹.

Sentell (2017)² stated that Louisiana’s top need for certified teachers is for those who teach special education. The state has about 24,000 special education classes. In addition, about 1 in 4 of those classrooms is taught by an uncertified teacher or one working outside their field. The problem is even more striking in rural parishes in north Louisiana, only seven (7) percent of new teacher graduates were certified in special education in those parishes between 2013-2015, according to the state Department of Education³.

Societal Needs

The ability to offer the M.A.T. will enable Southern University at New Orleans to continue its mission of providing access to higher education for underserved and under-represented populations. In addition, the execution of this degree program will enable the University to meet certain goals of the Louisiana's Imperatives for Change³ such as:

- 1). Objective 1A: Increase the percentage of Louisiana residents who possess a post- secondary credential.
- 2.) Objective 1E: Increase college attendance rates of non-traditional students (Vosper, 2018)⁴.

The ability to offer this new degree will increase the University's ability to attract and retain students who are interested in teaching and obtaining a master's degree. Furthermore, this degree program will produce more a more educated workforce, more academically responsible citizens, and improvements in all areas with an education focus. Each year there are more special education teaching positions available across the state (and nation) than there are graduates to fill those positions. The Teacher Education faculty members often receive requests from various school and district level administrators seeking graduates to fill special education positions.

Graduates with a master's degree in special education can be trained to fill positions in related fields that support our P-12 schools. These individuals could become politicians, leaders of grassroots, consulting, work for public and private educational agencies, speech pathologists, intervention specialists, or audiologists. It's critical that our children deserve to have a teacher that is well trained, well equipped and has an extensive training in providing unique needs based on a particular disability and understanding on how to make those connections and help children with life skills or learning disabilities.

LOUISIANA WORKFORCE COMMISSION STAR LEVEL (<http://www.laworks.net/Stars/>)

5 Stars 4 Stars 3 Stars 2 Stars 1 Star

Describe how the program will further the mission of the institution.

As its primary mission, SUNO promotes the upwards mobility of a diverse population of both traditional and nontraditional students through quality academic programs and service to achieve excellence. The inception of this program could increase student retention and graduation rates within the College of Education and Human Development, as well as the University. The program will provide additional graduates who will enter the workforce in the region and prepared for emerging academic and professional demands.

Though this program is already at other Universities around the nation, this will be the first program of this type in the College of Education and Human Development at SUNO. Approval of this program will further enhance SUNO's total enrollment, retention rates, and yearly completers' data. The M.A.T. program will enhance the workforce with graduates prepared to become trainers, program evaluators, education policy analyst, researchers, program designers, and workforce development directors, etc. in the state of Louisiana and nationwide by providing opportunities for students nationwide that will enable them to contribute to society. COVID-19 has impacted the educational system on the delivery of instruction. It's time to revamp our educational program and prepare our candidates by becoming online learners so they can be prepared to do the same in the real world.

Identify similar programs in the State and explain why the proposed one is needed: present an argument for a new or additional program of this type and how it will be distinct from existing offerings.

As one of the three Historically Black Institutions in the New Orleans area, SUNO has the ability to reach those underserved and underrepresented populations. If the state of Louisiana is going to restore its production of individuals with a Master's degree, then colleges and universities must reach the masses that have been ignored and overlooked. Furthermore, increased student inquiries on the possibility to offer a master's degree in education has sustained the need for such a program. From the review of the Louisiana Department of Education website, there are no institutions that currently offer an M.A.T. in special education 100% online(Accelerated Program) in the New Orleans area. Vying for such a program at Southern University at New Orleans would not create an issue of duplicity.

If approved, will the program result in the termination or phasing out of existing programs? Explain.

N/A

If a Graduate program, cite any pertinent studies or national/state trends indicating need for more graduates in the field. Address possibilities for cooperative programs or collaboration with other institution(s).

According to the article “Why is There a Special Education Teacher Shortage?” (2021) special education teachers ensure an equitable education to millions of students across the nation. A lack of available special education instructors has dogged school systems across the country for years but now risks being exacerbated by resignations, retirements and workload increases caused by the pandemic. With 14 percent of students needing some type of special education service, these teachers play a key role in making sure all students have a chance to thrive academically. General education teachers and students alike rely on special education teachers’ specialized knowledge in skills assessment and the development of learning activities with special needs and disabilities in mind. For this reason, the current special education teacher shortage is especially worrying⁵.

Special education teacher shortages have persisted for years, putting the education of the country’s most vulnerable students in a precarious position. The Office of Special Education Programs currently lists the national shortage at 8 percent. In fact, many first-year special education teachers across the country have not completed special education preparation programs. In California for example, of the 8,470 new special education teachers hired in 2017-18, only 3,274 were fully credentialed⁵.

To gain more insight into the special education teacher shortage, consider the following statistics:

- Forty-eight states and the District of Columbia lack sufficient special education teachers.
- More than half of all school districts struggle to staff well-qualified special education teachers.
- Ninety percent of high-poverty school districts struggle to staff well-qualified special education teachers.

While the special education teacher shortage affects schools across the spectrum, it tends to impact high-poverty schools most acutely. They face the greatest challenges when it comes to attracting properly trained and experienced special education teachers. SUNO has partnered with local school districts to help train our potential teacher candidates school district’s part- to become full-time, certified teachers⁵.

3. Students

Describe evidence of student interest. Project the source of students (e.g., from existing programs, or prospects of students being recruited specifically for this program who might not otherwise be attracted to the institution).

There are five student pipelines for the proposed proposal. The College of Education and Human Development did a survey of Child Development and Family Studies (CDFS), Educational Studies (EDST), and Post-Baccalaureate students. Eighty percent (120 of 150) of the students surveyed said they would enroll in a degree program such as this. We also surveyed Human Resources Directors in collaborating schools parishes and 100% (5 of 5) said the program is needed and the delivery format would make it viable for their current teachers(see attached Letters Of Support). We are also anticipating students participating in SUNO’s Robert Noyce STEM Teacher Preparation Program will have the opportunity enroll in the program.

Having the online Masters of Arts in Teaching- Secondary Education & Mild Moderate major at Southern University at New Orleans may encourage some in-state students, who may have otherwise enrolled in out-of-state institutions, that have similar programs(Walden University, Georgia Southern University, Grand Canyon University, Albany State University, Jackson State University, North Carolina A&T, University of Alabama, and Purdue University) to stay in-state. In addition, we anticipate that this new online major will increase out-of-state student enrollment. This will result in a net increase in out-of-state enrollment at the University. With this new major, we believe a larger pool of students will be attracted to the Department of Teacher Education and Southern University at New Orleans.

The MAT Online degree program is a great alternative for non-traditional students whose schedules cannot accommodate attending classes in a traditional manner. This program is very attractive to students seeking to be teacher or already employed as teachers seeking a MAT in Secondary Education & Mild Moderate degree in Louisiana. However, our ambitions are much higher. The importance of online instruction is highlighted in response to the current pandemic.

Project enrollment and productivity for the first 5 years, and explain/justify the projections.

Year	1-Fall 2021	2-Fall 2022	3-Fall 2023	4-Fall 2024	5-Fall 2025
Enrollment	20	45	65	85	95
Graduation	N/A	N/A	15	15	20

*Enrollment Projections are based on the number of student enrolled during the Fall 2020 semester in Child Development and Family Studies, Educational Studies, and Certification only Elementary Education and Secondary programs who are interested in this new program. The program will admit new Cohorts (20-25 students) each academic year.

List and describe resources that are available to support student success.

Southern University at New Orleans offers child-care assistance through its Child Care Means Parents in School (CCAMPIS) grant. In which students can apply for childcare assistance each academic year. We also offer online support through the E-Learning department to assist and train students in working with our Learning Management System (LMS). The College of Education & Human Development has dedicated Student Academic Services in the unit to support student needs related to academic requirements, retention, registration/scheduling, and degree planning. The MAT program also has dedicated faculty advisors assigned to support candidates in the program.

What preparation will be necessary for students to enter the program?

N/A

If a Graduate program, indicate & discuss sources of financial support for students in the program.

Southern University at New Orleans offers child-care assistance through its Child Care Means Parents in School (CCAMPIS) grant. In which students can apply for childcare assistance each academic year. Students enrolling in the program will be eligible for the TEACH Grant Program, which provides students up to \$4000 a year. Eligible students will have funds disbursed based on the number of hours enrolled during each semester, as of the 14th day of class. Students who choose to pursue certifications in STEM areas (Math or Science) will also be eligible for funding through the Robert Noyce Program.

4. Faculty

List present faculty members who will be most directly involved in the proposed program: name, present rank; relevant degree; courses taught; other assignments.

Faculty	Degrees Earned	Current Rank	Total Years of Experience	Course Taught	Other Assignments
Jones, Willie	Ed.D in Early Childhood Education, M.S. Counseling	Associate Professor	17	EDUC 310 Ed. Psych. EDUC 230 Child Psy. EDSN 320 Adol. Psy	Interim Dean/Chair, CAEP Coordinator
Darby, Deborah	Ph.D in Curriculum & Instruction, M.S. in Reading,	Assistant Professor	25	EDUC 315 Diverse Learner EDUC 275 Mult. Education ELED 332 Reading Methods ELED 352 Diagnostic Reading ELED/ECED 441 Reading Practicum EDUC 310 Ed. Psych. EDUC 230 Child Psy.	

				EDSN 320 Adol. Psy.	
Hegwood, Jenita	Ed.D in Curriculum & Instruction, M.S in Ed. Leadership	Associate Professor	16	ELED 332 Reading Methods ELED 352 Diagnostic Reading ELED/ECED 441 Reading Practicum EDUC 315 Diverse Learner EDUC 275 Mult. Education EDUC 480 Student Teaching Seminar ECED/ELED/EDSN 470 Student Teaching	Department Chair of Teacher Education
Bordenave, Diane	Ed.D in Educational Psychology M.S. in Special Education	Associate Professor	20	EDUC 310 Ed. Psych. EDUC 230 Child Psy. EDSN 320 Adol. Psy. EDST 481 Research	
Hervey, Eurmon	Ed.D in Admin. Leadership, Ed.M in Community Education M.S in Mathematics Education,	Associate Professor	25	(New Faculty Member)	
Stanley, Kimberly	M.S. Curriculum & Instruction(Reading) +18 Hours(Ph.D in Ed. Leadership)	Assistant Professor	2	EDUC 330 Assess. Eval. EDUC 467 Eng/Lang Methods EDUC 440 Classroom Management EDUC 315 Diverse Learners	

Project the number of new faculty members needed to initiate the program for each of the first five years. If it will be absorbed in whole or part by current faculty, explain how this will be done. Explain any special needs.

No new full-time faculty will be needed to initiate the program. The program will be absorbed by current faculty teaching in the department. Since the program will offer courses that were taught for certification in Elementary & Secondary Education, those same courses will be assigned to current faculty who have the content knowledge and expertise to teach those specific courses. Some adjunct faculty may be used in the initial and second year of the program. The program has projected to increase the number of faculty by Fall 2022 based on program enrollment.

Describe involvement of faculty – present and projected – in research, extension, and other activities and the relationship of these activities to teaching load. For proposed new faculty, describe qualifications and/or strengths needed.

Southern University at New Orleans's "Workload Policy" is highlighted in the Faculty Handbook (7.5). Deans and Department Chairpersons have the flexibility to determine the time each faculty member devotes to teaching, research and service in accordance with the institutional mission, the strategic plan and RTP expectations.

The role of Faculty will include:

1. Courses will be delivered by faculty having either an extensive professional background and/or scholarly focus in the discipline. Faculty who possess a unique combination of academic excellence and K-12 classroom experience.
2. Participating in faculty development activities to increase knowledge and skills in curriculum development and evaluation of the newly developed special education program

3. Assessing the relationship of course content and learning activities to student learning outcomes, Louisiana Teacher Preparation Competencies, InTASC, and CAEP Standards.
4. Implementation of the curriculum
5. Identification of needs for curricular revisions for the new programs
6. Participation in program evaluation with K-12 partners and accreditation activities

5. Library and Other Special Resources

To initiate the program and maintain the program in the first five years what library holdings or resources will be necessary? How do journal, database, monograph, datasets, and other audiovisual materials compare to peer institutions' holdings with similar/related programs?

The Southern University at New Orleans(SUNO) Library has a collection of books, e-journals, e-books, and journal subscriptions has been assembled to provide 24/7 access to resources and services. Many of the databases are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship.

Materials for the SUNO Library are selected to meet the teaching and research needs as well as the educational and recreational needs of the campus community. Materials are selected in all formats through various means including approval plans, catalogs, sales representatives, and recommendation from faculty, students, and librarians. Standard bibliographical tools are used to select qualitative materials.

Librarians collect resources in appropriate and available formats by adapting strategies that provide for the anticipated needs of patrons. Southern University librarians assess the Library's collection for quality and accessibility, and foster peer relationships within the library profession to better increase the library's collection building.

The library collection supports general education with access to consortia holdings as well as its own local collection. As a member of LOUIS Library Consortium, SUNO's Library benefits from consortia pricing, a shared collection, and widely recognized as a model for cost-effective collaboration in higher education to ensure access to equitable resources, services, and technologies by maximizing purchasing power and shared expertise.

In Spring 2017, the University Library expanded resources for each College using replacement funds received from FEMA to re-stock the renovated library. Materials purchased for College of Education & Human Development was to the tune of \$40,000.

What additional resources will be needed?

N/A

Are there any open educational resources (OER), including open textbooks, available to use as required course materials for this program? If so, which courses could these materials support, and what is the anticipated savings to students?

OER offers the use of courseware, videos, articles, and websites (Vanderbilt University) that can be used to enhance field experiences and discussion activities in method courses such as Assessment & Measurement and Classroom Organization. The University has also partnered with Pearson to reduce students' cost on textbooks that are not available in the Library's open educational resources(OER). The anticipated savings to students, on average, to be \$75 per course.

6. Facilities and Equipment

Describe *existing* facilities (classrooms, labs, offices, etc.) available for the program and their present utilization.

The program is adequately housed in an ultramodern Education and Human Development Complex which opened in Fall 2019. Office spaces are provided to each faculty, the administration and support staff. There are adequate classrooms that include SMART Boards in each room. There are several computer labs, a document room, and conference rooms. Thus, the University administration has provided adequate personnel and resources to address the new program needs and for growth in the future.

Describe the need for new facilities (e.g., special buildings, labs, remodeling, construction, equipment), and estimate the cost, proposed sources of funding, and estimated availability for program delivery.

A “Virtual Laboratory” will be created equipped to give faculty access to innovative technological equipment for teaching synchronous/asynchronous method courses and allow for virtual advising. The “Virtual Laboratory” will allow Teacher Education faculty to utilize the new pedagogical technological tools to enhance instructional delivery designed to prepare all candidates to effectively select, evaluate, and use appropriate technologies and resources to create experiences that advance student engagement and learning. The funding to create this lab will come from a recently funded proposal submitted to the Louisiana Board of Regents.

7. Administration

In what administrative entity (department/school/college) will the proposed program be housed? How will the new program affect the present administrative structure of the institution?

The M.A.T. Programs will be administered by the Department of Teacher Education, College of Education & Human Development. The new programs will not have any adverse impact on the present administrative structure of the University. The current departmental structure and the Dean’s Office will remain and continue to report to the Vice Chancellor for Academic and Evening & Weekend Affairs/Accreditation Liaison. The Teacher Education Department Chair and Coordinator for Clinical and Field Experiences support the program and all other teacher education programs housed in the college.

Describe departmental strengths and/or weaknesses and how the proposed program will affect them.

The Department of Teacher Education produces many of the minority teachers that are highly needed in this community through partnerships with community colleges, school districts, Head Start programs, and parochial/private schools who employ staff without teaching certifications to teach in special education classrooms. The faculty within the department are experts in preparing teachers for the diverse classrooms.

8. Accreditation

Describe plan for achieving *program* accreditation, including: name of accrediting agency, basic requirements for accreditation, how the criteria will be achieved, and projected accreditation date.

The College of Education & Human Development already has existing Post-Baccalaureate initial certification areas that have achieved accreditation. With the addition of this advanced-level initial preparation option, linked reports that disaggregate data by level will be required in future CAEP review cycles. We plan achieving program accreditation with the Council for the Accreditation of Educator Preparation (CAEP) after we have achieved three (3) years of graduation data. The basic requirements of the CAEP accreditation is being able to meet the 2022 CAEP Standards (Eight (8) Standards). Meeting these standards will be achieved by development an assessment system and collect three cycles of data to show sufficiency for each relevant component of the Standard. The projected accreditation date for this program is Fall 2025. A Self-Study will be submitted in Fall 2024.

If a graduate program, describe the use of consultants in developing the proposal, and include a copy of the consultant’s report as an appendix.

N/A

9. Related Fields

Indicate subject matter fields at the institution, which are related to, or will support, the proposed program; describe the relationship.

The College of Arts and Sciences will assist the College of Education and Human Development with recruiting graduates to enter the Teacher Certification Only Program through our Robert Noyce Teacher Scholarship Program. The program provides funding to institutions of higher education to provide scholarships, stipends, and programmatic support to recruit and prepare STEM majors and professionals to become K-12 teachers. Scholarship and stipend recipients are required to complete two years of teaching in a high-need school district for each year of support. The program seeks to increase the number of K-12 teachers with strong STEM content knowledge who teach in high-need school districts.

10. Cost & Revenue

Summarize additional costs to offer the program, e.g., additional funds for research needed to support the program; additional faculty, administrative support, and/or travel; student support. How will the program affect the allocation of departmental funds?

This program will not affect the allocation of departmental funds. The College of Education & Human Development's faculty are supported by the Office of Title III for research and travel.

**On the separate budget form, estimate new costs and revenues for the projected program for the first four years, indicating need for additional appropriations or investment by the institution.*

Outside of revenue from tuition & fees, explain and justify any additional anticipated sources of funds, e.g., grants (in hand, promised, or in competition), institutional funds, etc.

References

1. The Growing Need for Special Education Teachers in the U.S. (2020). Retrieved March 09, 2020, from <https://www.gmervu.edu/academics/learn/demand-for-special-education-teachers>
2. Sentell, W. (2017, February 14). More special education teachers aim of new state push. Retrieved March 09, 2020, from https://www.theadvocate.com/baton_rouge/news/education/article_5151a81a-f2d3-11e6-bcff-7be028fb2133.html
3. Teacher Preparation Programs. (n.d.). Retrieved March 09, 2020, from <https://louisianateacherprep.com/providers>
4. Vosper, L. (2018, November 14). Workforce Overview. Retrieved March 9, 2020, from <https://regents.la.gov/workforce/workforce-overview/>
5. Why is There a Special Education Teacher Shortage? Retrieved Tuesday, January 12, 2021 from <https://soeonline.america.edu/blog/special-education-teacher-shortage>
6. Wolf, R. and Bertrand, J.(n.d). Early Identification of Developmental Disabilities. Retrieved March 9, 2020 from https://www.acf.hhs.gov/sites/default/files/cb/early_id_of_dev_disabilities_practical_tools_foster_adoptive_ppt.pdf

CERTIFICATIONS:

Willie Bennett
Primary Administrator for Proposed Program

5-7-21
Date

[Signature]
Provost/Chief Academic Officer

05-07-21
Date

Management Board/System Office

Date

SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED PROGRAM

Institution: Southern University at New Orleans

Date: 5-1-2021

Degree Program, Unit: MASTER of ARTS in Teaching Elementary in Special Education
Mild/Moderate, Dept. Of Teacher Education

FTE = Full Time Equivalent (use the institution's standard definition and provide that definition).

EXPENDITURES								
INDICATE ACADEMIC YEAR:	FIRST 2021-2022		SECOND 2022-2023		THIRD 2023-2024		FOURTH 2024-2025	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0	12	\$0.00	12	\$52,000	12	\$52,000	12
Adjunct Faculty	\$4,000	12	\$4,000		0	12	0	12
Support Personnel	0		0		0		0	
Fellowships and Scholarships	0		0		0		0	
SUB-TOTAL	\$4000		\$4,000		\$52,000		\$52,000	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	0		0		0		0	
Travel	0		0		0		0	
Supplies	0		0					
Other (specify)								
SUB-TOTAL	\$0		\$0		\$0		\$0	
TOTAL EXPENSES	\$4000		\$4000		\$52,000		\$52,000	
REVENUES								
Revenue Anticipated From:	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
*State Appropriations	\$0		\$0		\$0		\$0	
*Federal Grants/Contracts	\$68,000		\$68,000		\$68,000		\$68,000	
*State Grants/Contracts	0		0		0		0	
*Private Grants/Contracts	0		0		0		0	
Expected Enrollment	20		45		65		85	
Tuition	\$89,540		\$201,465		\$291,005		\$380,545	
Fees	0		0		0		0	
*Other (specify)								
TOTAL REVENUES	\$157,540		\$269,465		\$359,005		\$448,545	

**Tuition is based on students in Cohort enrolling in at least 12 hours each academic year*

* Describe/explain expected sources of funds in proposal text.

Southern University at New Orleans- SUNO Online
MASTER OF ARTS IN TEACHING
Special Education Mild/Moderate MERGED
SECONDARY EDUCATION (6-12)

Plan of Study

Content Area		Course Code	Course Title	Credit Hours	Semester and Session Offered
Learner & Learning Environment (15 SCH)	1	EDSP 501	Vocational and Secondary Transitional Planning	3	FA I
	2	EDUC 515	Teaching Diverse Learners	3	FA I
	3	EDSN 520	Adolescent Psychology	3	FA II
	4	EDUC 630	Assessment, Measurement & Evaluation	3	FA II
	5	EDUC 640	Behavior and Classroom Management	3	SP I
Reading (6 SCH)	6	EDSN 550	Teach Reading in Across Sec. Content Areas	3	SP I
	7	ELED 552	Diagnostic and Prescriptive Reading	3	SP II
Methodology & Teaching (9 SCH)	8	EDUC 512	Instructional Media Research and Development	3	SP II
	9	EDSN 640	Methods/Materials in Secondary Content Areas	3	SU I
	10	EDSN 64(x)**	Methods/Materials in Sec. Education (Math, Bio, Eng., S.S 6 th -12)	3	SU I
Residency (9 SCH)	11	EDSP 698++ EDSP 670+	Residency I (Teachers of Record)++ Student Teaching (Pre-Service)+	3	YR2, F I & FA II
	12	EDSP 699 ++ EDSP 671+	Residency II (Teachers of Record) ++ EDSP 671 (Pre-Service)	3-6	YR2, SP I & SP II
			Total Required Courses	12	
			Total Required Semester Credit Hours	36-39	

PROGRAM REQUIREMENTS

- Students must complete the Competency Portfolio during the Residency/Student Teaching.
- ++EDSP 698 and EDSP 699 are restricted to *Teachers of Record* who are required to take 6 SCH of Residency. The total hours required for the MAT is 36 hours.
- **The EDSN 64(x) courses are the specific content area courses and will be offered in regular rotation subject to demand and interests. EDSN 641 Secondary Science, EDSN 642 Secondary Math, EDSN 643 Secondary Social Studies, and EDSN 644 Secondary English

PRAXIS REQUIREMENTS

Praxis I Test Number	Required Score	Praxis I Waiver Options+
5713	157	ACT Composite Score of 22 > =
5723	162	SAT Composite Score 1030 > =
5733	150	Master's Degree 3.0 GPA
Praxis II Test Number	Required Score	Praxis II Waiver Options
5039	168	These content area tests cannot be waived.
5161	160	
5235	150	
5086	153	
Praxis II PLT Test Number	Required Score	Praxis II- PLT Waiver Options
PLT 7-12 #5624	153	These knowledge and theory tests cannot be waived.
PLT 7-12 #5543	153	

+ACT/SAT scores greater than 10 years or older will not be accepted and official report must be submitted.

ATHLETICS

ATHLETICS COMMITTEE
(Following Academic Affairs Committee)

Friday, May 21, 2021
Smith-Brown Student Union
Cotillion Ball Room
Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s):
 - A. Request Approval of Athletic Funding Support (SUBR)
 - B. Request Approval of Personnel Action within the Department of Athletics equal to or Greater than \$60,000.00

Name	Position/Campus	Salary	Funding Source
1. Charlie Ayro	Assistant Football Coach Additional Duties (SUBR)	\$60,000.00	State
2. Zachary Grossi	Assistant Football Coach Additional Duties (SUBR)	\$105,000.00	State
3. James Rollins	Interim Head Football Coach Additional Duties (SUBR)	\$250,000.00	State
4. Lionel Washington	Assistant Football Coach Additional Duties (SUBR)	\$90,000.00	State

6. Information Item
 - A. Introduction of the Interim Head Coach
7. Other Business
8. Adjournment

MEMBERS

Mr. John Barthelemy – Chairman, Dr. Rani Whitfield – Vice-Chair, Mr. Myron Lawson,
Mrs. Ann Smith, Atty. Jody Amedee, Atty. Ed Shorty
Atty. Domoine D. Rutledge-- Ex Officio

Vice Chancellor for Finance and Administration
Post Office Box 9212
Baton Rouge, LA 70813
Fax: 225 771-2018
Office: 225 771-5021

May 10, 2021

Dr. Ray L. Belton
President-Chancellor
Southern University System
Baton Rouge, LA 70813

Dear Dr. Belton:

The purpose of this correspondence is to request approval of a seven hundred thousand dollars (\$700,000) increase in Athletics subsidy from the general fund account, effective fiscal year 21-22 at Southern University – Baton Rouge (SUBR).

As you are aware, the Southern University Board of Supervisors in February 2019 approved a six hundred and fifty thousand (\$650,000) increase in Athletic subsidy due to a number of financial variables that then adversely impacted Athletics that are clearly not controllable by the Athletic Administration. Home game ticket sales, student fees, scholarship costs, and escalating insurance costs are just a few of the factors that I stated then that negatively affected Athletic financial stability.

A review of a Board of Regents (BOR) generated report indicates the maximum state support allowed for Athletics for SUBR is 4.4 million dollars. The seven hundred thousand dollar subsidy increase puts SUBR clearly within the allowable amount of \$3,699,841 which is competitive with other institutions of similar size.

Perhaps the largest single expenditure item that has disproportionately affected Athletics, is scholarships. The University was required to support additional scholarships after the end of NCAA probation (see attachment).

I would be remiss if I did not mention the devastating effect the COVID-19 pandemic has had on athletic revenue. Student fee revenue decreases, football game cancellations, loss of game guarantees, and Bayou Classic revenue losses have significantly impacted Athletics.

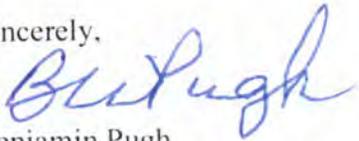
While recognizing the need for fiscal accountability within our Athletic department, University Administrators cannot discount the negative effect that these variables have on our program.

Dr. Ray L. Belton
President-Chancellor
May 10, 2021
Page 2

The Athletic Director has assured me that he and his staff will continue to identify strategies to maximize revenue and control expenses to ensure a balanced year-end budget.

If you have any questions or require additional documentation, please let me know.

Sincerely,



Benjamin Pugh
VICE CHANCELLOR FOR FINANCE AND ADMINISTRATION

cc: Flandus McClinton, System Vice President for Finance and Business Affairs
Roman Banks, Director of Athletics

SOUTHERN UNIVERSITY-BATON ROUGE CAMPUS
Schedule of Scholarship 2016-2021

	Actual Scholarship FY 16	Actual Scholarship FY 17	Actual Scholarship FY 18	Actual Scholarship FY 19	Actual Scholarship FY20	FY 20 Scholarship Adjustment	FY 20 Total	FY 21 Preliminary as of 5/10/21
21802 Football	826,750.43	898,959.54	971,498.00	1,059,992.00	1,067,547.10		1,067,547.10	1,198,301.00
21803 Baseball	139,206.00	135,260.00	142,101.00	126,275.00	206,804.00		206,804.00	196,326.00
21804 Track/Field-Men	94,580.00	93,400.00	127,800.00	155,400.00	197,737.00		197,737.00	195,616.00
21804 Track/Field-Women	155,958.00	161,725.00	199,235.00	209,065.00	304,456.74		304,456.74	301,699.00
21805 Tennis	112,941.50	132,674.00	113,709.84	138,320.16	128,481.90		128,481.90	137,959.00
21806 Golf-Men								
21806 Golf-Women								
21807 Basketball-Women	215,670.00	219,674.00	277,286.00	277,418.00	274,476.82		274,476.82	275,658.00
21808 Basketball-Men	181,073.00	206,062.00	227,387.00	217,762.00	127,300.84	130,200.00	257,500.84	256,925.00
21809 Volleyball	175,494.00	178,318.00	192,834.00	232,618.00	225,000.61		225,000.61	235,158.00
21813 Softball	113,914.84	130,692.00	167,663.00	181,394.00	236,461.10		236,461.10	255,545.92
21814 Bowling	43,434.00	56,562.00	87,141.00	82,347.00	74,363.54		74,363.54	66,346.00
21815 Soccer	158,554.00	207,675.00	235,046.00	220,202.00	217,609.50		217,609.50	249,472.00
	2,217,575.77	2,421,001.54	2,741,700.84	2,900,793.16	3,060,239.15	130,200.00	3,190,439.15	3,369,005.92

Maximum State Support Allowed for Athletics FY 2020-2021

	<u>Maximum Allowed</u>	<u>2020-2021 Budgeted</u>
<u>NCAA DIV I-A</u>		
LSU A&M	\$18,873,171	\$0
U OF LA @ LAFAYETTE	\$7,623,096	\$0
LA. TECH UNIVERSITY	\$5,995,969	\$3,142,640
U OF LA @ MONROE	\$5,003,190	\$5,084,289
<u>NCAA DIV I-AA</u>		
GRAMBLING	\$3,183,839	\$1,550,640
McNEESE	\$3,867,411	\$3,908,571
NICHOLLS	\$3,509,658	\$0
NORTHWESTERN	\$4,220,487	\$0
SOUTHERN A&M	\$4,404,009	\$2,999,841
SOUTHEASTERN	\$5,512,456	\$2,924,311
UNO	\$4,630,767	\$2,700,000
<u>NCAA DIV 1-AAA</u>		
<u>NJCAA</u>		
BATON ROUGE	\$1,654,548	\$0
SOUTHERN SHREVEPORT	\$985,215	\$0
DELGADO	\$2,825,315	\$410,461
BOSSIER PARISH	\$1,498,616	\$329,919
NUNEZ	\$821,639	\$85,574
LSU-EUNICE	\$979,253	\$0
<u>NAIA</u>		
SOUTHERN N.O.	\$1,062,040	\$0
LSU-A	\$982,311	\$0
LSU-S	\$1,751,694	\$0

Note: A Gender Equity Amount of \$500,000 per Division I-A institutions, \$250,000 per Division I-AA institutions and \$125,000 for remaining institutions is allowed over and above the maximum allowed. In FY18, McNeese and ULM are the only institutions that are above Maximum Allowed. Their budgeted amounts include Gender Equity.



SOUTHERN
UNIVERSITY
PROGRESS THROUGH EDUCATIONAL EXCELLENCE

DEPARTMENT OF ATHLETICS

SOUTHERN JAGUARS | P.O. BOX 9942 | BATON ROUGE, LA 70819
GOJAGSPORTS.COM | [SOUTHERNJAGUARS](#) | [SOUTHERNSPORTS](#)

To Whom This May Concern:

Please accept this memorandum as a request and formal justification to amend the salaries of the individuals noted below effective May 1, 2021. Please be advised that this individual is receiving a salary adjustment because of the ongoing commitment and being assigned additional duties within the Department of Athletics directly in the Football program.

- Assistant Football Coach: Charlie Ayro \$60,000

If you have any questions germane to this request, please contact me as soon as possible. Thanks so much.

Best,

Roman P. Banks

Roman P. Banks
Director of Athletics
Southern University and A&M College
Baton Rouge Campus

Dr. Ray L. Belton
President/Chancellor
Southern University A&M College
Baton Rouge Campus

BLUE

POS CLASS					
EMP CLASS					
III		RT		LV	

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	2	M	9	2	3	8
-----------------	---	---	---	---	---	---

CAMPUS: SUS _____ SURR X SULAC _____ SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH X OTHER _____ (Specify) _____

TYPE OF APPOINTMENT:

<input type="checkbox"/> Academic (Fac)	<input checked="" type="checkbox"/> Non-Academic (Uncl)	<input type="checkbox"/> Civil Service
<input type="checkbox"/> Temporary	<input type="checkbox"/> Part-time (<u>100</u> % of Full Time)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	(must be indicated if less than 100%)	<input type="checkbox"/> Detail #of mos _____
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Probationary
	<input type="checkbox"/> Retiree Return To Work	<input type="checkbox"/> Permanent Status

Previous Employee _____ Reason Left _____
 Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment July 1, 2020 To June 30, 2021
 Effective Date of Employment May 1, 2021

Name Charlie Ayro SS# U01225474 Sex M Race* B
 (Last 4 digits only)

Position Title: Assistant Football Coach Department: Athletics

Check One: Existing Position *Visa Type (See Reverse Side):
 New Position Visa Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAP, if applicable.)

Years Experience 21 Southern University Experience 2 years
 Degree(s): Type/Discipline (BA-Science): B.S. / Science and Health and Human Performance Institution/Location (Lake Charles, LA): McNeese State University Year: 2000

Current Employer Southern University

Personnel Action

Check One: New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) Salary Increase

Annual Salary \$60,000.00 Salary Budgeted \$60,000.00 Hourly Rate, if applicable: _____

Pay Cycle: Biweekly Monthly Faculty

Source of Funds: State Identify Budget: 218900-21802-61002-29000 Location: _____

Change of:

	<u>From</u>	<u>To</u>
Position:	<u>Assistant Football Coach</u>	<u>Assistant Football Coach</u>
Status:	_____	_____
Salary Adjustment:	<u>\$45,000.00</u>	<u>\$60,000.00</u>

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:

Source of Funds (Current)	Amount
218900-21802-61002-29000	\$60,000.00

*See Reverse Side
 Comments: (Use back of form)

*See Reverse Side

Graduate School signature (if applicable):

<u>Ramon P. Bonds</u> Supervisor	<u>5/16/21</u> Date	<u>Ramon P. Bonds</u> Dean/Unit Head	<u>5/16/21</u> Date
<u>Burt Pugh</u> Vice Chancellor	<u>5/16/21</u> Date	<u>Burt Pugh</u> Chancellor	<u>5/16/21</u> Date

[Signature] 5/5/21
Director/Personnel Date

Vice President/Finance Business Affairs/Comptroller Date

President Date

Chairman/S.U. Board of Supervisors Date

X
1

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native, a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

Charlie Ayro will be receiving a salary increase of \$60,000 effective May 1, 2021. This increase comes from accepting additional duties within the football program.

Must be completed by hiring supervisor:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM – 5:00 PM M-S
EMPLOYEE DIRECT SUPERVISOR: Roman Banks
SUPERVISOR/DEPARTMENT CONTACT NUMBER: 771-5908
NUMBER OF EMPLOYEES SUPERVISED, (if any): None

HR USE ONLY: STATUS (check one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, I-1-B and J-1 visas, passport, and F-1/I-94/I-20. The latter seven (7) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
I-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa INS Prior Approval-“Practical Work Experience”)	F0	

Do Not Write Below This Area - For Human Resource Use Only

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below, the forms are located at Downloadable Forms on the HR website at www.subr.edu/humanresources).

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form-Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Reference Check Form (reference check performed by hiring supervisor)
- Authority to Release (signed by employee) (submitted to HR with Verification of Fingerprints form signed by State Police)
- Criminal/Background Check Process (forms completed by employee/ submitted to State Police)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment Form (completed by hiring supervisor)
- Proposed Employee Clearance Form (completed by hiring supervisor)
- Letter of Justification for Restricted/ Job Appointment/Detail/CS Rule 6.5g appointments



CHARLIE AYRO

Honors & Recognition

- 2010 McNeese State University Hall of Fame Inductee
- 1998 McNeese All-Time Leading Tackler
- 1998 SLC Defensive Player of the Year
- 1998 Team MVP
- 1998 Team Captain
- 1998 1st team All-SLC
- 1998 1st team All-Louisiana
- 1998 Team Captain
- 1998 Team Defensive MVP
- 1998 All-American - AP, Walter Camp, FCA, Sports Network, ESPN-USA Today
- 1997 All-American - Walter Camp, Sports Network, ESPN-USA Today
- 1997 1ST Team All-SLC
- 1997 1ST Team All-Louisiana
- 1997 Single Season Record (171 tackles)
- 1997 Team Defensive MVP
- 1996 Team Defensive MVP
- Southland Conference 1990S Football ALL-DECADE TEAM

Experience

McNeese State University

January 2016 – December 2018

Assistant Coach/Linebackers

- 2018, Defense ranked #2 in the SLC for Total Defense
- 2018, Coached All-American, SLC Defensive Player of the Year and East/West Shrine invite BJ Blunt
- 2017, Defense ranked #1 in the FCS in Rushing Defense, #1 First Downs Defense, and #1 Third Down Defense.
- 2017, Coached Two-Time Team Captain and All-Conference Ashari Goins as well as Newcomer BJ Blunt who came on strong when moved from Safety to the Linebacker position. Blunt earned All-Conference Honorable Mention Honors for the season.

Southern University and A&M College

Department of Athletics

Job Descriptions

Assistant Coach--Football

Description:

The Assistant Coach for Football is responsible for the direct and independent coaching of student-athletes during practice and games, the assessment and recruitment of prospective student-athletes, the creation of individualized development plans for each student-athlete, development of overall game plans, facilitating team meetings, participating in public relations, marketing and fund raising for the football program and the athletic department, monitoring the academic progress of football student athletes, monitoring football summer camps and clinics, complying with NCAA and Southern University, and state of Louisiana rules and regulations and other administrative duties as assigned by the Head Football Coach.

Characteristic Duties and Responsibilities:

Responsibilities include, but are not limited to: Assist the Head Football Coach in the day-to-day operations of a Division I program, ensure that the Football program demonstrates a commitment to academics and to maintain compliance with NCAA, SWAC, Southern University, and State of Louisiana rules and regulations, recruit student-athletes for Southern University, promote SU Athletics through functions and events, perform additional duties as assigned by the University.

Qualifications:

A bachelor's degree or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Previous experience working in a collegiate athletics department; Demonstrated knowledge and ability in the areas of facilities management, capital projects, student-athlete development, community relations, academics and compliance. Experience in strategic planning and execution; Knowledge of contracting, negotiating and change management; Ability to facilitate and participate in group meetings; Professional written and verbal communication and interpersonal skills; Previous experience in overseeing sport programs; Must be willing to work weekends, evenings and some holidays; Must be able to work cooperatively with the Department's administrative, coaching and support staff as well as various entities and constituents on and off-campus; A master's degree preferred or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Experience in NCAA AMA and Compliance related matters preferred; Previous experience in a Division I collegiate athletics department preferred.



**SOUTHERN
UNIVERSITY**

AND A&M COLLEGE OF BATON ROUGE, LOUISIANA

DEPARTMENT OF ATHLETICS

SOUTHERN JAGUARS | P.O. BOX 9842 | BATON ROUGE, LA 70819

GOJAGSPORTS.COM | #7 SOUTHERNUTAGUARS | @SOUTHERNSPORTS

To Whom This May Concern:

Please accept this memorandum as a request and formal justification to amend the salaries of the individuals noted below effective May 1, 2021. Please be advised that this individual is receiving a salary adjustment because of the ongoing commitment and being assigned additional duties within the Department of Athletics directly in the Football program.

- **Assistant Football Coach: Zachary Grossi \$105,000**

If you have any questions germane to this request, please contact me as soon as possible. Thanks so much.

Best,

Roman P. Barks
Director of Athletics
Southern University and A&M College
Baton Rouge Campus

Dr. Ray L. Belton
President Chancellor
Southern University A&M College
Baton Rouge Campus

BLUE

POS CLASS					
EMP CLASS					
III		RT		IV	

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	2	M	8	8	7	4
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CAMPUS: SUS _____ SUBR X SULAC _____ SDAREC _____ SUNG _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH X OTHER _____ (Specify) _____

TYPE OF APPOINTMENT:

<input type="checkbox"/> Academic (Fac)	<input checked="" type="checkbox"/> Non-Academic (Opel)	<input type="checkbox"/> Civil Service
<input type="checkbox"/> Temporary	<input type="checkbox"/> Part-time (_____ % of Full Time)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	(must be indicated if less than 100%)	<input type="checkbox"/> Detail # of mos _____
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Probationary
	<input type="checkbox"/> Retiree Return To Work	<input type="checkbox"/> Permanent Status

Previous Employee _____ Reason Left _____
Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment July 1, 2020 _____ To June 30, 2021 _____
Effective Date of Employment May 1, 2021 _____

Name Zachary Grossi _____ SS# U01894310 _____ Sex M _____ Race* W _____
(Last 4 digits only)

Position Title: Assistant Football Coach / Offensive Department: Athletics
Coordinator

Check One Existing Position _____ *Visa Type (See Reverse Side): _____
 New Position _____ Visa Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 6 _____ Southern University Experience 2 years _____
Degree(s): Type/Discipline (BA-Education): Institution/Location (SU-Baton Rouge): Year:
B.S. _____ Concord University _____ 2008-12 _____

Current Employer Southern University

Personnel Action

Check One New Appointment _____ Continuation _____ Sabbatical _____ Leave of Absence _____
 Transfer _____ Replacement _____ Other (Specify) _____ Salary Increase _____

Annual Salary \$105,000.00 _____ Salary Budgeted \$105,000.00 _____ Hourly Rate, if applicable: _____

Pay Cycle: Biweekly _____ Monthly _____ Faculty _____

Source of Funds: State _____ Identify Budget: 218900-21802-61002-29000 _____ Location: _____

Change of:

Position: Assistant Football Coach/ Offensive Coordinator ^{From} _____ ^{To} Assistant Football Coach/ Offensive Coordinator _____

Status: _____
Salary Adjustment: \$75,000.00 _____ \$105,000.00 _____

List total funds currently paid this employee by Southern University:

*See Reverse Side
Comments: (Use back of form)

Source of Funds (Current)	Amount
218900-21802-61002-29000	\$105,000.00

*See Reverse Side Graduate School signature (if, applicable): _____

Supervisor Ronan P. Banks _____ Date 5/12/21 _____
Dean/Unit Head
Vice Chancellor Brent H. Huggins _____ Date 5/12/21 _____
Chancellor Ronan P. Banks _____ Date 5/12/21 _____

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

- White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.
- Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.
- Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.
- Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- American Indian or Alaskan Native, a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

Zachary Grossi is receiving a salary increase of \$75,000 effective May 1, 2021. This increase comes from accepting additional duties within the football program.

Must be completed by hiring supervisor:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM – 5:00 PM M-S

EMPLOYEE DIRECT SUPERVISOR: Roman Banks

SUPERVISOR/DEPARTMENT CONTACT NUMBER 771-5908

NUMBER OF EMPLOYEES SUPERVISED, (if any) None

HR USE ONLY: STATUS (check one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, I-1-B and J-1 visas, passport, and K-1/I-94/I-20. The latter seven (7) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
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Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (E-1 Visa-INS Prior Approval-“Practical Work Experience”)	F0	

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- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form-Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Reference Check Form (reference check performed by hiring supervisor)
- Authority to Release (signed by employee) (submitted to HR with Verification of Fingerprints form signed by State Police)
- Criminal/Background Check Process (forms completed by employee/ submitted to State Police)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment Form (completed by hiring supervisor)
- Proposed Employee Clearance Form (completed by hiring supervisor)
- Letter of Justification for Restricted/ Job Appointment/Detail/CS Rule 6.5g appointments
- Citizenship/Visa Status Verified, I-20/I-94 provided, if applicable

ZACHARY M. GROSSI

EDUCATION

Concord University, Athens, WV

Bachelor of Science- Recreation and Tourism Management (Concentration in Sports Management)

Graduated May 2013

California University of Pennsylvania, California, PA 2008

WORK EXPERIENCE

Hampton University (Hampton, Virginia) – Big South Conference

Quarterbacks Coach – February 2019- Present



- Responsible for recruiting and developing the Quarterbacks
- Implemented NFL passing game
- Set school records for completions, yards and touchdowns
- Recruited the 757, Washington DC, Maryland and Quarterbacks nationally
- Recruited and signed Florida State QB Deondre Francois

Tampa Bay Buccaneers (Tampa, Florida)

Offensive Quality Control – January 2017 – January 2019



- Assist Offensive Coordinator Todd Monken with the call sheet, practice plan, in game tendency charts
- Assist Wide Receivers Coach Skyler Fulton with all things pertaining to the Wide Receivers (2018), including but not limited to installing the game plan each week, on field drills
- Assist Quarterback Coach Mike Bajakian with all things pertaining to the Quarterbacks (2017)
- Breakdown ALL Opponent & self-scout film, provide self-scout and tendency reports

Assistant to the Head Coach – January 2016 – January 2017



- Assist Head Coach Dirk Koetter in all matters of football operations
- Assist Quarterback Coach Mike Bajakian with all things pertaining to the Quarterbacks
- Create Power Points for all Team Meetings
- Manage the football calendar
- Create and distribute all practice schedules and scripts

Pro Scout – May 2015 – January 2016



- Prepare Advance Scouting Reports & present them to the Coaching Staff
- Evaluate NFL rosters in preparation for preseason cuts
- Evaluate upcoming Free Agents
- Organize and run Free Agent workouts with the Coaching Staff
- Monitoring waiver wire and update depth charts daily

Scouting Assistant – April 2014 – May 2015



- Evaluate NFL teams during preseason in preparation for roster cuts
- Evaluate Pro and College players
- Arrange free agent workouts and college visits
- Create Profile Tapes of College Players and Free Agents
- Attend college pro days and evaluate players
- Assemble advance scouting reports for upcoming opponents

Concord University (Athens, West Virginia)

Offensive Graduate Assistant / Tight Ends Coach / Video Coordinator – August 2013- April 2014



- Responsible for coaching and evaluating the Tight Ends
- Assisted Offensive Coordinator with game planning
- Assisted Strength coach with in season workouts, organized and executed redshirt conditioning program
- Assisted Special Teams Coordinator specifically with the Punt Return team
- Broke down and evaluated opposing teams' film in preparation for games

Southern University and A&M College

Department of Athletics

Job Descriptions

Assistant Coach--Football

Description:

The Assistant Coach for Football is responsible for the direct and independent coaching of student-athletes during practice and games, the assessment and recruitment of prospective student-athletes, the creation of individualized development plans for each student-athlete, development of overall game plans, facilitating team meetings, participating in public relations, marketing and fund raising for the football program and the athletic department, monitoring the academic progress of football student athletes, monitoring football summer camps and clinics, complying with NCAA and Southern University, and state of Louisiana rules and regulations and other administrative duties as assigned by the Head Football Coach..

Characteristic Duties and Responsibilities:

Responsibilities include, but are not limited to: Assist the Head Football Coach in the day-to-day operations of a Division I program, ensure that the Football program demonstrates a commitment to academics and to maintain compliance with NCAA, SWAC, Southern University, and State of Louisiana rules and regulations, recruit student-athletes for Southern University, promote SU Athletics through functions and events, perform additional duties as assigned by the University.

Qualifications:

A bachelor's degree or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Previous experience working in a collegiate athletics department; Demonstrated knowledge and ability in the areas of facilities management, capital projects, student-athlete development, community relations, academics and compliance. Experience in strategic planning and execution; Knowledge of contracting, negotiating and change management; Ability to facilitate and participate in group meetings; Professional written and verbal communication and interpersonal skills; Previous experience in overseeing sport programs; Must be willing to work weekends, evenings and some holidays; Must be able to work cooperatively with the Department's administrative, coaching and support staff as well as various entities and constituents on and off-campus; A master's degree preferred or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Experience in NCAA AMA and Compliance related matters preferred; Previous experience in a Division I collegiate athletics department preferred.



**SOUTHERN
UNIVERSITY**
AND AGRICULTURAL MECHANICAL COLLEGE

DEPARTMENT OF ATHLETICS

**SOUTHERN JAGUARS | PO BOX 9942 | BATON ROUGE, LA 70813
GOJAGSPORTS.COM | FB /SOUTHERNJIAGUARS | TW @SOUTHERNSPORTS**

Memorandum

**TO: Dr. Ray Belton
President/ Chancellor of SU System**

**FROM: AD Roman Banks
Director of Athletics**

Date: April 22, 2021

RE: Football Focused Search

CAMPUS

Dear Dr. Belton

This memo serves as a request to conduct a Focused Search on the Head Football Coach. This position come at a critical juncture as we are preparing to begin the 2021-22 Football season without the services in vital areas. Therefore, there is heightened urgency to fill this position as soon as possible. Although we do not have a name for this position, the salary range has been placed at \$200,000-300,000. Thank you for your consideration.

- **Head Football Coach: (Dawson Odums)**

With your approval, I can move forward with the request.

If you have any questions germane to this request, please contact me as soon as possible. Thanks so much.

Best,

**Roman P. Banks
Director of Athletics
Southern University and A&M College
Baton Rouge Campus**


**Dr. Ray V. Belton
President/ Chancellor
Southern University and A&M College
Baton Rouge Campus**


**Mr. Roman P. Banks
Director of Athletics
Southern University and A&M College
Baton Rouge Campus**

END PAGE

POS CLASS					
EMP CLASS					
III		RT		IV	

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	2	M	9	6	9	5
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CAMPUS: SUS _____ SUBR X SULAC _____ SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ X OTHER _____ (Specify) _____

TYPE OF APPOINTMENT:

_____ Academic (Fac)	<u>X</u> Non-Academic (Uncl)	_____ Civil Service
_____ Temporary	Part-time (<u>100</u> % of Full Time)	_____ Restricted
_____ Tenured	(must be indicated if less than 100%)	_____ Detail # of mos _____
_____ Tenured Track	_____ Undergraduate Student	_____ Job Appointment
_____ Other (Specify) _____	_____ Graduate Assistant	_____ Probationary
	_____ Referee Return To Work	_____ Permanent Status

Previous Employee Dawson Odums Reason Left _____ New Position _____
 Date Left May 4th, 2021 Salary Paid \$210,000

Profile of Person Recommended

Length of Employment July 1, 2020 To June 30, 2021
 Effective Date of Employment May 5, 2021

Name James Rollins SS# [REDACTED] Sex M Race B
 (Last 4 digits only)

Position Title: Interim Head Football Coach Department: Athletics

Check One X Existing Position *Visit Type (See Reverse Side): [REDACTED]
 _____ New Position Visa Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 24 years Southern University Experience 1-year experience
 Degree(s): Type/Discipline (BA-Education): Bachelors of Education Institution/Location (SU-Baton Rouge): McNeese State University-Lake Charles, LA Year: _____

Current Employer Southern University

Personnel Action

Check One _____ New Appointment _____ Continuation _____ Sabbatical _____ Leave of Absence _____
 _____ Transfer X Replacement _____ Other (Specify) _____

Annual Salary \$250,000 Salary Budgeted \$250,000 Hourly Rate, if applicable: _____

Pay Cycle: _____ Biweekly X Monthly _____ Faculty _____

Source of Funds: State Identify Budget: 218900-21802-61002-29000 Location: _____

Change of: _____
 Position: _____ From Assistant Football Coach To Head Football Coach
 Status: _____
 Salary Adjustment: \$58,000 _____ \$250,000.00

List total funds currently paid this employee by Southern University:

Source of Funds (Current)	Amount
218900-21802-61002-29000	\$250,000.00

*See Reverse Side

Comments: (Use back of form) _____

*See Reverse Side Graduate School signature (if applicable): _____

Roman P. Banks 5/11/21 Roman P. Banks 5/11/21
 Supervisor Date Dean/Unit Head Date
[Signature] 5/16/21 _____
 Vice Chancellor Date Chancellor Date
[Signature] 5/16/21 _____

[Signature] 5/5/21
Director/Personnel Date

Vice President/Finance Date
Business Affairs/Comptroller

President Date

Chairman/S.U. Board of Supervisors Date

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native, a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

James Rollins is the replacement Interim Head Football coach receiving the salary of \$250,000 effective May 5, 2021.

Must be completed by hiring supervisor:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM – 5:00 PM M-S

EMPLOYEE DIRECT SUPERVISOR: Roman Banks

SUPERVISOR/DEPARTMENT CONTACT NUMBER 771-5908

NUMBER OF EMPLOYEES SUPERVISED, (if any) None

HR USE ONLY: STATUS (check one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and P-1/I-94/I-20. The latter seven (7) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (E-1 Visa-INS Prior Approval "Practical Work Experience")	F0	

Do Not Write Below This Area - For Human Resource Use Only

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below, the forms are located at Downloadable Forms on the HR website at www.subr.edu/humanresources).

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form-Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Reference Check Form (reference check performed by hiring supervisor)
- Authority to Release (signed by employee) (submitted to HR with Verification of Fingerprints form signed by State Police)
- Criminal/Background Check Process (forms completed by employee/ submitted to State Police)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment Form (completed by hiring supervisor)
- Proposed Employee Clearance Form (completed by hiring supervisor)
- Letter of Justification for Restricted/ Job Appointment/Detail/CS Rule 6.5g appointments
- Citizenship/Visa Status Verified, I-20/I-94 provided, if applicable

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Head Football Coach AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Athletics

(Department or Unit)

- | | | | |
|---|--|---|--|
| <input checked="" type="checkbox"/> Replacement | <input type="checkbox"/> New Position | <input type="checkbox"/> Unclassified | <input type="checkbox"/> State |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input type="checkbox"/> Grant-in-Aid |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty this is same as tenure track) | <input type="checkbox"/> System Revenue | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

Head Football Coach, Budget # 218900-21802-61002-29000

Salary/Range: \$200,000-\$300,000 Previous Incumbent (if replacement): Dawson Odums

Approved Disapproved Roman P Banks (TOS) 4/22/2021
 Department Head Date

Approved Disapproved Lashonda Sturgis (TOS) 4/22/2021
 Dean/Director/Supervisor of Budget Unit Date

218905

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>James K Johnson</u>	<u>4/27/21</u>
Signature	Date
Budget Number <u>218900-21802-29000</u>	

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>MH</u>	Job Class: <u>23930</u>
<u>Mikhael Williams</u>	<u>4/27/21</u>
Verified By:	Date:

Approved Disapproved B. Pugh 4/28/21
 Vice Chancellor Date

Approved Disapproved _____ Date
 Chancellor/Vice President

Approved Disapproved _____ Date
 President

An Equal Opportunity Employer

Vacancy Announcement System (VAS)

Position Vacancy Announcement Request

Date: 04/20/2021 Department: Athletics

SUS SUBR SULC SUAREC SUNO SUSLA

Application Deadline: 04/07/2021 Date position to be filled: 04/17/2021

Position Title: Head Football Coach Civil Service Pay Level: _____

Salary (annual): _____ or Salary Range: \$200,000 to \$300,000

Please check all categories that apply to this position:

Status:	Faculty Position	Unclassified Position	Classified Position
<input type="checkbox"/> Part-time % of time	<input type="checkbox"/> Temporary	<input type="checkbox"/> Administrative	<input type="checkbox"/> Probationary
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Tenure	<input type="checkbox"/> Temporary	<input type="checkbox"/> Job Appointment
	<input type="checkbox"/> Tenure Track (Probationary)	<input type="checkbox"/> Permanent	<input type="checkbox"/> Provisional Appointment
	<input type="checkbox"/> Grant	<input type="checkbox"/> Grant	FOR HR USE ONLY: CS Job Code: _____
	<input type="checkbox"/> Contract	<input type="checkbox"/> Contract	

Contact Person: Roman Banks Telephone No: 225-771-5930

Contact Email Address: Roman.Banks@subr.edu

Contact e-mail address is for:

Human Resources utilization only posting to VAS website

Brief job description [Maximum 12 lines @ 250 characters (including spaces) per line]:

The Head Football Coach will report directly to the Director of Athletics. Efficiently and effectively managing and overseeing the day-to-day operations, attend daily staff meetings; coach student-athletes in practice sessions and game day prep; maintain ethical relations with all student-athletes; coordinate and assist with oversight of team managers; adherence to laws, bylaws, rules, regulations and constitutional provisions of the federal government, state of Louisiana, NCAA, SWAC, Southern University and/or any other governing authority.

Minimal qualifications [Maximum 12 lines @ 250 characters (including spaces) per line]:

Bachelor's degree from a 4 year university
 Possess strong, written and oral communication skills and organizational skills
 Must be available to work and travel evenings and weekends
 Must demonstrate successful coaching and/or playing experience at the collegiate level
 Valid driver's license

Remarks/How To Apply (letter of application, curriculum vita, resume', references, etc)/Mailing Address

[Maximum 12 lines @ 250 characters (including spaces) per line]:

Mail letter of application, resume, and references to Roman Banks, Director of Athletics, Southern University, P.O. Box 9942, Department of Athletics, Baton Rouge, LA 70813.

Note: Approved Position Vacancy Authorization form(s) must be received in the Office of Human Resources before vacant positions will be announced.

JAMES E. ROLLINS

EXPERIENCE

University of Texas at San-Antonio San Antonio, TX
Defensive Coordinator/Associate Head Coach/Secondary Coach January 2018 to December 2019

- **Coaching Responsibilities:** Design and install defensive scheme; devise defensive game plan each week; practice planning and scripting; lead defense meetings; teach technique for secondary and entire defense; mentor players academically and socially; directly assist head coach with decisions; serve as leader of team activities in head coach's absence
- **Primary Off-Field Responsibilities:** Prepared defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent; script all defensive periods
- **Recruiting Responsibilities:** Primary recruiter for New Orleans, LA; Lafayette, LA; Lake Charles, LA; Houston, TX; Southwest Louisiana; Southeast Texas
- **Accolades:** In 2019 the UTSA Roadrunners football defensive unit recorded 98 tackles for loss, 23 sacks and 19 turnovers which ranked fourth in C-USA and 36th on the National scale. 4 All-Conference C-USA players.

University of Texas at San-Antonio San Antonio, TX
Associate Head Coach/ Linebackers Coach January 2016 to December 2017

- **Coaching Responsibilities:** Install defensive scheme and teach technique of linebacker play; practice planning and scripting; mentor players academically and socially; head coach with decisions; serve as leader of team activities in head coach's absence
- **Primary Off-Field Responsibilities:** Prepared defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent; script all defensive periods; coordinate recruiting efforts
- **Recruiting Responsibilities:** Primary recruiter for New Orleans, LA; Lafayette, LA; Lake Charles, LA; Houston, TX; Southwest Louisiana; Southeast Texas
- **Accolades:** Helped mentor one of the top defensive units in the Nation. The UTSA defense led C-USA in 7 different categories and ranked in the top 10 amongst all FBS teams in 5 of those categories. The UTSA defense also held 11 of its opponents to 300-or-less yards of total offense. Helped guide the Roadrunners to a 6-win season in 2016 to attend the Gildan New Mexico Bowl, the school's first Bowl Game in program history.

Tulane University Football Program New Orleans, LA
CO-Defensive Coordinator/Secondary Coach January 2015 to December 2015

- **Coaching Responsibilities:** Design and install defensive scheme; devise defensive game plan each week; practice planning and scripting; lead defense meetings; teach technique for secondary and entire defense; mentor players academically and socially; directly assist head coach with decisions; serve as leader of team activities in head coach's absence
- **Primary Off-Field Responsibilities:** Prepared defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent; script all defensive periods; assist recruiting
- **Recruiting Responsibilities:** Primary recruiter for New Orleans, LA; Lafayette, LA; Lake Charles, LA; Houston, TX; Southwest Louisiana; Southeast Texas; and South Florida.

McNeese State University Football Program

CO-Defensive Coordinator/Secondary Coach/Linebacker Coach

Lake Charles, LA

January 2005 to January 2008

- **Coaching Responsibilities:** Design and install defensive scheme; devise defensive game plan each week; practice planning and scripting; lead defense meetings; teach technique for secondary and entire defense; mentor players academically and socially; directly assist head coach with decisions; serve as leader of team activities in head coach's absence
- **Primary Off-Field Responsibilities:** Prepared defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent; script all defensive periods; assist recruiting
- **Recruiting Responsibilities:** Primary recruiter for New Orleans, LA; Lafayette, LA; Lake Charles, LA; Houston, TX; Southwest Louisiana; Southeast Texas
- **Accolades:** Southland Conference Champions: 2006 and 2007; Playoff Appearances: 2006 and 2007; Three-Year Record: 23-10

Northwestern State University Football Program

Secondary Coach

Natchitoches, LA

January 2003 to January 2005

- **Coaching Responsibilities:** Install defensive scheme and teach technique of defensive back play; practice planning and scripting; present opponent's pass game to defense each week
- **Primary Off-Field Responsibilities:** Prepared defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent; script all defensive periods; coordinate recruiting efforts
- **Recruiting Responsibilities:** Primary recruiter for New Orleans, LA; Lafayette, LA; Lake Charles, LA; Houston, TX; Southwest Louisiana; Southeast Texas; and South Florida.
- **Accolades:** Southland Conference Champions: 2004; 1st in the Nation in Total Defense: 2004

Lamarque High School Football Program

Secondary Coach

Lamarque, TX

January 2002 to January 2003

- **Responsibilities:** Install defensive scheme and teach technique of defensive back play; practice planning and scripting; present opponent's pass game to defense each week; prepare defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent
- **Accolades:** District Champion and State Finalist. 16 players signed to Division I Football Scholarships.

Galveston Ball High School Football Program

Secondary Coach

Galveston, TX

January 1999 to January 2002

- **Responsibilities:** Install defensive scheme and teach technique of defensive back play; practice planning and scripting; present opponent's pass game to defense each week; prepare defensive playbook, call sheet, hit chart, ready list and depth chart for game use; broke down opponent game film and prepared scouting report for each opponent
- **Accolades:** District Champion and State Quarterfinalist. 11 players signed to Division I Football Scholarships.

EDUCATION

McNeese State University, Lake Charles, LA

Bachelors of Education 1996



Southern University and A&M College

Department of Athletics

Job Descriptions

Head Coach—Football

Description:

The Head Coach for Football is responsible for all direct and independent coaching of student athletes during practice and games, the assessment and recruitment of prospective student athletes, the creation of individualized development plans for each student-athlete, development of overall game plans, facilitating team meetings, participating in public relations, marketing and fund raising for the football program and the athletic department, monitoring the academic progress of football student athletes, monitoring football summer camps and clinics, complying with NCAA and Southern University, and state of Louisiana rules and regulations and other administrative duties as assigned by Athletic Director.

Characteristic Duties and Responsibilities:

Responsibilities include, but are not limited to: Day-to-day operations of a Division I program, ensure that the Football program demonstrates a commitment to academics and to maintain compliance with NCAA, SWAC, Southern University, and State of Louisiana rules and regulations, recruit student-athletes for Southern University, promote SU Athletics through functions and events, perform additional duties as assigned by the University.

Qualifications:

A bachelor's degree or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Previous experience working in a collegiate athletics department; Demonstrated knowledge and ability in the areas of facilities management, capital projects, student-athlete development, community relations, academics and compliance. Experience in strategic planning and execution; Knowledge of contracting, negotiating and change management; Ability to facilitate and participate in group meetings; Professional written and verbal communication and interpersonal skills; Previous experience in overseeing sport programs; Must be willing to work weekends, evenings and some holidays; Must be able to work cooperatively with the Department's administrative, coaching and support staff as well as various entities and constituents on and off-campus; A master's degree preferred or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Experience in NCAA AMA and Compliance related matters preferred; Previous experience in a Division I collegiate athletics department preferred



SOUTHERN
UNIVERSITY

AND A&M COLLEGE

DEPARTMENT OF ATHLETICS

SOUTHERN JAGUARS | P.O. BOX 9942 | BATON ROUGE, LA 70814

GOJAGSPORTS.COM | 1 /SOUTHERNJAGUARS | @SOUTHERNSPORTS

To Whom This May Concern:

Please accept this memorandum as a request and formal justification to amend the salaries of the individuals noted below effective May 1, 2021. Please be advised that this individual is receiving a salary adjustment because of the ongoing commitment and being assigned additional duties within the Department of Athletics directly in the Football program.

- **Assistant Football Coach: Lionel Washington \$90,000**

If you have any questions germane to this request, please contact me as soon as possible. Thanks so much.

Best,

Roman P. Banks

Roman P. Banks
Director of Athletics
Southern University and A&M College
Baton Rouge Campus

Dr. Ray L. Belton
President/Chancellor
Southern University A&M College
Baton Rouge Campus

BLUE

POS CLASS					
EMP CLASS					
III		RT		LV	

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	2	M	9	6	5	0
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CAMPUS: SUS _____ SUBR X SULAC _____ SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ X OTHER _____ (Specify) _____

TYPE OF APPOINTMENT:

<input type="checkbox"/> Academic (Fac)	<input checked="" type="checkbox"/> Non-Academic (Incl)	<input type="checkbox"/> Civil Service
<input type="checkbox"/> Temporary	<input type="checkbox"/> Part-time (100 % of Full Time) (must be indicated if less than 100%)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Detail #of mos _____
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Retiree Return To Work	<input type="checkbox"/> Probationary
		<input type="checkbox"/> Permanent Status

Previous Employee _____ Reason Left _____
Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment July 1, 2020 To June 30, 2021
Effective Date of Employment May 1, 2021

Name Lionel Washington SS# 502874613 Sex M Race* B
(Last 4 digits only)

Position Title: Assistant Football Coach Department: Athletics

Check One Existing Position *Visa Type (See Reverse Side):

New Position Visa Expiration Date: _____
(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 20 years Southern University Experience 4 years

Degree(s): Type/Discipline (BA-Physical ED); Institution/Location (New Orleans, LA): Year:
B.S. Physical ED Tulane University 1979-83

Current Employer Southern University

Personnel Action

Check One New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) _____ Salary Increase _____

Annual Salary \$90,000 Salary Budgeted \$90,000.00 Hourly Rate, if applicable: _____

Pay Cycle: Biweekly Monthly Faculty

Source of Funds: State Identify Budget: 218900-21802-61002-29000 Location: _____

Change of:

	<u>From</u>	<u>To</u>
Position:	<u>Assistant Football Coach</u>	<u>Assistant Football Coach</u>
Status:	_____	_____
Salary Adjustment:	<u>\$80,000.00</u>	<u>\$90,000.00</u>

Source of Funds (Current)	Amount
218900-21802-61002-29000	\$90,000.00

List total funds currently paid this employee by Southern University:
*See Reverse Side
Comments: (Use back of form) _____

*See Reverse Side Graduate School signature (if, applicable): _____

<u>Roman P. Bandy</u> Supervisor	<u>5/15/21</u> Date	<u>Roman P. Bandy</u> Dean/Unit Head	<u>5/15/21</u> Date
<u>[Signature]</u> Vice Chancellor	<u>5/16/21</u> Date	<u>[Signature]</u> Chancellor	<u>5/16/21</u> Date

[Signature] 5/5/21
Director/Personnel Date

Vice President/Finance Date
Business Affairs/Comptroller

President Date

Chairman/S.U. Board of Supervisors Date

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

- White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.
- Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.
- Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- Asian or Pacific Islander, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- American Indian or Alaskan Native, a person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

Lionel Washington is receiving a salary increase of \$90,000 effective May 1, 2021. This increase comes from accepting additional duties within the football program.

Must be completed by hiring supervisor:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM – 5:00 PM M-S

EMPLOYEE DIRECT SUPERVISOR: Roman Banks

SUPERVISOR/DEPARTMENT CONTACT NUMBER 771-5908

NUMBER OF EMPLOYEES SUPERVISED, (if any) None

HR USE ONLY: STATUS (check one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and E-1/T-94/I-20. The latter seven (7) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-“Practical Work Experience”)	F0	

Do Not Write Below This Area - For Human Resource Use Only

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below, the forms are located at Downloadable Forms on the HR website at www.subr.edu/humanresources).

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form-Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Reference Check Form (reference check performed by hiring supervisor)
- Authority to Release (signed by employee) (submitted to HR with Verification of Fingerprints form signed by State Police)
- Criminal/Background Check Process (forms completed by employee/ submitted to State Police)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment Form (completed by hiring supervisor)
- Proposed Employee Clearance Form (completed by hiring supervisor)
- Letter of Justification for Restricted/ Job Appointment/Detail/CS Rule 6.5g appointments
- Citizenship/Visa Status Verified, I-20/I-94 provided, if applicable

LIONEL WASHINGTON

SUMMARY OF QUALIFICATIONS

Gaining fame as one of the best defensive minds in the game, Washington has three decades of NFL playing and coaching experience at a high level. Washington played at a high level in the NFL for 15 seasons, one of the longest playing careers for a defensive back in NFL history. After an impressive playing career, Washington has turned in impressive stops at every coaching stop along the way. In Green Bay and Oakland he tutored and helped mold some of the NFL's best and most dominant defensive backs, including Nnamdi Asomugha, Darren Sharper, Al Harris, and Charles Woodson, as well as multiple other Pro-Bowl defensive backs. Now, in only his third year as Defensive Coordinator at Tulane University, Tulane's Defense is regarded as one of the best in the entire nation, despite consisting of a large contingent of freshman and sophomore players. His firm but fair approach, and extensive football acumen in the nuances of the game, has helped him garner the trust and respect of all the players he has coached. He is known for his ability to break down and explain both player successes and mistakes to the players in a way that constantly maximizes their potential and motivates them to excel. Washington represents the ideal Head Coach candidate who has both the necessary coaching experience and background of success, as well as the outgoing and charismatic personality needed to proudly represent a university's football program.

COACHING EXPERIENCE

University of the Incarnate Word, San Antonio, TX

2016

SECONDARY COACH

-In 2016, coached the Cardinal's secondary, and assisted with planning and organizing the weekly game plan.

Tulane University, New Orleans, LA

2012-2015

CO-DEFENSIVE COORDINATOR

-In 2013, Tulane made its first Bowl appearance in a dozen years and won 7 games, a feat accomplished less than 10x in its entire program history. The successful and quick turn around is attributed predominantly to the job Washington has done with the Defense, turning it from a perennial pushover, into a national powerhouse.

-*Lorenzo Doss*: E-USA Defensive Player of the Year, C-USA First Team All-Conference, Sports Illustrated All-American, Walter Camp Second Team All-America, Jim Thorpe Defensive Player of the Week.

-*Sam Scofield*: C-USA Defensive Player of the Week, Bronko Nagurski, National Defensive Player of the Week, LSWA Defensive Player of the Week.

-*Julius Warmesley*: All C-USA Honors in 2013 after leading team with 18.5 TFL, Honorable Mention 2012, now with the Seattle Seahawks.

2014 NCAA Rankings (Current)

-5th in Red Zone Defense

-12th in Turnovers Gained

-19th in Interceptions

-21st in Fumbles Recovered

-24th in 4th Down Conversion % Defense

-26th in Tackles for Loss

-30th in Passing Yards Allowed

-38th in First Down Defense

-49th in Total Defense

2013 NCAA Rankings

-2nd in Tackles for Loss (1st C-USA)

-14th in Red Zone Defense (2nd C-USA)

-2nd in Turnovers Gained (1st C-USA)

-18th in Rushing Defense (2nd C-USA)

-3rd in Fumbles Recovered (2nd C-USA)

-23rd in Pass Efficiency Defense (3rd C-USA)

-5th in Interceptions (1st C-USA)

-24th in Scoring Defense (2nd C-USA)

-5th in Passes Deflected (3rd in C-USA)

-25th in Total Defense (3rd C-USA)

-7th in Sacks (1st in C-USA)

Southern University and A&M College

Department of Athletics

Job Descriptions

Assistant Coach--Football

Description:

The Assistant Coach for Football is responsible for the direct and independent coaching of student-athletes during practice and games, the assessment and recruitment of prospective student-athletes, the creation of individualized development plans for each student-athlete, development of overall game plans, facilitating team meetings, participating in public relations, marketing and fund raising for the football program and the athletic department, monitoring the academic progress of football student athletes, monitoring football summer camps and clinics, complying with NCAA and Southern University, and state of Louisiana rules and regulations and other administrative duties as assigned by the Head Football Coach.

Characteristic Duties and Responsibilities:

Responsibilities include, but are not limited to: Assist the Head Football Coach in the day-to-day operations of a Division I program, ensure that the Football program demonstrates a commitment to academics and to maintain compliance with NCAA, SWAC, Southern University, and State of Louisiana rules and regulations, recruit student-athletes for Southern University, promote SU Athletics through functions and events, perform additional duties as assigned by the University.

Qualifications:

A bachelor's degree or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Previous experience working in a collegiate athletics department; Demonstrated knowledge and ability in the areas of facilities management, capital projects, student-athlete development, community relations, academics and compliance. Experience in strategic planning and execution; Knowledge of contracting, negotiating and change management; Ability to facilitate and participate in group meetings; Professional written and verbal communication and interpersonal skills; Previous experience in overseeing sport programs; Must be willing to work weekends, evenings and some holidays; Must be able to work cooperatively with the Department's administrative, coaching and support staff as well as various entities and constituents on and off-campus; A master's degree preferred or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; Experience in NCAA AMA and Compliance related matters preferred; Previous experience in a Division I collegiate athletics department preferred.

FACILITIES AND PROPERTY

FACILITIES AND PROPERTY COMMITTEE

(Following Athletics Committee)

Friday, May 21, 2021

Smith-Brown Student Union

Cotillion Ball Room

Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item
 - A. Request Approval of Small Capital Outlay Project (SUBR)
6. Information Item
 - A. Facilities Planning Project Updates (SUS)
7. Other Business
8. Adjournment

MEMBERS

Dr. Rani Whitfield – Chairman, Ms. Arlanda Williams – Vice Chair,
Mr. John Barthelemy, Mr. Richard Hilliard, Mr. Myron Lawson, Dr. Leon Tarver
Atty. Domoine D. Rutledge- Ex Officio

LOUISIANA BOARD OF REGENTS
SMALL CAPITAL PROJECT RECORD AND APPROVAL FORM
(Projects \$175,000 - \$1,000,000)*

INSTITUTION: SOUTHERN UNIVERSITY

PROJECT NAME/TITLE: SU GATEWAY

PROJECT LOCATION: Southern University Baton Rouge entrance at the foot of the overpass (the Hump) at the intersection of Scenic Hwy & Harding Blvd

 Baton Rouge
City

 East Baton Rouge
Parish

Ownership of affected property: a) Institutionally Owned X
b) Leased/Rented c) Owned by Other State Agency

PROJECT COST:

Estimated cost of project (excluding arch./enrg. fees):

Funding: a) Operational Funds
b) Auxiliary Funds
c) Self-Generated (Describe Self-Gen Source) X
d) *Short-Term Note (Provide Pro-Forma)
*Include Loan Interest Rate, Payment Schedule, Source of Pledged Funds, etc.
d) Other (describe)

PROJECT SCHEDULE:

Does project require Facility Planning & Control (FP&C) Selection Board process? NO

IF NO - Anticipated construction starting date: 12/21 Completion date: 06/22

Is Arch./Engr. planning underway? YES

If so, explain status of planning and anticipated bid date, etc.: **Conceptual Design completed, Renderings completed, Estimated Construction Costs Submitted. Anticipated bid date = 12/21**

IMPACT ON OPERATING BUDGET:

As a result of this project, annual operating cost will:

Increase Decrease Remain the same X

If an increase or decrease, explain amount of change in personnel, utilities, insurance, etc.:

PROJECT COORDINATION:

Architectural and/or engineering planning will be done by:

a) Institutional Personnel b) Private Contract X

Actual construction, renovation, repair work will be done by:

a) Institutional Personnel b) Private Contract X

Will any other agencies/personnel be involved in this project? If so, explain:

**Institutions seeking to borrow funds to cover the design and/or construction cost shall provide detailed information related to the short-term note, including but not limited to, a pro-forma.*

AREAS SERVED BY PROJECT:

ACADEMIC X ADMINISTRATIVE X AUXILIARY X

PROJECT DESCRIPTION:

Please explain the following in the space below (provide detailed response, including pro-forma for short-term note funded projects; add lines/page if necessary):

a) Justification for project- **The beautification and updating of the entrance to the Southern University Baton Rouge campus in effort to preserve, recruit and retain a legacy of excellence**

b) Scope of work, equipment, etc.- **Site work, demolition, piles, stamped concrete, CMU wall structures, structural steel, bricking, steel arches, site lighting, waterproofing and landscaping.**

c) Relationship and cost of past and future phases- Nothing comparable

d) Size of structure or area to be renovated and cost per square foot
Include a reduced copy of plan or a sketch of work. Attach additional pages if necessary.

CONTACT PERSON:

List person to contact for further information concerning this project:

Name: Maurice Pitts Telephone number: 225-771-2488

Email: maurice_pitts@subr.edu

APPROVALS:

INSTITUTION:

This project complies with applicable local, state and federal requirements.

By _____ Date _____
Chancellor or Designee

MANAGEMENT BOARD:

Date Received _____

Staff Approval Date _____ By _____
President or Designee

BOARD OF REGENTS:

Date Received _____

BoR Staff Approval Date _____ By _____
Commissioner of Higher Education

**Institutions seeking to borrow funds to cover the design and/or construction cost shall provide detailed information related to the short-term note, including but not limited to, a pro-forma.*



Office of Facility Services

Physical Plant
Custodial Services
Landscaping Services
Fire & Life Safety
Risk Management & Insurance

Benjamin Kraft Building
James L. Hunt St.
P.O. Box 11815
Baton Rouge, LA 70813

Office: 225.771.4740
Fax: 225.771.2378

May 4, 2021

Hon. Dr. Ray L. Belton

President of Southern University System
4th Floor J.S. Clark Administration Building
Baton Rouge, Louisiana 70813

Re: Southern University System Office of Facilities Planning Project Updates

Dear Dr. Belton,

We are transmitting the attached updated facilities planning document report for the SU System campuses, which indicates continuous progress of site & building construction, renovations and building upgrades for your files.

Should you have any questions, please don't hesitate to call me. Your approval and sustained support of Southern University Office of Facilities Planning is greatly appreciated.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Maurice Pitts', written over a light blue circular stamp.

Maurice Pitts,
Executive Director and Interim Director of Facilities Planning
Office of Facility Services
SUBR, SUS

Attachments enclosed: Progress report and construction pictures

Southern University and A&M College				
Facilities and Property Report				
<i>SU System Campuses Projects</i>				
AGENCY	PROJECT NAME	PROJECT BUDGET		COMMENTS
SUAG	SUAG Arena building exterior painting and wall svstem/roof canopy repairs	\$ 350,000.00		Pending Funding
SUAG	SUAG - A. O. Williams Hall Renovations - Phase 2, Part 1 Westside Attic & interior moisture control and Mechanical System upgrades	\$ 1,660,400.00		Pre-construction meeting for abatement 4/26/21. Mold remediation has begun. Construction slated for June. Project estimated end date December 2021
SUAG	SUAG - A. O. Williams Hall Renovations - Phase 2, Part 2 Eastside, ext. wall flashing, de- brick masonry and Mechanical System upgrades	\$ 4,000,000.00		Projected to go out for bidding in July.
SUAG	SUAG New Mega Disaster Relief Shelter (2,500 beds)	\$ 23,375,000.00		Design contract awarded to Domain Architects and Modus, Inc.
SUAG	SUAG Urban Forestry & Natural Resources Headhouse Renovations	\$ 350,000.00		Bid awarded to Dynamic Construction; Pre-construction 4/29/21
SUBR	New Science "STEM" Complex Building	\$ 48,000,000.00		Prelim-program submitted to FP&C; awaiting architect selection.
SUBR	W. W. Stewart Hall Auditorium Mech. HVAC repairs/upgrades and J. S Clark Adm. Building - Upgrade chill water and hot water pumps and install new automated digital controls	\$ 610,000.00		Currently in progress
SUBR	DOTD Ravine Erosion Control & Road Improvements	\$ 8,000,000.00		Currently in progress
SUBR				

SUBR	J. W. Fisher Renovations Phase 1 - classroom Labs hoods, lab casework, Mech., Elect, Window sys. Interior finishes upgrades pj# 01-107- 18-02 WBS-F.01003868	\$ 8,500,000.00	Ready for bidding predecated on vacating current personnel
SUBR	Demolition of Jesse Owens. Hall	\$ 252,664.00	Bidding
SUBR	SU Laboratory School Addition and Upgrades	\$ 8,029,200.00	Prelim-program being finalized.
SUBR	Stewart Hall - Wall Mount HVAC Units upgrades	\$ 1,800,000.00	Preliminary programming and cost estimating
SUBR	Ruffin Paul Central Plant - Loop Pumps, Valves, VFDs	\$ 322,000.00	Initial project completed however, with it coming under budget, additional funds have been approved to be repurposed for additonal valves. SU will manage project.
SUBR	ADA Safety Compliance & Drainage Project at the Law Center	\$ 95,400.00	Complete, awaiting CO approval for additional work.
SUBR	Repairs of 100ft tower and parking lot lighting upgrades to LED's - West and East of F G Clark Activity Center / Upgrade lighting system for classrooms, exits and stairwells in various buildings (Disaster Relief Shelter) WBS:F.19002290	\$ 291,000.00	Awarded to Sun Industries; waiting on light fixtures to be delivered.
SUBR	Demolition of Washingtoo Hall and Collections & Receivab_les Building	\$ 368,816.00	Awarded to Lathan Conctruction; begins 5/10/21.
SUBR	SU Laboratory School Elementary Build-1 Exterior Window & Build-2 Interior, Gym Roof and North Parking Lot upgrades	\$ 740,000.00	Currently awaiting plan review by FP&C
SUBR	Navy ROTC (Army ROTC- review 20 year warranty) Roof Replacement	\$ 110,000.00	Plan review by FP&C and SUBR
SUBR	J. B. Moore Hall Roof Replacement	\$ 300,000.00	Plan review by FP&C and SUBR

SUBR	DOTD - Information Center @ SUBR Campus	\$ 5,625,876.00	Awarded to Blount Construction; site work has begun water line removed and relocated.
SUBR	WW Stewart Hall Renovations to 2nd floor Restrooms Renovations	\$ 175,000.00	Awarded to Integrity Builders; shop drawing submitted to architect for review.
SUBR	Law Center Mechanical HVAC Upgrades Phase 1	\$ 350,000.00	In design with architect and engineers
SUBR	Law Center Mechanical HVAC upgrades Phase 2	\$ 390,000.00	In design with architect and engineers
SUNO	Washington Library - Reroofing	\$ 525,000.00	Manning Architects to proceed with design planning phase in progress Nov 2020
SUNO	ADA Compliant Restrooms and Public accommodations in the Cafeteria, University Center, Health & Physical Education, Library and Administration Building, Planning and Construction	\$ 1,650,000.00	Program under review from SUNO for review by FP&C for selection of Designer in April 2021
SUNO	Site Parking Lot Restoration Phase 1 & 2 - Demo of temporary fema trailers on the lake campus (classrooms) and park campus (conf. center).	\$ 2,154,846.00	Active - Phase 2 - 75% complete - pending additional planning meeting w/ Fp&c. All South Eng. designer - planning 10 June 20 w/ a/c \$1,709,918 - bidding in Feb 2021
SUNO	Campus sidewalk and parking lot upgrades / repairs for various locations on the Park Campus and Lake Campus WBS-F.19002262	\$ 145,000.00	Active - planning by Studio Kiro Nov 2019, CD planning and bidding Oct 2020 - pending bids Feb 2020

SUNO	Demolition of existing Buildings - New Science and Old Science Buildings	\$ 1,393,000.00	Active - planning by Manning Architects w/ pre-design meeting Oct. 2019 - bidding date is set for Sept/Oct 2020/Jan 19, 2021 - pending to award project to lower bidder in review by fp&c Jan/Feb 2021
SUNO	Administration Building - Roof upgrades	\$ 350,000.00	Verges Rome Architects in Design planning phase
SUSLA	Lewis Collier Hall Science Building Renovaion, Planning and Construction	\$ 4,200,000.00	pending program from SUSLA for review by FP&C for selection of Designer in April 2021
SUSLA	Gymnasium roof replacement I building ext. walls & Mech. System upgrades	\$ 400,000.00	Engineering study by fp&c in progress for planning phase Jan. 2021
SUSLA	Library Building Roof Replacement Building	\$ 160,000.00	pending proj# to proceed by fp&c
SUSLA	Mechanical/HVAC System· Repairs - Controls - WBS:F.19002199	\$ 476,000.00	Active - pending planning & bidding - Purtle & Assoc. Eng. - planning Des. Dev. Phase: Re-bid date pending for Feb 2021
SUSLA	ADA Restrooms upgrades Downtown Metro 3rd & 4th floors - WBS:F.19002255	\$ 202,747.00	Active - pending planning by Fp&c - Designer McNew Architects (Brian McNew 318-219-7388) - pending final CD's completion Feb. 2021 to set-up for bidding March 2021
SUSLA	Louis Collier Hall (Site campus drainage upgrade throughout the main campus) WBS:F.19002260	\$ 47,828.00	Active - planning by The 3- K LW Company Inc. - pending additional funds by the State

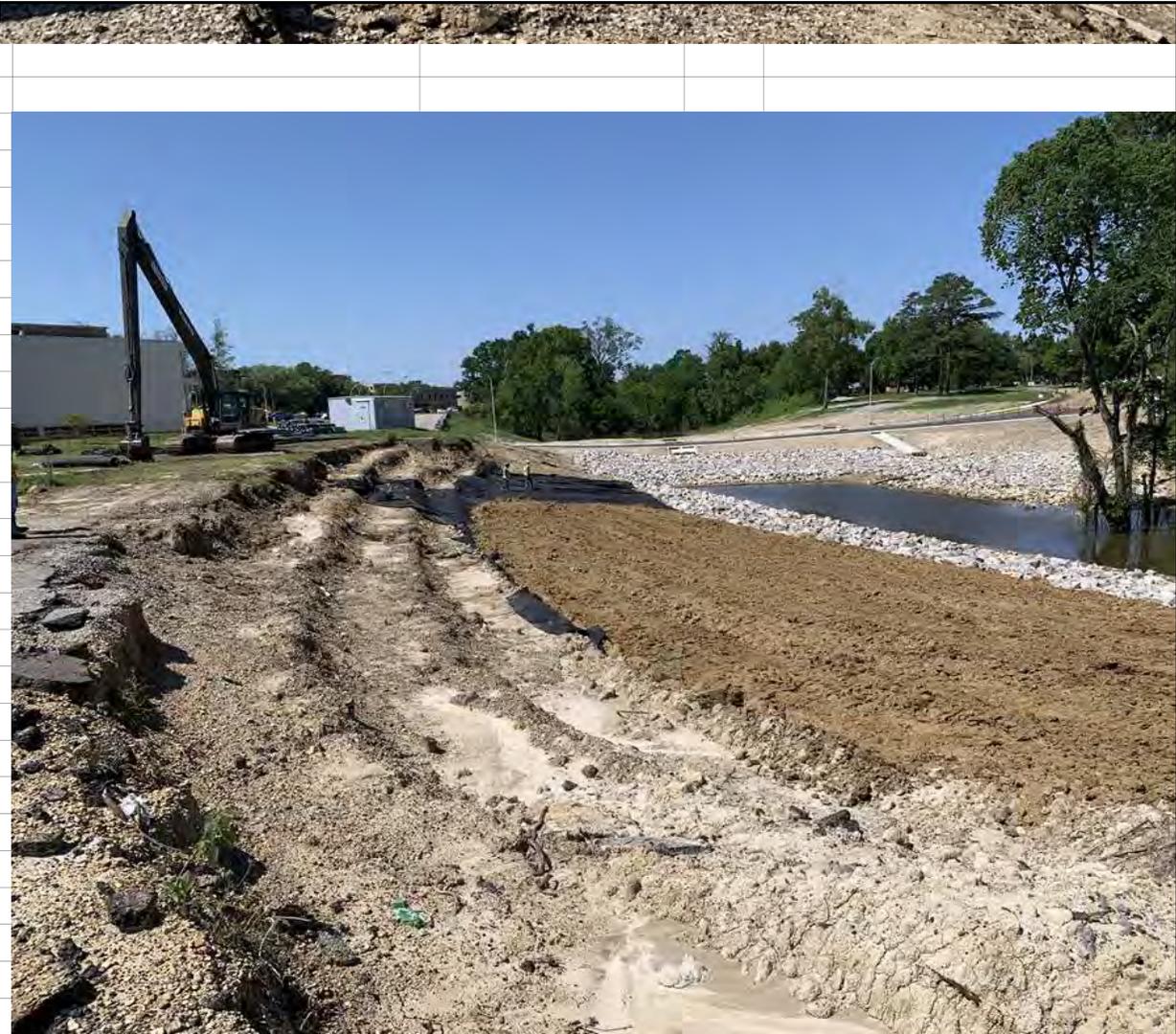
SUSLA	Mechanical System - Replace Air Handler Units and Duct system, Fan Coils, Exhaust Fans (Science Building (S07505), (Fine Arts, S07509 & Jesse Stone, S07511) Server Unit Repair (IT, Main Campus, S07503), Replace Fan Coil Unit Motors and (Administration S07503), Replace Pumps (Administration S07503) - WBS:F.19002261	\$ 515,000.00	Active - planning by Purtle & Associates Sept 2019 - Pre Bid meeting Sept 11, 2020 and Bid open Sept 24, 2020 low bid by The Payne Company at \$399,000 - pre-Const. meeting Jan 2021 and work in progress
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TOTAL		\$ 125,914,777.00	
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SUBR - Ravine Erosion Control and Road Improvements
 Construction is progressing on the BA Little side (50% complete). Projected end date August





FINANCE

FINANCE COMMITTEE
(Following Facilities and Property Committee)
Friday, May 21, 2021
Smith-Brown Student Union
Cotillion Ball Room
Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items:
 - A. Request Approval of Resolution that enables Southern University A&M to incur debt for the purpose of constructing Honors Apartments and a Student Union Complex through the HBCU Financing Program.
 - B. Request Approval to Rededicate Existing Fees to Support the Construction of the New Student Union (SUBR)
6. Informational Item
 - A. Finance Update
 1. Interim Financial Reports
7. Other Business
8. Adjournment

MEMBERS

Dr. Leon R. Tarver–Chairman, Mr. Myron Lawson -Vice Chair
Mr. Sam Gilliam, Atty. Ed Shorty, Mr. Richard Hilliard, Dr. Rani Whitfield,
Atty. Domoine D. Rutledge- Ex Officio

RESOLUTION
BY THE BOARD OF SUPERVISORS OF THE SOUTHERN UNIVERSITY
SYSTEM AUTHORIZING THE INCURRENCE OF DEBT UNDER
THE HBCU CAPITAL FINANCING PROGRAM

WHEREAS, the Board of Supervisors of the Southern University System (the "Board") has the responsibility and authority to manage and direct the affairs of Southern University (the "University"), and to control and dispose of its property and funds; and

WHEREAS, the President of the University must obtain approval of the Board for applying to a proposed lender to obtain the necessary and appropriate financing for the University projects described below (the "Projects"); and

WHEREAS, Section 3351(A)(4) of Title 17 of the Louisiana Revised Statutes of 1950, as amended (LA. R.S. 17:3351(A)(4)), Chapters 13 and 14A of Title 39 of the Louisiana Revised Statutes of 1950, as amended, and Article VII, Section 6(c) of the Constitution of the State of Louisiana of 1974 (the "Constitution" and, together with the cited authority, the "Act"), and other constitutional and statutory authority, authorize the Board of the System to borrow money and to issue bonds, notes or certificates of indebtedness and pledge revenues to guarantee payment thereof in accordance with law and with the approval of the State Bond Commission; and

WHEREAS, the University desires to seek financing of the Projects through the Historically Black Colleges and Universities Capital Financing Program ("HBCU Program") administered by the United States Department of Education in a maximum aggregate principal amount not to exceed \$80,000,000 as evidenced by one or more loans (collectively, the "2021 Loan"), which HBCU Program loan results in below market interest rates; and

WHEREAS, the University understands that it may be required to pledge certain revenues of the University and/or to mortgage certain real property owned by the University as proposed security for the 2021 Loan; and

WHEREAS, all consents and approvals required to be given by public bodies in connection with the authorization, issuance and sale of the Bonds referred to below in Section 4 as required by the Act have been or will be secured prior to the delivery of the Bonds; and

WHEREAS, this Board, by this resolution, desires to provide for the execution and delivery of the Loan Agreement referenced below, and such other documents, instruments and certificates as may be required or necessary in connection with the issuance of the Bonds and to set forth certain details of the Bonds; and

WHEREAS, the Board desires to finance the construction, equipping and furnishing of a [330] bed dormitory (the "Housing Facilities") and student union (the "Student Union"); and

WHEREAS, the Bonds issued to construct, equip and furnish the Housing Facilities shall be payable solely from residence hall rentals collected by or payable to the University and charged by the University to students leasing rooms at the Housing Facilities and the right to receive the same, all proceeds of insurance received or receivable by the University, as a result of any damage to or destruction of the Housing Facilities, or any part thereof, all amounts received or receivable by the University as compensation for the taking or transfer of the Residence Hall Facilities, or any part thereof (collectively the "Housing Facilities Fees") and such other security as may be described in the Supplemental Trust Indenture (the "Supplemental Indenture") for such Bonds including a maintenance reserve fund and debt service reserve fund; and

WHEREAS, the Bonds issued to construct, equip and furnish the Student Union shall be payable solely from not to exceed [\$175 per semester] of certain student fees permitted to be charged (the "Student Union Fees") and such other security as may be described in the Supplemental Indenture, including a maintenance reserve fund and a debt service reserve fund; and

WHEREAS, a portion of the proceeds of the Bonds may be used to fund the escrow reserve subaccount (not to exceed 5.26315% of the 2021 Loan), which may be used to pay for any deficiency related to University's loan or any other participant in the HBCU program.

THEREFORE, BE IT RESOLVED, by the Board as follows:

1. The Board does hereby approve the issuance of not exceeding [\$80,000,000] of Revenue Bonds in one or more subseries or classes to reflect the different purposes of the borrowing for the benefit of the University.

2. One or more Capital Project Loan Agreements (collectively, the "Loan Agreement") by and among The Board of Supervisors of the Southern University System with Rice Capital Access Program LLC and one or more Supplemental Trust Indentures (collectively, the "Trust Indenture") by and between Rice Capital Access Program LLC and The Bank of New York Mellon Trust Company, N.A., be and they are hereby approved in substantially the form now before this Board, with such changes as may be approved by Decuir, Clark and Adams, counsel to the Board.

3. The Chair and the Vice Chair of the System and the President of the University, or any one of them and their designees, are hereby authorized to execute the Loan Agreement and such other documents and certificates as shall be necessary to accomplish the financing described in this resolution. The signatures of the said officers or their designees upon such documents set forth above, or as may be otherwise required for or necessary, convenient or appropriate to the financing described in this resolution, are deemed to be conclusive evidence of their due exercise of the authority vested in them hereunder.

4. The Bonds shall be issued as taxable or tax-exempt revenue bonds, notes, or other evidences of indebtedness in one or more subseries or classes for the benefit of the University, in an aggregate principal amount of not to exceed [\$80,000,000], at a fixed rate not to exceed 30 years from the date thereof, bearing interest at the rate of not exceeding 3.50% per annum, for the purpose (i) constructing, equipping and furnishing the Housing Facilities and the Student Union, (ii) funding reserve funds and (iii) paying costs of issuance. The Bonds issued to construct, equip and furnish the Student Union shall be payable solely from and secured by Student Union Fees of the University and the Bonds issued to construct, equip and furnish the Housing Facilities shall be payable solely from and secured by the Housing Facilities Fees and in each case such other security provided in each Supplemental Trust Indenture, including a maintenance reserve fund and debt service reserve fund.

5. The officers of this Board are authorized and empowered to take any and all further action and to sign any and all documents, instruments and writings as may be necessary to carry out the purposes of this resolution and to file, on behalf of the Board with any governmental board or entity having jurisdiction over the Student Union or the Housing Facilities such applications or requests for approval thereof as may be required by law.

6. By virtue of applicant/issuer's application for, acceptance and utilization of the benefits of the Louisiana State Bond Commission's approval(s) resolved and set forth herein, it resolves that it understands and agrees that such approval(s) are expressly conditioned upon, and it further resolves that it understands, agrees and binds itself, its successors and assigns to, full and continuing compliance with the "State Bond Commission Policy on Approval of Proposed Use of Swaps, or other forms of Derivative Products Hedges, Etc.", adopted by the Commission on July 20, 2006, as to the borrowing(s) and other

matter(s) subject to the approval(s), including subsequent application and approval under said Policy of the implementation or use of any swap(s) or other product(s) or enhancement(s) covered thereby.

IN WITNESS WHEREOF, I have set my hand.

Secretary

Dated: _____

CERTIFICATE

We, the undersigned and duly appointed officers of the Southern University Board of Supervisors do hereby certify that the foregoing is a true and correct copy of a Resolution adopted by the Board of Supervisors at its regular meeting on 21st day of May, 2021 at which meeting more than a quorum was present and voted.

IN WITNESS WHEREOF, we have hereunto signed our names on this 21st day of May, 2021.

Secretary, Southern University Board of Supervisors

Chairman, Southern University Board of Supervisors

Student Government Association

Executive Order No. 1

Reallocation of Student Assessed Fees to the Student Union

- WHEREAS, Southern University and A&M College Strategic Plan: Imagine 20K: 2018-2030, Goal IV commits to improving student life through infrastructural development;
- WHEREAS, the Student Union should be a hub for the creation of community and activity; a collection of services; and student development through student engagement outside of the classroom;
- WHEREAS, the university has found it to be a top priority to construct a New Student Union for the continued recruitment of top scholars and to provide pertinent resources and engagement opportunities to the campus community;
- WHEREAS, current funding for the Smith-Brown Memorial Student Union, by issuance of the self-imposed Student Assessed fess, does not support the erection of a New Student Union;
- WHEREAS, it is necessary to reallocate Student Assessed Fee established by Student Referendum by issuance of executive order No. 1.

NOW THEREFORE I, KEVIN TAYLOR-JARRELL, II., Student Government Association President of Southern University and A&M College, by virtue of authority vested by the Student Government Association Constitution, it is hereby ordered as follows:

SECTION 1. Departments, entities, organizations, and services who receive student assessed fees shall reallocate a portion of funding to the Student Union for the construction of a New Student Union.

SECTION 2. The following student assessed fees shall be effective FY21:

- 20 for 20 \$15.00
- Association for Women Student \$3.00
- Athletic \$245.00
- Career Services \$5.00
- Carrier Fee \$15.00
- Cheerleaders \$2.00
- Gold'N' Bluez Dance Team \$2.00
- Gospel Choir \$1.00
- Human Jukebox \$55.00
- Intramural Complex \$45.00

- Intramural Sports \$2.50
- Jaguar Ambassadors \$2.00
- Jaguar Lanes \$9.00
- Lyceum \$3.00
- Men's Federation \$4.00
- Royal Court \$9.00
- Special Events \$40.00
- Student Government Association \$12.00
- Student Life Improvement \$2.00
- Student Media \$20.00
- Student Organization Support \$8.00
- Student Programs \$3.00

SECTION 4. All departments, entities, organizations, and services mentioned are directed to cooperate in the implementation of this order.

SECTION 5. This order is effective upon signature and shall continue in effect until amended, modified, terminated, or rescinded by the Student Government Association President, or fee increase by Student Referendum.



IN WITNESS WHEREOF, Southern University and A&M College in the City of Baton Rouge, on this 17th day of May, 2021

Kevin Davis-Gault

 Student Government Association President



Southern University and A&M College Student Government Association

New Student Union Fee Reallocation Proposal

<u>Fund Name</u>	<u>Assessed Fee</u>	<u>Proposed Fee</u>	<u>Reallocation</u>
20 for 20	\$ 20.00	\$ 15.00	\$ 5.00
Association for Women Student	\$ 4.00	\$ 3.00	\$ 1.00
Athletic	\$ 250.00	\$ 245.00	\$ 5.00
Career Services	\$ 10.00	\$ 5.00	\$ 5.00
Carrier Fee	\$ 20.00	\$ 15.00	\$ 5.00
Cheerleaders	\$ 3.00	\$ 2.00	\$ 1.00
Gold'N' Bluez Dance Team	\$ 3.00	\$ 2.00	\$ 1.00
Gospel Choir	\$ 3.00	\$ 1.00	\$ 2.00
Human Jukebox	\$ 60.00	\$ 55.00	\$ 5.00
Intramural Complex	\$ 54.00	\$ 45.00	\$ 9.00
Intramural Sports	\$ 2.50	\$ -	\$ 2.50
Jaguar Ambassadors	\$ 3.00	\$ 2.00	\$ 1.00
Jaguar Lanes	\$ 15.00	\$ 9.00	\$ 6.00
Lyceum	\$ 5.00	\$ 3.00	\$ 2.00
Men's Federation	\$ 5.00	\$ 4.00	\$ 1.00
Royal Court	\$ 10.00	\$ 9.00	\$ 1.00
Special Events	\$ 50.00	\$ 40.00	\$ 10.00
Student Government Association	\$ 15.00	\$ 12.00	\$ 3.00
Student Life Improvement	\$ 4.00	\$ 2.00	\$ 2.00
Student Media	\$ 25.00	\$ 20.00	\$ 5.00
Student Organization Support	\$ 10.00	\$ 8.00	\$ 2.00
Student Programs	\$ 3.50	\$ 3.00	\$ 0.50
Total Reallocated to Student Union Fee			\$ 75.00

Southern University System
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 43,442,284	\$ 36,991,136	\$ 6,451,148	\$ 43,442,284	\$ -	85.2%
Statutory Dedicated	4,228,516	2,370,656	1,857,860	4,228,516	-	56.1%
Federal	3,654,209	2,328,591	1,325,618	3,654,209	-	63.7%
Self Generated						
Tuition - Fall 2020	34,262,460	33,499,895	-	33,499,895	(762,565)	97.8%
Tuition - Spring 2021	31,256,081	30,343,456	236,921	30,580,377	(675,704)	97.1%
Tuition - Summer	6,993,497	5,522,552	1,838,414	7,360,966	367,469	79.0%
Out-of-State Fees	11,910,932	14,125,990	244,520	14,370,510	2,459,578	118.6%
Other	16,682,523	11,000,971	4,817,436	15,818,407	(864,116)	65.9%
Interagency Transfer	3,028,515	2,887,266	648,021	3,535,287	506,772	95.3%
Total Revenues	\$ 155,459,017	\$ 139,070,512	\$ 17,419,939	\$ 156,490,451	\$ 1,031,434	89.5%
Expenditures						
Salaries	\$ 74,515,941	\$ 64,478,177	\$ 13,141,715	\$ 77,619,892	\$ 3,103,951	86.5%
Other Compensation	319,377	123,083	14,917	138,000	(181,377)	38.5%
Related Benefits	34,034,650	28,097,331	5,445,417	33,542,749	(491,901)	82.6%
Total Personal Services	\$ 108,869,968	\$ 92,698,591	\$ 18,602,049	\$ 111,300,640	\$ 2,430,672	85.1%
Travel	1,034,510	65,716	625,828	691,544	(342,966)	6.4%
Operating Services	15,319,492	12,918,218	1,107,198	14,025,416	(1,294,076)	84.3%
Supplies	1,845,900	851,094	657,226	1,508,320	(337,580)	46.1%
Total Operating Expenses	\$ 18,199,902	\$ 13,835,028	\$ 2,390,252	\$ 16,225,280	\$ (1,974,622)	76.0%
Professional Services	2,604,772	1,614,442	668,351	2,282,793	(321,979)	62.0%
Other Charges	10,714,822	897,190	7,287,492	8,184,682	(2,530,140)	8.4%
Debt Services						
Interagency Transfers	6,238,234	2,427,686	3,810,548	6,238,234	-	38.9%
Total Other Charges	\$ 19,557,828	\$ 4,939,319	\$ 11,766,390	\$ 16,705,709	\$ (2,852,119)	25.3%
General Acquisitions	227,382	54,430	205,728	260,158	32,776	23.9%
Library Acquisitions	562,649	368,619	194,030	562,649	-	65.5%
Major Repairs	-	99,646	-	-	-	-
Total Acquisitions/Major Repairs	\$ 790,031	\$ 522,695	\$ 399,758	\$ 822,807	\$ 32,776	66.2%
Scholarships	8,041,288	11,102,489	333,527	11,436,015	3,394,727	138.1%
Total Expenditures	\$ 155,459,017	\$ 123,098,121	\$ 33,491,976	\$ 156,490,451	\$ 1,031,434	79.2%

Southern University Board and System Administration
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 3,199,565	\$ 3,541,346	\$ (341,781)	\$ 3,199,565	\$ -	110.7%
Statutory Dedicated						
Federal						
Self Generated						
Tuition - Fall 2020						
Tuition - Spring 2021						
Tuition - Summer						
Out-of-State Fees						
Other						
Interagency Transfer						
Total Revenues	\$ 3,199,565	\$ 3,541,346	\$ (341,781)	\$ 3,199,565	\$ -	110.7%
Expenditures						
Salaries	\$ 1,649,530	\$ 1,589,445	\$ 351,286	\$ 1,940,731	\$ 291,201	96.4%
Other Compensation	88,000	79,333	8,667	88,000	-	90.2%
Related Benefits	769,942	530,043	269,040	799,083	29,141	68.8%
Total Personal Services	\$ 2,507,472	\$ 2,198,821	\$ 628,993	\$ 2,827,814	\$ 320,342	87.7%
Travel	185,000	7,724	32,806	40,530	(144,470)	4.2%
Operating Services	171,100	78,704	45,677	124,381	(46,719)	46.0%
Supplies	80,000	24,063	28,164	52,227	(27,773)	30.1%
Total Operating Expenses	\$ 436,100	\$ 110,491	\$ 106,647	\$ 217,138	\$ (218,962)	25.3%
Professional Services	94,000	-	20,000	20,000	(74,000)	0.0%
Other Charges	136,993	-	76,837	76,837	(60,156)	0.0%
Debt Services						
Interagency Transfers						
Total Other Charges	\$ 230,993	\$ -	\$ 96,837	\$ 96,837	\$ (134,156)	0.0%
General Acquisitions	25,000	15,998	41,778	57,776	32,776	64.0%
Library Acquisitions						
Major Repairs						
Total Acquisitions/Major Repairs	\$ 25,000	\$ 15,998	\$ 41,778	\$ 57,776	\$ 32,776	64.0%
Scholarships						
Total Expenditures	\$ 3,199,565	\$ 2,325,310	\$ 874,255	\$ 3,199,565	\$ -	72.7%

**Southern University Baton Rouge Campus
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021**

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 18,275,725	\$ 14,534,294	\$ 3,741,431	\$ 18,275,725	\$ -	79.5%
Statutory Dedicated	1,593,248	852,753	740,495	1,593,248	-	53.5%
Federal	-	-	-	-	-	-
Self Generated						
Tuition - Fall 2020	21,709,761	20,502,718	-	20,502,718	(1,207,043)	94.4%
Tuition - Spring 2021	19,487,148	18,783,689	-	18,783,689	(703,459)	96.4%
Tuition - Summer	4,963,498	3,818,200	1,145,298	4,963,498	-	76.9%
Out-of-State Fees	8,349,603	9,262,645	165,000	9,427,645	1,078,042	110.9%
Other	7,671,356	4,422,644	4,117,515	8,540,159	868,803	57.7%
Interagency Transfer	3,028,515	2,887,266	648,021	3,535,287	506,772	95.3%
Total Revenues	\$ 85,078,854	\$ 75,064,209	\$ 10,557,760	\$ 85,621,969	\$ 543,115	88.2%
Expenditures						
Salaries	\$ 40,450,820	\$ 35,217,859	\$ 4,338,600	\$ 39,556,459	\$ (894,361)	87.1%
Other Compensation	181,377	-	-	-	(181,377)	0.0%
Related Benefits	18,669,613	16,425,632	1,247,545	17,673,177	(996,436)	88.0%
Total Personal Services	\$ 59,301,810	\$ 51,643,491	\$ 5,586,145	\$ 57,229,636	\$ (2,072,174)	87.1%
Travel	268,210	15,917	84,181	100,098	(168,112)	5.9%
Operating Services	8,662,277	7,207,463	563,272	7,770,735	(891,542)	83.2%
Supplies	865,911	504,619	87,628	592,247	(273,664)	58.3%
Total Operating Expenses	\$ 9,796,398	\$ 7,727,999	\$ 735,081	\$ 8,463,080	\$ (1,333,318)	78.9%
Professional Services	1,026,480	810,547	99,835	910,382	(116,098)	79.0%
Other Charges	3,805,700	274,207	4,228,495	4,502,702	697,002	7.2%
Debt Services			-			
Interagency Transfers	4,017,497	847,579	3,169,918	4,017,497	-	21.1%
Total Other Charges	\$ 8,849,677	\$ 1,932,333	\$ 7,498,248	\$ 9,430,581	\$ 580,904	21.8%
General Acquisitions	52,032	7,786	44,246	52,032	-	15.0%
Library Acquisitions	137,649	113,626	24,023	137,649	-	82.5%
Major Repairs	-	99,646	-	-	-	-
Total Acquisitions/Major Repairs	\$ 189,681	\$ 221,058	\$ 68,269	\$ 189,681	\$ -	116.5%
Scholarships	6,941,288	10,143,991	165,000	10,308,991	3,367,703	146.1%
Total Expenditures	\$ 85,078,854	\$ 71,668,873	\$ 14,052,743	\$ 85,621,969	\$ 543,115	84.2%

The Southern University Baton Rouge Campus have allocated \$2.2 million in CARES Act funds to ensure the budget remains balanced and operations continue due to revenue shortfall.

**Southern University Law Center
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021**

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 3,735,319	\$ 3,118,783	\$ 616,536	\$ 3,735,319	\$ -	83.5%
Statutory Dedicated	172,939	92,270	80,669	172,939	-	53.4%
Federal	-	-	-	-	-	
Self Generated						
Tuition - Fall 2020	3,823,146	4,583,457	-	4,583,457	760,311	119.9%
Tuition - Spring 2021	3,499,336	4,412,842	-	4,412,842	913,506	126.1%
Tuition - Summer	700,000	1,290,991	-	1,290,991	590,991	184.4%
Out-of-State Fees	2,658,500	4,334,936	-	4,334,936	1,676,436	163.1%
Other	3,286,762	4,116,697	-	4,116,697	829,935	125.3%
Interagency Transfer		-	-			
Total Revenues	\$ 17,876,002	\$ 21,949,976	\$ 697,205	\$ 22,647,181	\$ 4,771,179	122.8%
Expenditures						
Salaries	\$ 9,471,530	\$ 8,796,371	\$ 4,382,270	\$ 13,178,641	\$ 3,707,111	92.9%
Other Compensation	-	-	-	-	-	
Related Benefits	3,609,686	2,798,094	1,665,262	4,463,357	853,671	77.5%
Total Personal Services	\$ 13,081,216	\$ 11,594,465	\$ 6,047,532	\$ 17,641,997	\$ 4,560,781	88.6%
Travel	385,000	27,414	357,586	385,000	-	7.1%
Operating Services	1,690,629	1,742,277	51,648	1,793,925	103,296	103.1%
Supplies	250,000	112,557	137,443	250,000	-	45.0%
Total Operating Expenses	\$ 2,325,629	\$ 1,882,249	\$ 546,676	\$ 2,428,925	\$ 103,296	80.9%
Professional Services	1,220,590	722,624	497,966	1,220,590	-	59.2%
Other Charges	432,027	243,119	188,908	432,027	-	56.3%
Debt Services					-	
Interagency Transfers	366,540	310,879	55,661	366,540	-	84.8%
Total Other Charges	\$ 2,019,157	\$ 1,276,623	\$ 742,534	\$ 2,019,157	\$ -	63.2%
General Acquisitions	-	-	-	-	-	
Library Acquisitions	250,000	245,235	4,765	250,000	-	98.1%
Major Repairs	-				-	
Total Acquisitions/Major Repairs	\$ 250,000	\$ 245,235	\$ 4,765	\$ 250,000	\$ -	98.1%
Scholarships	200,000	307,102		307,102	107,102	153.6%
Total Expenditures	\$ 17,876,002	\$ 15,305,674	\$ 7,341,507	\$ 22,647,181	\$ 4,771,179	85.6%

**Southern University New Orleans Campus
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021**

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 8,158,721	\$ 7,260,957	\$ 897,764	\$ 8,158,721	\$ -	89.0%
Statutory Dedicated	502,799	303,057	199,742	502,799	-	60.3%
Federal	-	-	-	-	-	
Self Generated						
Tuition - Fall 2020	4,851,700	4,619,305	-	4,619,305	(232,395)	95.2%
Tuition - Spring 2021	4,577,842	4,099,099	236,921	4,336,020	(241,822)	89.5%
Tuition - Summer	429,999	218,534	243,116	461,650	31,651	50.8%
Out-of-State Fees	352,829	264,634	79,520	344,154	(8,675)	75.0%
Other	4,735,175	2,302,171	349,921	2,652,092	(2,083,083)	48.6%
Interagency Transfer			-			
Total Revenues	\$ 23,609,065	\$ 19,067,757	\$ 2,006,984	\$ 21,074,741	\$ (2,534,323)	80.8%
Expenditures						
Salaries	\$ 10,111,886	\$ 8,456,620	\$ 1,655,266	\$ 10,111,886	\$ -	83.6%
Other Compensation	-	-	-	-	-	
Related Benefits	4,740,079	4,179,945	576,936	4,756,881	16,802	88.2%
Total Personal Services	\$ 14,851,965	\$ 12,636,566	\$ 2,232,201	\$ 14,868,767	\$ 16,802	85.1%
Travel	37,000	6,923	30,077	37,000	-	18.7%
Operating Services	2,285,294	1,992,619	292,675	2,285,294	-	87.2%
Supplies	285,500	73,631	211,869	285,500	-	25.8%
Total Operating Expenses	\$ 2,607,794	\$ 2,073,174	\$ 534,620	\$ 2,607,794	\$ -	79.5%
Professional Services	-	24,652	348	25,000	25,000	
Other Charges	4,268,732	24,375	1,668,232	1,692,607	(2,576,125)	0.6%
Debt Services						
Interagency Transfers	1,105,574	761,299	344,275	1,105,574	-	68.9%
Total Other Charges	\$ 5,374,306	\$ 810,326	\$ 2,012,855	\$ 2,823,181	\$ (2,551,125)	15.1%
General Acquisitions	-	-	-	-	-	0.0%
Library Acquisitions	175,000	9,758	165,242	175,000	-	5.6%
Major Repairs	-			-	-	
Total Acquisitions/Major Repairs	\$ 175,000	\$ 9,758	\$ 165,242	\$ 175,000	\$ -	5.6%
Scholarships	600,000	469,388	130,612	600,000	-	78.2%
Total Expenditures	\$ 23,609,065	\$ 15,999,212	\$ 5,075,530	\$ 21,074,742	\$ (2,534,323)	67.8%

**Southern University Shreveport Campus
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021**

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 5,158,497	\$ 4,162,074	\$ 996,423	\$ 5,158,497	\$ -	80.7%
Statutory Dedicated	162,060	92,270	69,790	162,060	-	56.9%
Federal						
Self Generated						
Tuition - Fall 2020	3,877,853	3,794,415	-	3,794,415	(83,438)	97.8%
Tuition - Spring 2021	3,691,755	3,047,826	-	3,047,826	(643,929)	82.6%
Tuition - Summer	900,000	194,827	450,000	644,827	(255,173)	21.6%
Out-of-State Fees	550,000	263,775	-	263,775	(286,225)	48.0%
Other	989,230	159,458	350,000	509,458	(479,772)	16.1%
Interagency Transfer		-	-			
Total Revenues	\$ 15,329,395	\$ 11,714,645	\$ 1,866,213	\$ 13,580,858	\$ (1,748,537)	76.4%
Expenditures						
Salaries	\$ 7,402,302	\$ 6,574,129	\$ 828,173	\$ 7,402,302	\$ -	88.8%
Other Compensation	-	-	-	-	-	0.0%
Related Benefits	3,666,095	2,772,016	499,000	3,271,016	(395,079)	75.6%
Total Personal Services	\$ 11,068,397	\$ 9,346,145	\$ 1,327,173	\$ 10,673,318	\$ (395,079)	84.4%
Travel	38,300	1,916	6,000	7,916	(30,384)	5.0%
Operating Services	2,166,888	1,649,992	57,785	1,707,777	(459,111)	76.1%
Supplies	140,200	99,057	5,000	104,057	(36,143)	70.7%
Total Operating Expenses	\$ 2,345,388	\$ 1,750,965	\$ 68,785	\$ 1,819,750	\$ (525,638)	74.7%
Professional Services	219,500	52,619	10,000	62,619	(156,881)	24.0%
Other Charges	647,487	6,626	50,000	56,626	(590,861)	1.0%
Debt Services						
Interagency Transfers	748,623	507,929	240,694	748,623	-	67.8%
Total Other Charges	\$ 1,615,610	\$ 567,174	\$ 300,694	\$ 867,868	\$ (747,742)	35.1%
General Acquisitions	-	-	-	-	-	0.0%
Library Acquisitions	-	-	-	-	-	0.0%
Major Repairs	-	-	-	-	-	0.0%
Total Acquisitions/Major Repairs	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Scholarships	300,000	182,007	37,915	219,922	(80,078)	60.7%
Total Expenditures	\$ 15,329,395	\$ 11,846,291	\$ 1,734,567	\$ 13,580,858	\$ (1,748,537)	77.3%

The Southern University Shreveport Campus have allocated \$2.6 million in CARES Act funds to ensure the budget remains balanced and operations continue due to revenue shortfall.

Southern University Agricultural Research and Extension Center
General Operating Budget Financial Statement
For Fiscal Year Ending June 30, 2021
As of April 30, 2021

	FY21 Budget	Actual	Projected	Total FY21	Over/(Under) Budget	% Actual to Budget
Revenues						
General Fund Direct	\$ 4,914,457	\$ 4,373,682	\$ 540,775	\$ 4,914,457	\$ -	89.0%
Statutory Dedicated	1,797,470	1,030,306	767,164	1,797,470	-	57.3%
Federal	3,654,209	2,328,591	1,325,618	3,654,209	-	63.7%
Self Generated						
Tuition - Fall 2020						
Tuition - Spring 2021						
Tuition - Summer						
Out-of-State Fees						
Other						
Interagency Transfer						
Total Revenues	\$ 10,366,136	\$ 7,732,578	\$ 2,633,558	\$ 10,366,136	\$ -	74.6%
Expenditures						
Salaries	\$ 5,429,873	\$ 3,843,753	\$ 1,586,120	\$ 5,429,873	\$ -	70.8%
Other Compensation	50,000	43,750	6,250	50,000	-	87.5%
Related Benefits	2,579,235	1,391,601	1,187,634	2,579,235	-	54.0%
Total Personal Services	\$ 8,059,108	\$ 5,279,103	\$ 2,780,005	\$ 8,059,108	\$ -	65.5%
Travel	121,000	5,821	115,179	121,000	-	4.8%
Operating Services	343,304	247,163	96,141	343,304	-	72.0%
Supplies	224,289	37,166	187,123	224,289	-	16.6%
Total Operating Expenses	\$ 688,593	\$ 290,150	\$ 398,443	\$ 688,593	\$ -	42.1%
Professional Services	44,202	4,000	40,202	44,202	-	9.0%
Other Charges	1,423,883	348,863	1,075,020	1,423,883	-	24.5%
Debt Services						
Interagency Transfers	-			-	-	0.0%
Total Other Charges	\$ 1,468,085	\$ 352,863	\$ 1,115,222	\$ 1,468,085	\$ -	24.0%
General Acquisitions	150,350	30,645	119,705	150,350	-	20.4%
Library Acquisitions				-		
Major Repairs				-		
Total Acquisitions/Major Repairs	\$ 150,350	\$ 30,645	\$ 119,705	\$ 150,350	\$ -	20.4%
Scholarships						
Total Expenditures	\$ 10,366,136	\$ 5,952,762	\$ 4,413,374	\$ 10,366,136	\$ -	57.4%

GOVERNANCE

GOVERNANCE COMMITTEE

(Following Finance Committee)

Friday, May 21, 2021

Smith-Brown Student Union

Cotillion Ball Room

Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items
 - A. Request Approval for Classified Employee Probationary Policy (SUS)
 - B. Request Approval for IT-Policy 8-003: Data Classification Policy (SUS)
 - C. Request Approval for IT-Policy 8-005: IT LMS Policy (SUS)
6. Other Business
7. Adjournment

MEMBERS

Mr. Myron Lawson- Chairman, Atty. Ed Shorty–Vice-Chair,
Atty. Jody Amedee, Dr. Leon Tarver, II, Ms. Christy Oliver Reeves, Mr. Sam Gilliam
Atty. Domoine D. Rutledge- Ex Officio



POLICY TITLE
CLASSIFIED EMPLOYEES PROBATIONARY POLICY

POLICY NUMBER
7-002

Responsible Unit: <i>Southern University System Human Resources Office</i>	Effective Date: 05/01/2021
Responsible Official: <i>Associate Vice President for Human Resources</i>	Last Reviewed Date:
Policy Classification: <i>Human Resources</i>	Origination Date: 04/17/2021

I. POLICY STATEMENT AND RATIONALE

The Southern University System establishes a probationary period of twelve (12) months before an employee becomes eligible for consideration for permanent status. However, a probationary employee's probationary period may extend up to twenty-four (24) months if the employee's abilities, performance, or behavior are not meeting expectations or for administrative reasons. The Southern University System will allow campus appointing authorities to grant a probationary employee permanent status at any point after six (6) months of continuous employment based upon documented circumstances. A probationary employee who fails to satisfy expectations shall be separated from employment prior to expiration of the probationary period.

II. POLICY SCOPE AND AUDIENCE

The probationary period is applicable to new Southern University System employees entering classified service. Southern University System and the Louisiana Civil Service Commission requires that a probationary period be served by new employees following appointments to:

- 1) Permanent positions following certification from an open competitive eligible list;
- 2) Original appointments to permanent positions in non-competitive classes; and
- 3) Non-competitive re-employment based upon prior service.

Additionally, the Southern University System will require its employees and civil service employees from other agencies who are selected after competitive process for a position within the SU system to serve a probationary period of not less than nine (9) months. When this occurs, the employee shall be required to sign the Probationary Appointment Acknowledgement form.

III. POLICY COMPLIANCE

The Southern University System requires all managers and supervisors for classified employees to comply with this policy and procedures to ensure a productive workforce.

IV. POLICY DEFINITIONS

- a. Appointing Authority – The agency, department, board, or commission and the officers and employees thereof authorized by statute or by lawfully delegated authority to make appointments to positions in the State Service.
- b. Probationary Period – The period of which a person serves as a working test period in a position. The probationary period shall be an essential part of the examination process and shall be used for the most effective adjustment of a new employee and for the elimination off any probationary employee whose performance does not meet the required standard of work. Probationary periods of no less than six months or more than twenty-four months (Rule 9.1, HR Handbook).
- c. Permanent Status – The status attained by a classified employee upon the successful completion of his probationary period. An employee who is granted permanent status gains eligibilities and rights that a probational or temporary employee does not have. Most significant among these are right to due process and the right to appeal to the Commission. Permanent employees also have the right to request a review of a “Needs Improvement/Unsuccessful” performance evaluation. An employee must have been granted permanent status to be eligible for a promotion or to receive certain types of optional pay. (HR Impact – The Importance of Permanent Status, Chapter 9 of HR Handbook).
- d. Probationary Employee – An employee that is serving under a probational appointment.
- e. Permanent Employee – An employee that has completed the allotted probational appointment and has attained permanent status.
- f. Louisiana Civil Service Commission – Is a seven-member body that has final authority over the administration of the State Civil Service system. The Commission serves as an impartial review board that enacts and adjudicates State Civil Service Rules to regulate state personnel activities and hears appeals from state employees and agencies.

V. POLICY IMPLEMENTATION PROCEDURES

All SU System new hires and applicants will be informed of SU System’s policy to utilize a probationary period of not less than twelve (12) nor more than twenty-four (24) months. The new hires and applicants will also be informed that they will not be considered for permanent status until the probationary employee’s completes one (1) year of continuous service.

Prior to completion of one (1) year of employment, unless administrative considerations require otherwise, Southern University System Campus Human Resources Department will notify the supervisor and/or manager that the probationary employee’s is eligible to move to permanent

status. If the supervisor and/or manager considers all relevant factors, including but not limited to behavior and performance goals, and the supervisor and/or manager feels the probationary employee has successfully satisfied all job requirements the supervisor may recommend the probationary employee is granted permanent status. The recommendation will be reviewed through the probationary employee's chain of command, with the final decision made by the appointing authority. Alternatively, if the supervisor and/or manager considers all of the relevant factors, including but not limited to behavior and performance goals, the probationary employee's work activities or behavior has not successfully satisfied all the requirements, his/her probationary appointment may be extended for another six (6) months or recommended for termination. If an probationary employee's probation is extended, the supervisor/manager will evaluate the probationary employee's performance every six (6) month up to the twenty- fourth (24th) month. If the probationary employee's performance has not improved by the twenty-third month, Southern University System Campus Human Resources Department will work with the supervisor and/or manager to discuss employment options. Detailed procedures will developed and a link added to this policy.

VI. POLICY RELATED INFORMATION

This section may provide links to applicable federal, state, and local laws, policies, regulations or SUS Board Bylaws that impact this policy.

VII. POLICY HISTORY AND REVIEW CYCLE

This is a new policy and will be subject review to five (5) year review cycle.

VIII. POLICY URL

www.sus.edu.

IX. POLICY APPROVAL

Ray L. Belton, Ph.D.
President-Chancellor, Southern University and A&M College System

Effective Date of Policy

The Honorable Domine Rutledge
Chairperson - Southern University System Board of Supervisors

Effective Date of Policy



POLICY TITLE
Data Classification Policy

POLICY NUMBER 8-003

Responsible Unit: <i>Division of Information Technology</i>	Effective Date: <i>4/16/2021</i>
Responsible Official: <i>Associate Vice President for Information Technology</i>	Last Reviewed Date: <i>3/2/2021</i>
Policy Classification: <i>Information Technology</i>	Origination Date: <i>10/28/2016</i>

I. POLICY STATEMENT AND RATIONALE

This Data Classification Policy provides a framework for securing data from risks including, but not limited to unauthorized destruction, modification, disclosure, access, inappropriate use and removal. This policy outlines measures and responsibilities required for securing data resources. It shall be carried out in conformity with state and federal laws.

This policy serves as a foundation for Southern University's Information Security Policy, and is consistent with the University's data management and records management standards. In effect, this policy supports data access or use for those individuals who use the data in support of University business or approved academic endeavors.

II. POLICY SCOPE AND AUDIENCE

This policy applies to all university administrative and academic data and to all user-developed data sets and systems that may access these data, regardless of the environment where the data reside (including cloud systems, servers, personal computers, mobile devices, etc.). The policy applies regardless of the media on which data resides (including electronic, microfiche, printouts, CD, etc.) or the form they may take (text, graphics, video, voice, etc.). This policy applies to all university systems in each college, school or department regardless of geographic location.

This policy applies to all faculty, staff and third-party agents of the Southern University System as well as any other Southern University affiliate who is authorized to access institutional data. In particular, this policy applies to those who are responsible for classifying and protecting institutional data.

III. POLICY COMPLIANCE

Data remains the most important asset an enterprise possesses. The need for adequate security is an overarching concern that pervades all aspects of daily operations and with reporting mandates, adds a compliance obligation as well. Adherence to this policy will ensure that the Southern University System maintains absolute integrity over its data and processes. Violations may result in the loss of Southern University System and network usage privileges, and/or disciplinary action, up to and including termination or expulsion as outlined in the applicable user policies.

IV. POLICY DEFINITIONS

- *Restricted.* Data is classified as restricted when there are legal, contractual, or regulatory requirements regarding the storage and disclosure of the data.
- *Confidential.* Data is classified as Confidential when the unauthorized disclosure, alteration or destruction of that data could cause a significant level of risk to the University System or its affiliates.
- *Internal.* Data which the Data Trustee or Stewards may choose to publish or make public and data protected by contractual obligations.
- *Public.* This information can be freely shared with individuals on or off-campus in accordance with state and federal regulations without any further authorization by the appropriate Data Trustee, Data Steward, or designee.

V. POLICY IMPLEMENTATION PROCEDURES

As part of the information security program, information assets must be identified, classified, tracked and assigned guardianship to ensure that they are protected against unauthorized exposure, tampering, loss, or destruction and that they are managed in a manner consistent with applicable federal and state law, the University System's contractual obligations, their significance to the University System, and their importance to any individual whose information is collected. In order to achieve this objective, information must be classified to convey the level of protection expected by all employees or agents who are authorized to access the information.

1. Information Asset Collections. For purposes of managing information, the University System's various types of information must be segregated into logical collections, e.g. student records, financial records, employee benefit data, payroll data, medical records, personal information regarding alumni, etc. The security requirements for each collection are defined by the information's needs for confidentiality, integrity and availability.
2. Information Asset Classification. To implement security at the appropriate level, establish guidelines for legal/regulatory compliance, and reduce or eliminate conflicting standards and controls over data, data will be classified into one of the following categories. By default, all institutional data that is not explicitly classified should be treated as confidential data.
 - a. *Restricted.* Data is classified as restricted when there are legal, contractual or regulatory requirements regarding the storage and disclosure of the data. Unauthorized disclosure or

modification of restricted data would necessitate notifying federal or state authorities and/or the affected individuals. Examples of Restricted data include Personal Health Information, Personally Identifiable Information (Social Security Numbers), financial account or payment card information, authentication or authorization information to electronic resources.

- b. *Confidential*. Data is classified as Confidential when the unauthorized disclosure, alteration or destruction of that data could cause a significant level of risk to the University System or its affiliates. This information can be shared only on a “need to know” basis with individuals who have been authorized by the appropriate Data Trustee, Data Steward or designee, either by job function or by name. The disclosure of confidential data to unauthorized persons may be a violation of federal or state laws or University System contracts. Examples of Confidential data include data protected by state or federal privacy regulations and data protected by confidentiality agreements. The highest level of security controls should be applied to confidential data.
 - c. *Internal*. Data which the Data Trustee or Stewards may choose to publish or make public and data protected by contractual obligations. Sharing such information with individuals outside the University community requires authorization by the appropriate Data Trustee, Data Steward, or designee.
 - d. *Public*. This information can be freely shared with individuals on or off-campus in accordance with state and federal regulations without any further authorization by the appropriate Data Trustee, Data Steward or designee. Data should be classified as Public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the University System and its affiliates. Examples of Public data include press releases, course information and research publications. While little or no controls are required to protect the confidentiality of Public data, some level of control is required to prevent unauthorized modification or destruction of Public data.
3. Data in all categories will require varying security measures appropriate to the degree to which the loss or corruption of the data would impair the business or research functions of the University System, result in financial loss, or violate law, policy or University System contracts.
 4. Information integrity and availability. For purposes of integrity and availability, information systems will be classified as follows:
 - a. *Non-Critical Systems*. Information systems fall into this category if the unavailability, unauthorized modification, loss or destruction of the data residing on the system would cause little more than temporary inconvenience to the staff and user community and incur limited recovery costs. Reasonable measures to protect information deemed non-critical include storing information in locked office spaces or cabinets, using standard access control mechanisms to prevent unauthorized individuals from altering digital information, and making regular backup copies.

- b. Critical Systems. Information systems fall in this category if unavailability, unauthorized access/modification, loss or destruction through accident, malicious activity or irresponsible management could potentially cause the University System to: 1) be unable to conduct a portion of its required business for an extended period, 2) suffer significant damage to its reputation, 3) endure major financial loss, 4) fall out of compliance with legal, regulatory or contractual requirements, or 5) adversely impact members of the extended University System community.
1. Additional Safeguards.
 - a. Data elements in systems should be sampled and checked for validity on a regular basis.
 - b. A business continuity plan to recover critical information that has been lost must be developed, documented, deployed and tested annually.
 2. Security. Security measures for data are set by the data custodian, working in cooperation with the data stewards.
 3. Responsibilities. The following roles and responsibilities are established for carrying out this policy:
 - a. Data Trustee: Data trustees are senior University System officials, or designees who have planning and policy-level responsibility for data within their functional areas and management responsibilities for defined segments of institutional data. Responsibilities include assigning data stewards, participating in establishing policies, and promoting data resource management for the good of the entire University System.
 - b. Data Steward: Data stewards are University System officials having direct operational level responsibility for information management - usually department directors. Data stewards are responsible for data access and policy implementation issues. Procedures for performing data validation should be developed and implemented by data stewards in responsible departments
 - c. Data Custodian: Information Technology (IT) is the data custodian. The custodian is responsible for providing a secure infrastructure in support of the data, including, but not limited to, providing physical security, backup and recovery processes, granting access privileges to system users as authorized by data trustees or their designees (usually the data stewards), and implementing and administering controls over the information.
 - d. Data User: Data users are individuals who need and use University System data as part of their assigned duties or in fulfillment of assigned roles or functions within the University System community. Individuals who are given access to non-public data have a position of special trust and as such are responsible for protecting the security and integrity of those data sets.

4. Clarification and communication of roles in data classification are responsibilities of the Southern University System’s Data Standards Committee.

VI. POLICY RELATED INFORMATION

The policies below serve as related information to this policy.

- Cybersecurity Policy
- Information Security Policy Plan
- Acceptable Use of Technology Resources

VII. POLICY HISTORY AND REVIEW CYCLE

This is a revised policy. The effective date of this revision is determined by the approval dates of both the Chair of the Southern University System Board of Supervisors and the President-Chancellor of the Southern University and A&M College System. Additionally, the policy last review and origination dates are identified. This policy is subject to a five-year policy review cycle.

VIII. POLICY URL

The approved policy will be posted on the Southern University System website under Board Policies at www.sus.edu.

IX. POLICY APPROVAL

Ray L. Belton, Ph.D.
President-Chancellor, Southern University and A&M College System

Effective Date of Policy

The Honorable Attorney Domoine D. Rutledge
Chair - Southern University System Board of Supervisors

Effective Date of Policy



POLICY TITLE
IT Learning Management System (LMS) Policy

POLICY NUMBER 8-005

Responsible Unit: <i>Division of Information Technology</i>	Effective Date: <i>4/16/2021</i>
Responsible Official: <i>Associate Vice President for Information Technology</i>	Last Reviewed Date: <i>3/30/2021</i>
Policy Classification: <i>Information Technology</i>	Origination Date: <i>3/31/2017</i>

I. POLICY STATEMENT AND RATIONALE

MOODLE is currently the official online Learning Management System (LMS) at Southern University System (SUS) and plays a key role in academic pursuits and research endeavors of students and faculty alike. SUS Division of Information Technology (DoIT) hosts, maintains, and provides technical support for Moodle, specifically system upgrades, patches, plugins, and bug fixes. SUS campuses Office of e-Learning (eLearn) administers the LMS system and provides instructional and user support services. These services are in accordance with university approved procedures and policies concerning users, assigned roles, additional requested courses and cross-listed courses, semester transitions of content, incompletes, course ownership and faculty/students support. [The Moodle Development Advisory Committee \(MDAC\) ensures users of MOODLE have a voice in the development of the product in terms of instructional modalities, application functionalities, and system performance. The MDAC is comprised of faculty from across different disciplines at each campus, eLearn and IT personnel across the system. The committee meets regularly to review requests for enhancements and make recommendations that benefit the online learning community as a whole.](#)

II. POLICY SCOPE AND AUDIENCE

This policy applies to all faculty, students, and courses at SUS that are imported from Banner into the Moodle LMS.

III. POLICY COMPLIANCE

Adherence is strictly encouraged. Individuals not following this policy may not teach or take courses online via the Moodle LMS.

IV. POLICY DEFINITIONS

- **Instructor** -- The primary instructor of the course, who creates all course elements and has access to all course and student information in a Moodle course.
- **Student** -- The student has access to course materials, assignments, and assessments (for example tests) in a Moodle course.
- **Administrator** -- The administrator has system administrative roles to provide technical or functional support for the Moodle LMS system.

V. POLICY IMPLEMENTATION PROCEDURES

A. Users and Usage

All persons associated with the Southern University System such as students, faculty, or staff have access to Moodle through their SUS campus ID. Guest roles must be created by eLearn and granted access on a temporary basis upon requests from faculty or staff in relation to a specified teaching and learning need. Only Southern University System students will have access, unless other contractual arrangements are made. Faculty may use Moodle for teaching, research, and/or committee work. There are three types of university courses using Moodle: traditional classroom courses with supplementary Moodle materials, web-enhanced courses with activities substituting for in-person classroom hours, and completely on-line courses.

B. User Roles

Assigned roles and courses in Moodle are integrated with the student information system in Banner by means of software called Ellucian Intelligent Learning Platform (ILP). Academic units are responsible for input and accuracy of schedule information. If changes to any courses' or instructor are desired, then those changes should initiate in the academic units. Then the correct information will be pulled through to Moodle. Possible Moodle roles attached to a campus ID account:

1. Instructor role -- The primary instructor of the course, who creates all course elements and has access to all course and student information in a Moodle course. Instructors may login and send mail to their SUS email, and access grades. Instructors have the capability of changing their role to a student, however, an instructor does not have access to log into a particular student Moodle account.
2. Secondary instructors and Teaching Assistant (TA) role -- Primary instructors of a course may request to add other instructors such as TA's to their course. A "nonediting teacher" role will be provided in Moodle with varied permissions for partial editing. TA's from SUS can also be added with varied permissions for partial editing.
3. Student role -- a student role does not allow one to access the course creation or management tools. Instructors may use this role to view and test the course from the student point of view.
4. Administrator role -- an administrator may change settings for the entire program and login as needed or to trouble-shoot the system.

Exceptions to Banner. Moodle imports course information including classes, instructors, and students from Banner. Since Moodle is a digital classroom environment rather than a registration system, there are expected differences between the two software systems, such as roles and accounts. Exceptions may be manually added to Moodle for the following reasons:

1. Additional guests in instructor roles: Faculty may request from eLearn that additional outside guest speakers be added as co-instructors or in the TA roles to their Moodle course. The possible roles in Moodle do not always correspond to real roles. Guest accounts are deleted after one semester.
2. Students: Moodle can be audited internally and externally for registration, tuition, and academic record information, eLearn and the Office of the Registrar will need to approve student additions that are exceptions to Banner information.
3. Entire courses: Faculty and staff may request a course shell to be created in the Moodle Test environment for advisement, tutoring, committee-work, pilot studies, research, and/or training purposes with a faculty designer(s) and either guest student accounts or actual students.

C. Additional Courses requested by Staff

Staff may request courses so that they might have contact with the student population they are trying to reach. A conflict may arise where students' course lists may become too lengthy so that academic courses become buried in the non-courses. For this reason, the responsible authority for any given population of students must approve student enrollments in non-academic "courses". Most additional courses will be put on a different Moodle system, such as Test or Development systems.

D. Cross-listed Courses

There are a number of possible types of cross-listed courses.

1. Courses cross-listed in Banner: These courses have two different rubrics but are approved through the traditional process as one course. Moodle import these crosslisted courses as one course, with the multiple CRNs listed, exactly the same as in Banner.
2. Faculty requests for combined courses that will be accommodated.
 - Courses can be meta-linked to combine identical sections with the same course rubric for courses taught at different times for the purpose of course resource materials and management.
 - Combined identical sections for a special purpose like the library module put into combined sections of a course.
3. Faculty requests for combined courses will be accommodated only with the permission of the chair, dean, or provost's office as appropriate.
 - Combined courses with different rubrics.
 - Combined course sections with the same rubric for completely online courses.
4. Faculty requests to separate courses cross-listed in Banner into separate courses will not be accommodated.

E. Semester Transitions

The transition or copying of course content between semesters should be as simple as possible in the Learning Management System environment. Faculty may request ongoing development courses to be created on the Learning Management System server by filling out a request form. Content will then be moved for faculty if desired. There are two basic types of courses on the LMS server - "term-based" courses and "persistent" courses.

1. Term Based Courses

A term-based course is an "official" course which belongs to a specific term and is recorded in the student information system. Generally speaking, at any one time there will be three terms of termbased courses on the server - the current term, and the two previous terms. There will be short windows (of perhaps a month) during which there will be four terms of courses on the server. The specific technicalities are spelled out below.

Term-based courses follow this life cycle.

- a. A term-based course will be created on the LMS server (via an automated interface with the student information system) one month before the start of the term to which it belongs. Example: If a course belongs to a Spring term that starts on Jan 12, then the course will be created approximately on Dec 12 (one month earlier).
- b. Courses exist on the Moodle server for one year (based on the end date of the term they belong to) after which time they are archived (backed up and placed on the backup server). Example: A course taught in Fall 2016 will remain available to the instructor and students on the Moodle server until the end of Fall 2017. Within a month or two, a backup (archive) file will be made, the course will be deleted from the Moodle server, and the archive file will be available only by request through an application.
- c. Faculty will have access to the course throughout its life cycle - in other words, from the moment it is created until the moment it is archived.
- d. Students will have access to the course starting one week before the official course start date. Example - If a course in Spring term starts on Jan 12, then the course will become available to students on January 5.
- e. Students' access to courses will end at the end of each semester.

2. Persistent Courses

A persistent course is one which is not bound to a specific term. It is not archived at any specific point in time, but rather stays on the server until there is an explicit reason to remove it (like the request of the faculty who owns it). Persistent courses fall into the following general categories:

- a. Ongoing Development or Practice Courses: These course shells will be created at faculty request to store course data or develop courses. Faculty may use these courses for developing content for teaching, service, and research purposes. At the end of every academic year (immediately after June 30 each year), all materials in the Development Courses that have remained untouched for a period of 3 prior years will be archived and accessible by eLearn, who will search old courses at faculty request.
- b. Faculty Organizations: Faculty may have courses created for a digital space that enhances committee or academic work, and faculty forums.

F. Incompletes

Southern University Undergraduate policy on "I" grades is that they must be cleared during the first 8 weeks of the "...next semester (Fall or Spring) for which the student registers..." According to this policy, if a student receives an "I" grade in Spring and Summer semesters, it would not need to be made up until 8 weeks into Fall, if he/she registered for Fall. If the student had an incomplete in Fall, and registered for Spring, he/she would have 8 weeks into Spring to complete the course. If the student had an incomplete in Fall or Spring and did not register for the following Spring or Fall, he/she would have 1 calendar year from the end of the semester to complete it.

The Learning Management System will always have the current term and the last two terms worth of courses available. This should accommodate all "I" type situations described above. This means that accommodating incomplete requests should not require a course to be restored from an archive. If, however, the course is from a term that is no longer on the server, the faculty can request that the course be restored from the archive. eLearn will construct a shell for the archived course and import it so that the instructor and student can both access it.

If faculty wants a previous student to complete his/her grade accessing the current semester's course, the student will be added to the new course after the Registrar's approval. Moodle policies regarding incompletes will always follow the current Southern University policy as well as directives from the Office of Academic Affairs and the Office of the Registrar.

G. Course Ownership

Faculty shall individually own their courses in Moodle. No other faculty member, administrator, or academic unit may copy an individual's Moodle course without their written permission. However, if a particular unit and their faculty share modules or courses among a certain group and approve alternate written arrangements or contracts, eLearn will follow those arrangements if they are consistent with all other policies in this document.

H. Moodle Webpage

Moodle webpages on Southern University System campus websites contain links to various user support tools and request forms.

1. Help Request General Form--any type of help involving Moodle may be requested here by instructors and students.
2. Moodle Development Courses--this form is to request additional practice courses on Moodle.

I. MOODLE Support

SUS campuses Office of e-Learning administers and provides instructional and user support services for Moodle. eLearn services faculty and students' requests for help, training, and special services concerning Moodle. These services are in accordance with university approved procedures and policies concerning users, assigned roles, additional requested courses and crosslisted courses, semester transitions of content, incompletes, course ownership and user support.

After Hours Support – Faculty and students have access to after-hour support. Support hours are from 5pm to 8am on weekdays and 24 hours support on weekends and holidays. The toll-free access number is on Moodle landing page and Southern University System campus websites.

J. Student Privacy

Moodle courses are password-protected so that students meet in a private online classroom space. Although students generally should not see each other's registry information without consent, such as email addresses, the Participants Block in Moodle does allow students to see other email addresses within a particular course. The Participants Block may be hidden from students by an instructor closing the eye icon, or students may hide their email in the Edit Profile area.

K. MOODLE Maintenance

DoIT hosts, maintains, and provides technical support for Moodle, specifically system upgrades, patches, plugins, and bug fixes.

1. MOODLE Upgrades

A new version of Moodle LMS is installed for each academic year starting with the Fall semester to provide enhanced functionalities included in newer releases. The installation is typically the latest stable version of Moodle released in the Spring, and it is available for testing and training after the Spring mid-semester.

2. Course Backups and Retention

There are three types of backup (copies) of Moodle courses.

- a. Server backup by DoIT of the entire system: These can't be used to find individual courses but exist in case of emergency to the entire system.
- b. Retention of Course Archives: These are end of the semester individual course backups, identifiable by their CRN. When a course is removed from the Moodle server (see Semester Transitions, above) it is backed up into a file and moved to the archives. The backup file will remain in the archives for three years after the end date of the course and then it will be deleted. Faculty can request a copy of the backup file from e-LIS staff at any time before it is deleted. Ex: A Fall 2018 course backup file will be available in the archives until the end of Fall 2021, at which time it will be deleted. Notification will be sent to faculty before this process occurs.
- c. Archives: Faculty may request a copy of old Moodle' courses (older than one semester) from the archives. However, it would be best also for faculty to create their own backups of Moodle courses and their own archives.
- d. Faculty backups: Faculty should create backups of their courses using Moodle's backup tool. This tool will create a backup file which faculty can download to their own computer for storage. This is the instructor's best protection against losing course data.

3. MOODLE Plugins

Plugins add notable enhancements to Moodle courses and instructions. Faculty and students may submit requests for plugins to the Moodle Development and Advisory

Committee (MDAC). The MDAC committee will meet as needed to review feature requests for feasibility and make recommendations that will benefit the online learning community as a whole and not individual preferences. The timelines for submitting requests for plugins can be found on the Moodle webpage.

L. MOODLE Development and Advisory Committee (MDAC)

MOODLE plays a key role in academic pursuits and research endeavors of students and faculty alike. The main purpose of Moodle Development Advisory Committee (MDAC) is to ensure users of MOODLE have a voice in the development of the product in terms of instructional modalities, application functionalities, and system performance. The MDAC is comprised of faculty from across different disciplines at each campus, eLearn and IT personnel across the system. Committee members are appointed on annual basis and new memberships are recommended during the Spring semester. The committee meets regularly to review enhancement requests and make recommendations that benefit the online learning community as a whole. The committee may also invite student representatives to meetings as needed during the academic year.

VI. POLICY RELATED INFORMATION

The policy below serves as related information to this policy.

- Acceptable Use of Technology Resources

VII. POLICY HISTORY AND REVIEW CYCLE

This is a revised policy. The effective date of this revision is determined by the approval dates of both the Chair of the Southern University System Board of Supervisors and the President/Chancellor of the Southern University and A&M College System. Additionally, the policy last review and origination dates are identified. This policy is subject to a five-year policy review cycle.

VIII. POLICY URL

The approved policy will be posted on the Southern University System website under Board Policies at www.sus.edu.

IX. POLICY APPROVAL

Ray L. Belton, Ph.D.

President-Chancellor, Southern University and A&M College System

Effective Date of Policy

The Honorable Attorney Domoine D. Rutledge

Chair - Southern University System Board of Supervisors

Effective Date of Policy

**PERSONNEL
AFFAIRS**

PERSONNEL AFFAIRS COMMITTEE

(Following Governance Committee)

Friday, May 21, 2021

Smith-Brown Student Union

Cotillion Ball Room

Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items

A. Request Approval of Personnel Action on Positions equal to or greater than \$60,000

Name	Position/Campus	Salary	Funding Source
1. Harold Boudreaux	Physical Education Instructor/ Head Basketball Coach New Appointment (SU Lab)	\$70,000.00	State
2. Marla Dickerson	Associate Vice Chancellor for Innovation and Strategic Partnership & Initiatives Additional Duties/Salary Adjustment (SULC)	\$102,820.00	State/Federal
3. Saturn Douglas	Director of Recruitment and Retention College of Agricultural, Family and Consumer Sciences New Appointment (SUBR)	\$65,000.00	State
4. Koshaneke Gilbert	Career Services Director New Appointment (SULC)	\$93,600.00	State
5. Susan Henry	Director of Communications & Marketing Title Change/Additional Duties (SUNO)	\$70,000.00	State
6. Jasmine Hunter	Director of Communications Additional Duties/Salary Adjustment (SULC)	\$82,960.00	State/Federal
7. Trinity Johnson	Asst. Specialist, Youth Development STEAM New Appointment (SUAREC)	\$65,000.00	State
8. Andrea Love	Associate Vice Chancellor of Enrollment Management & Matriculation Services New Appointment (SULC)	\$126,000.00	State

9.	Due H. Nguyen	Jr. Systems Administrator Division of Information Technology New Appointment (SUBR)	\$75,000.00	State
10.	Alycia Grace O'Bear	Assistant Professor of Clinical Education/Disaster Relief. Additional Duties/Salary Adjustment (SULC)	\$78,620.00	State/Federal
11.	Brian Keith Phillips	Asst. Specialist, Small Farms New Appointment (SUAREC)	\$65,000.00	Federal
12.	Jasmine Plowe	Asst. Specialist, Public Health New Appointment (SUAREC)	\$63,000.00	State
13.	Deshoin York	Vice Chancellor for Extension and Outreach Program New Appointment (SUAREC)	\$135,000.00	Federal

6. Request Consideration of Termination Appeal – Kevin Augustine (SU Laboratory School) **

7. Other Business

8. Adjournment

*** Executive Session May Be Required*

MEMBERS

Mr. Sam Gilliam–Chairman, Ms. Christy Oliver Reed–Vice Chair, Dr. Leon Tarver,
Mr. John Barthelemy, Dr. Rani Whitfield, Atty. Jody Amedee
Atty. Domoine D. Rutledge- Ex Officio



SOUTHERN LAB
SOUTHERN UNIVERSITY
LABORATORY SCHOOL

RECEIVED

APR 22 2021

Office of the Executive Vice President
for Academic Affairs and Provost

Date: Wednesday, April 21, 2021

To: Bijoy Sahoo, Ph.D.
Interim Executive Vice Chancellor
3rd Floor, J.S. Clark Administration Building
Baton Rouge, LA 70813

Re: Recommendation of Harold Boudreaux P.E. Instructor/Head Basketball Coach at SULS

Please accept this correspondence as a formal request to approve the hire of Harold Boudreaux as Head Basketball/P.E. Instructor at Southern University Laboratory School (SULS). Coach Boudreaux brings 17 years of teaching and coaching experience to the Laboratory School.

Mr. Boudreaux is a graduate of Louisiana State University holding a B.S. in Political Science. His expected start date will be August 01, 2021 (new fiscal year). Accompanying this request is his salary of \$70,000 which is commensurate with salaries for his position and coaching duties in surrounding school districts.

I am requesting your endorsement and that of the Southern University Board of Supervisors to hire Harold Boudreaux as Head Basketball/P.E. Instructor at Southern University Laboratory School. Thank you in advance for your consideration of this request and that of the SUS Board of Supervisors.

Respectfully,

Herman R. Brister
Director

Bijoy Sahoo, Ph.D.
Interim Executive Vice Chancellor

Ray L. Belton, Ph.D.
President-Chancellor

JOB CLASS	
JOB CODE	
CAL ID	

SOUTHERN UNIVERSITY SYSTEM
Personnel Action Form

POSITION NUMBER	2	F	9	5	6	2
-----------------	---	---	---	---	---	---

CAMPUS: SUS _____ SUBR X SULA _____ SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ OTHER _____ (Specify)

Academic _____ Non-Academic _____
 Temporary _____ Part-time _____ % of Full Time) _____
 Tenured _____ Undergraduate Student _____
 Tenured Track _____ Graduate Assistant _____
 Other (Specify) _____ Retiree Return To Work _____

RECEIVED
 APR 22 2021
 Civil Service Restricted
 Job Appointment
 Probationary
 Permanent Status
 Vice President
 Academic Affairs and Provost

Previous Employee Jamar McKnight Reason Left New Job
 Date Left May 21, 2021 Salary Paid \$60,000

Profile of Person Recommended

Length of Employment 10 months To _____
 Effective Date August 01, 2021

Name Harold Boudreaux SS# 1744 Sex M Race* B
(Last 4 digits only)

Position Title: P.E. Instructor/Head Basketball Coach Department: Laboratory School

Check One Existing Position *Visa Type (See Reverse Side):

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 New Position Expiration Date: _____
(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 17yrs Southern University Experience 0
 Degree(s): Type/Discipline (BA-Education): Political Science, Psychology Institution/Location (SU-Baton Rouge): Louisiana State University Year: 1992
Sowela Tech. Community College Vocational Education 2006

Current Employer SUBR

Personnel Action

Check One New Appointment _____ Continuation _____ Sabbatical _____ Leave of Absence _____
 Transfer _____ Replacement _____ Other (Specify) _____

Recommended Salary \$70,000.00 Salary Budgeted \$70,000.00

Source of Funds State

Identify Budget: 211001-22281-24100 Location _____
 Form Code: 61000 Page _____ Item # _____

Change of: _____ From _____ To _____

Position _____
 Status _____
 Salary Adjustment _____

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:
 *See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount

*See Reverse Side

Graduate School signature (if, applicable):

Supervisor <u>[Signature]</u>	Date <u>4/21/2021</u>	Dean <u>[Signature]</u>	Date <u>4/23/2021</u>
Vice Chancellor <u>[Signature]</u>	Date <u>4/23/2021</u>	Chancellor _____	Date _____
Director/Personnel <u>[Signature]</u>	Date _____	Vice President/Finance <u>[Signature]</u>	Date _____
President <u>[Signature]</u>	Date _____	Business Affairs/Comptroller _____	Date _____
		Chairman/S.U. Board of Supervisors _____	Date _____

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino _____ Non-Hispanic or Non-Latino _____

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE: Monday -Friday 7:30 am to 3:30 pm
EMPLOYEE DIRECT SUPERVISOR: Herman R. Brister
SUPERVISOR/DEPARTMENT CONTACT NUMBER: 225-771-3490
NUMBER OF EMPLOYEES SUPERVISED, (if any) _____

HR USE ONLY: STATUS (circle one): EXEMPT _____ NON-EXEMPT _____

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H-1-B and J-1 visas, passport, and F-1/T-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation MUST be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!

PAR APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAR, if applicable)
- _____ Application for Employment Form Admit/Rec/Uncl Positions (Civil Service Application for classified employees)
- _____ Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- _____ Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- _____ Exemptions Survey Form (signed by employee and budget head)
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted/ Job Appointment/CS Rate 6.5g Letter of Justification (for classified, if applicable)



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

May 3, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Three-year salary adjustments for additional work associated with a Subgrant Award under the Positioning Louisiana Farmers for Higher Levels of Success to Marla Dickerson, Alycia Grace O'Bear, and Jasmine Hunter

Dear Dr. Belton:

The Southern University Law Center (SULC) has been awarded \$90,000 over three years for its role in assisting the Southern University Agriculture Research and Extension Center (SUAREC) in doing outreach and marketing related to a grant awarded to SUAREC entitled "Positioning Louisiana Farmers for Higher Levels of Success". In addition to assisting in outreach and marketing, SULC is being compensated for its role in opening and filing successions, developing wills, trust, and estate plans, and providing legal consultation and guidance for selected farmers across the State of Louisiana. I am requesting compensation over the next three years, funded by the grant to Marla Dickerson, Alycia Grace O'Bear, and Jasmine Hunter for providing services associated with this project.

I am requesting that the Southern University Board of Supervisors approve the following pay adjustments for the next three-years beginning June 1, 2021:

- Marla Dickerson - \$6,820
- Alycia Grace O'Bear - \$4,960
- Jasmine Hunter - \$3,720

The resumes for Ms. Dickerson, Ms. Grace O'Bear, and Mrs. Hunter are attached for the Board's review.

I hereby ask that this request be presented on May 21, 2021, at the Board of Supervisors' meeting for consideration and approval. If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Law Professor

JOB CLASS				
JOB CODE	M			
CAL ID	U			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	3	M				
-----------------	---	---	--	--	--	--

CAMPUS: SUS ___ SUBR ___ SULAC X SUAREC ___ SUNO ___ SUSLA ___

EMPLOYMENT CATEGORY: 9-MONTH ___ 12-MONTH X OTHER ___ (Specify) ___

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Academic | <input type="checkbox"/> Non-Academic | <input type="checkbox"/> Civil Service |
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Part-time (___ % of Full Time) | <input type="checkbox"/> Restricted |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Undergraduate Student | <input type="checkbox"/> Job Appointment |
| <input type="checkbox"/> Tenured Track | <input type="checkbox"/> Graduate Assistant | <input type="checkbox"/> Probationary |
| <input type="checkbox"/> Other (Specify) ___ | <input type="checkbox"/> Retiree Return To Work | <input type="checkbox"/> Permanent Status |

Previous Employee N/A Reason Left N/A
 Date Left N/A Salary Paid N/A

Profile of Person Recommended

Length of Employment 06/01/2021 To September 30, 2023
 Effective Date 06/01/2021

Name Marla Dickerson SS# S01463836/6870 Sex* F Race* B
 (Last 4 digits only)

Position Title: Director of CLE and Managing Fellow of the Cannabis Compliance, Law and Policy Department: Law Center -- Academic Support

Check One Existing Position *Visa Type (See Reverse Side):
 New Position Expiration Date: ___

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 10 Southern University Experience 5

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>J.D.</u>	<u>Southern University Law Center</u>	<u>2007</u>
	<u>M.S. Agricultural Economics</u>	<u>Texas A&M University, College Station, TX</u>	<u>2003</u>
	<u>B.S.</u>	<u>North Carolina A&T State Univ., Greensboro, NC</u>	<u>2001</u>

Current Employer Southern University Law Center

Personnel Action

Check One ___ New Appointment Continuation ___ Sabbatical ___ Leave of Absence ___
 ___ Transfer ___ Replacement ___ Other (Specify) ___

Recommended Salary \$102,820.00 Salary Budgeted \$102,820.00

Source of Funds General Appreciation

Identify Budget: Grant Location 311001-31710-61002-33000
 Form Code: 1 Page 1 Item # 1

Change of:

	<u>From</u>	<u>To</u>
Position	<u>Director of CLE and Managing Fellow of the Cannabis Compliance, Law and Policy</u>	<u>Director of CLE and Managing Fellow of the Cannabis Compliance, Law and Policy</u>
Status		
Salary Adjustment	<u>\$96,000.00</u>	<u>\$6,820.00 + \$96,000.00 = \$102,820.00</u>

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
<u>320150-32030-61002-34100</u>	<u>\$96,000.00</u>

*See Reverse Side

Comments: (Use back of form)

*See Reverse Side

Graduate School signature (if, applicable):

<u>John K. Pierre</u> Supervisor	_____ Date	<u>Gerry Hall</u> V/C for Finance and Admin.	<u>5-11-21</u> Date
<u>[Signature]</u> Vice-Chancellor	<u>5/11/2021</u> Date	<u>John K. Pierre</u> Chancellor	_____ Date
_____ Director/Personnel	_____ Date	_____ Vice President/Finance	_____ Date
_____ President	_____ Date	_____ Chairman/S.U. Board of Supervisors	_____ Date

Marla Dickerson

EDUCATION

Louisiana State University, Department of Education, Baton Rouge, LA
Ph.D. Student in Higher Education Administration, Expected May 2022

Southern University Law Center, Baton Rouge, LA
Juris Doctor, Cum Laude, May 2007
GPA 3.35 ♦ Rank 34/145

Texas A&M University, College Station, TX
M.S., Cum Laude, Agricultural Economics, December 2003
Thesis: Analysis of Farm-to-Retail Price Spread for Whole and Two Percent Milk in Seven Selected Cities

North Carolina A&T State Univ., Greensboro, NC
B.S., Summa Cum Laude, Agricultural Economics, December 2001

TEACHING EXPERIENCE

Southern University Law Center Baton Rouge, LA
Director of CLE, Instructor of Law, and Managing Fellow of Cannabis Compliance
Law and Policy Institute 09/19 – Present

- Develop and implement continuing legal education programming
- Launched the Continuing Legal Education “Becoming Fierce in the Practice of Law Series”
- Develop and implement programming pertaining to education and research of cannabis regulations
- Coordinated partnership with the Cannabis Health Equity Alliance (CHEM)
- Coordinate and implement personal wellness events
- Instructor for Lawyering Process I and Lawyering Process II
- Instructor of Law and Medicine (Medical Marijuana)
- Developed and Implemented Cannabis and Hemp Symposium
- Developed and Implemented Sports and Entertainment Symposium
- Coordinated the SULC Esports Summit
- SULC Team member that coordinated a \$10,000 scholarship for SUBR Computer Science student from Electronic Arts
- Coordinated implementation of virtual platforms for continuing education, distance education, and virtual innovation.
- Coordinated logistics for on-site and virtual SACSCOC accreditation visit

Southern University Law Center Baton Rouge, LA
Director of Pre-Law Academic Counselor, Instructor of Law, and ADA Coordinator 12/12 – 12/19

- Instructor for Lawyering Process I and Lawyering Process II
- Instructor for Law and Medicine (Medical Marijuana)
- Developed and implemented 2016 - 2019 Summer Pre-Law Program
- Help students identify learning styles
- Instruct students on academic skills
- Develop and implement academic action plans
- Provide feedback regarding writing samples
- Conduct individual and group workshops and tutorial sessions

- Coordinate ADA Services
- Created SULC ADA Policy
- Assess ADA Accommodations application
- Proctor students with testing accommodations
- Provide course planning guidance
- Pre-Law Instructor – Academic Skills
- Coordinate and implement personal wellness events

Southern University Law Center

Teaching Assistant

- Assisted professors and conducted review sessions with students

Baton Rouge, LA

07/05-04/06

TAMU Agricultural Econ. Dept.

Teaching Assistant

- Assisted students through one-on-one sessions and organized group study sessions
- Taught classes in basic microeconomic principles pertaining to agriculture

College Station, TX

01/02-05/03

WORK EXPERIENCE

The Law Offices Dickerson, Leblanc, and Woods

Managing Partner

- Perform day-to-day management of all aspects of law practice
- Interview clients and perform in depth analysis of claims
- Research issues of family law, personal injury, contract disputes, and disputed ownership
- Prepare pleadings for family and civil cases
- Engage in negotiations in both family and civil cases with opposing counsel
- Successfully negotiated a community settlement
- Attend status conferences and hearings on both family and civil cases

Addis, LA

02/11 – 01/19

The Law Office of Victor J. Woods, Jr.

Associate

- Represented clients and perform in depth analysis of claims
- Researched issues and prepare pleadings for family and civil cases including petitions, answers, reconventional demands, interrogatories, answers to interrogatories, judgments

Baton Rouge, LA

10/07 – 02/11

Louisiana Department of Justice

Law Clerk (Criminal Division)

- Assisted attorneys with research pertaining to criminal and Medicaid fraud
- Prepared pleadings, memoranda, and summary judgment motions

Baton Rouge, LA

05/06-05/07

Louisiana Dept. of Agriculture & Forestry

Agricultural Specialist

- Performed routine inspections of scales used for trade to ensure calibration
- Conducted price verification and retail meter inspections

Baton Rouge, LA

12/03-07/04

BAR ADMISSIONS

Louisiana, 2007

PRESENTATIONS

- "Increasing the Effectiveness of Law School Pedagogy by Incorporating Mandatory Sustained Professional Development Seminars." (May 2016). Presented at the annual conference of the Association of Academic Support Educators, New York, New York.
- "Bridging the Gap: Determining the Effect of a Summer Law School Bridge Program for

- Underperforming Students.” (October 2017). Presented at the inaugural Association of Academic Support Educators Diversity Conference, Baltimore, Maryland.
- “Social Justice Panel and Cannabis Education Panel.” (October 2018). Presented at Diasporic Alliance for Cannabis Opportunities Conference, Philadelphia, Pennsylvania.
- “The Legal and Business Case for Diversity in the Industry: The Prospects for Women, Minorities, Veterans and Social Justice in Cannabis.” (September 2019). Presented at ABA/TIPS From Regs to Riches: Navigating the Rapidly Emerging Fields of Cannabis and Hemp Law, Chicago, IL.
- “A Discussion on Marginalized Individuals through the Lens of ASPers at HBCU and PWI Law Schools.” (September 2019). Presented at AASE Bi-Annual Diversity Conference, Chicago, IL.
- “Cannabis and Hemp.” (November 2019). Presented at Annual Bayou Classic CLE, New Orleans, LA.
- “Legal Issues in Cannabis.” (December 2020). Presented at 2020 SULC End of Year CLE, Virtual.

PROFESSIONAL AFFILIATIONS, ACADEMIC SERVICE, AND COMMUNITY SERVICE

- Delta Sigma Theta Sorority, Incorporated
- Association of Academic Support Educators (AASE)
- AASE Diversity Committee Co-Chair (2016 – 2017) for Inaugural Diversity Conference
- AASE Diversity Committee Chair (2017 – Present)
- AASE Vice President of Diversity (2018 –2020)
- Southern University System Grievance Committee Member
- Southern University System Grievance Committee Chair (January 2019 – 2020)
- Southern University System Sexual Awareness Response Team (SART) Member
- ABA/TIPS Diversity Vice Chair for Cannabis Law and Policy General Committee (2019-Present)
- ABA Council for Diversity in the Educational Pipeline Member (2019-Present)
- ABA/TIPS Co-Chair for Standing Committee on Diversity and Inclusion (2020 – Present)

AWARDS, FELLOWSHIPS, HONORS, GRANTS

- The Socially Disadvantaged Farmers and Ranchers Policy Research Center at Alcorn State University, “Research Grant” \$20,000 Fall 2020
- Council on Legal Education (CLEO), “2018 Pre-Law Summer Institute Grant” \$100,000 Summer 2018
- Council on Legal Education (CLEO), “2019 Pre-Law Summer Institute Grant” \$105,000 Summer 2019
- Southern University Law School Scholarship 2004 -2007
- 2005-2006 SULC SBA Elections Committee Member
- 2006-2007 SULC Moot Court Board (Treasurer)
- Heap Fellowship 2002 -2003
- Association of Former Students Fellowship 2002 -2003
- North Carolina A&T State University Dean’s List (7 semesters) 1998 -2001
- Gamma Sigma Delta Agricultural Honor Society 1998 -2001
- Golden Key National Honor Society 1998 - 2001
- Alpha Lambda Delta Honor Society 1998 - 2001
- USDA/1890s Scholarship 1998 – 2001

REFERENCES

Available Upon Request



"Linking Citizens of Louisiana with Opportunities for Success"

Southern University and A & M College System
AGRICULTURAL RESEARCH AND EXTENSION CENTER
and the **COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES**

Ashford O. Williams Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-2242
(225) 771-2861 Fax
www.suagcenter.com

OFFICE OF THE CHANCELLOR-DEAN

May 3, 2021

Dr. Ray Belton, President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA 70813

Dear President Belton:

RE: SUAREC/CAFCS – May 2021 Board Package Submission

Enclosed herewith are the following items from the Southern University Agricultural Research and Extension Center and the College of Agricultural, Family and Consumer Sciences for inclusion in the **May 2021 Board Package**.

- Request for Approval to the waive search for Vice Chancellor of Extension and Outreach – Dr. De'Shoin York, currently the Interim Vice Chancellor of Extension and Outreach
- Position Approval for the Assistant Specialist, Youth Development, STEAM – Ms. Trinity Johnson
- Position Approval for Associate Specialist, Small Farms – Dr. Brian Keith Phillips
- Position Approval for the Assistant Specialist, Public Health – Ms. Jasmin Plowe
- Request for Approval to change title and salary adjustment – Ms. Saturn Douglas

Please let me know if you need further information or have any questions. Thank you for your consideration to this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'O. F. McMeans'.

Orlando F. McMeans, PhD
Chancellor-Dean



COLLEGE OF
**Agricultural, Family
and Consumer Sciences**

Southern University and A & M College System
SOUTHERN UNIVERSITY – BATON ROUGE CAMPUS

Fisher Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-3660
www.suwr.edu
www.suagcenter.com

April 13, 2021

Dr. Orlando F. McMeans
Chancellor-Dean
Southern University Agricultural Research and Extension Center
College of Agricultural, Family and Consumer Sciences
Fisher Hall, Rm 101
Baton Rouge, LA 70813

RE: Title Change and Salary adjustment

Dear Dr. McMeans:

I am writing to formally request a title change and salary adjustment for Saturn Douglas. Ms. Douglas was hired in July 2020 in the middle of the COVID-19 pandemic. She started her employment on July 1, 2020 and has been running full steam ahead since day one serving the Southern University Agricultural Research and Extension Center (SUAREC) and the College of Agricultural, Family and Consumer Sciences (CAFCS) as our Recruitment and Retention Counselor. Within the last 9 months, Ms. Douglas has developed a recruitment and retention plan and has been executing that plan with efficiency and effectiveness. She has really been amazing. She has consistently exceeded expectations and goals I have set for recruitment, outreach and retention in academics and student support services. Her motivation, work ethic and dedication to the students within Food and Agricultural Sciences has resulted in many activities and accomplishments for CAFCS and SUAREC (see attached **2020-2021 Accomplishments and Goals**).

I have evaluated Ms. Douglas's performance and have deemed her worthy of a title change as well as a salary increase. Ms. Douglas's current title is Recruitment and Retention Counselor with a salary of \$54,855. I am recommending that Ms. Saturn Douglas title be changed to the position of Director of Recruitment and Retention and be given a salary adjustment to \$65,000 commensurate for that position. I am giving this recommendation and request my full support, with the knowledge that we will be promoting a much deserving individual, but more so, investing in a very critical component to the success of the CAFCS.

Sincerely,

Dr. Renita Marshall
Vice Chancellor Academics-Associate Dean

Approval:
Orlando F. McMeans, Chancellor-Deans

#GrowJags

JOB CLASS			
JOB CODE			
CAL ID			

SOUTHERN UNIVERSITY SYSTEM
Personnel Action Form

POSITION NUMBER									
-----------------	--	--	--	--	--	--	--	--	--

CAMPUS: SUS _____ SURR _____ SULAC _____ SUAREC X SUND _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ X OTHER _____ (Specify) _____

<input type="checkbox"/> Academic	<input checked="" type="checkbox"/> Non-Academic	<input type="checkbox"/> Civil Service
<input type="checkbox"/> Temporary	Part-time (_____ % of Full Time)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Probationary
<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Retiree Return To Work	<input type="checkbox"/> Permanent Status

Previous Employee _____ Reason Left _____
Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment: Effective Date July 1, 2020 To June 30, 2021
Effective Date June 1, 2021

Name Satara Douglas SSN _____ Sex Female Race* AA

Position Title: Director of the of Recruitment and Retention Department: Academic Student Support Services

Check One Existing Position New Position *Visa Type (See Reverse Side):

U	S
---	---

Expiration Date: _____
(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be authorized before processing PAF, if applicable.)

Years Experience: 5 Years Southern University Experience 5 Years

Degree(s): Type/Discipline (D.A. Education): BS-Science Institution/Location (SU-Baton Rouge): California State Year: 2008
MS-Communication Southern University and A&M College 2011

Current Employer: Southern University Agricultural Research and Extension Center

Personnel Action

Check One New Appointment Continuation Substantial Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$65,000.00 Salary Budgeted \$65,000.00

Source of Funds: IDC

Identify Budget: 627001 66100 61002 66000 Page _____ Location _____
Form Code: _____ Item # _____

Change of: From _____ To _____

Position: Counselor of Recruitment and Retention Director of Recruitment and Retention

Status: Part-time Full-time

Salary: \$53,000.00 \$65,000.00

Adjustment _____

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:

*See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount
627001 66100 61002 66000	\$53,000.00

*See Reverse Side

Graduate School signature (if applicable):

Kenita Marshall 04/20/2021
Supervisor Date
Kenita Marshall 04/20/2021
Vice Chancellor Date
[Signature] 4/21/2021
Director/Personnel Date

President Date

Kenita Marshall 04/20/2021
Dean/Unit Head Date
[Signature] 4/21/2021
Chancellor Date

Vice President/Finance Business Affairs/Comptroller Date

Chairman/S.U. Board of Supervisors Date

BED
4-23-21

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino _____ Non-Hispanic or Non-Latino _____

RACE (Please check all that apply):

White, not of Hispanic or Latin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS: Dr. Jenna Snowden will continue to fulfill a joint appointment of Assistant Professor, as well as continue serving as Director of the Southern Institute of Medical Plants (SIMP) and the Medical Marijuana Program Coordinator. (615)801-6500-6200 57,800; 621660-65050-6200 333,575; 627516-61210-6600 32,000; 227028-22111-61003 314,625)

EMPLOYEE REGULAR WORK SCHEDULE: Monday - Friday 8:00am - 5pm

EMPLOYEE DIRECT SUPERVISOR: Dr. Reetta Marshall

SUPERVISOR DEPARTMENT CONTACT NUMBER: (225) 771-2152

NUMBER OF EMPLOYEES SUPERVISED, (if any): 0

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report in and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (see receipt), and a class schedule. All prospective employees/students must bring a picture ID, social security card, birth certificate, certificate of naturalization, resident alien card, H-1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Disregarded Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FF Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	FO	

**Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!**

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- _____ Application for Employment Form Admin/Fac/Off positions (Civil Service Application for classified employees)
- _____ Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
- _____ Supervisory Criminal/Background Check Form (completed by employer verified and signed by supervisor)
- _____ Exemptions Survey Form (signed by employee and budget unit)
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted Job Appointment/KCS Rule 6.5g Letter of Justification (for classified, if applicable)

FUNDS AVAILABLE
OFFICE OF THE AGRICULTURAL
RESEARCH AND EXTENSION
SOUTHERN UNIVERSITY SYSTEM
Michael Bo
FINANCE & ADMINISTRATION SECTION

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Director of Recruitment and Retention AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Southern University Agricultural, Research and Extension Center
 (Department or Unit)

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Replacement | <input checked="" type="checkbox"/> New Position | <input type="checkbox"/> Unclassified | Source of Funds |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input type="checkbox"/> State |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty this is annual tenure track) | | <input type="checkbox"/> Grant-In-Aid |
| | | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

The Director for Recruitment and Retention will work directly with the office of the Chancellor-Dean and the Vice Chancellor for Academics-Associate Dean. The Director Recruitment and Retention provides leadership and direction in the creation, establishment, and coordination of retention and student success initiatives at the Southern University Ag Center and the College of Agricultural Family and Consumer Sciences. The position requires outreach and collaboration with deans and academic departments to support educational efforts and retention and working closely to develop reporting systems for collecting, analyzing, and disseminating retention data to all stakeholders. The Director for Recruitment and Retention, in conjunction with the Vice Chancellor for Academics-Associate Dean, will be expected to set a strategic direction for "student success" initiatives aimed at increasing student retention and graduation rates with a focus at the Undergraduate and Graduate level. The responsibilities of the Director are to develop and grow a culture of student success; develop an integrated approach and plan for the delivery of academic support services in support of the institution's commitment to student success; and work in collaboration with multiple campus constituents to implement campus-wide student success and retention initiatives. The Director will be responsible for monitoring student outcomes and retention, researching best practices in instruction, retention, and student support, coordinating College wide efforts to improve retention, and overseeing multiple initiatives aimed at improving student success and retention.

Salary/Range: \$65,000.00 Previous Incumbent (if replacement): none

Approved Disapproved Lenita Marshall 04/20/2021
 Department Head Date

Approved Disapproved [Signature] 4/21/2021
 Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>[Signature]</u>	<u>4/21/21</u>
Signature	Date
Budget Number	627001 66100 61002 66000

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>mu</u>	Job Class: <u>62840</u>
<u>Michael Williams</u>	<u>4/23/2021</u>
Verified By:	Date:

Approved Disapproved Lenita Marshall 04/20/2021
 Vice Chancellor Date

Approved Disapproved [Signature] 4/21/2021
 Chancellor/Vice President Date

Approved Disapproved _____ President _____
 Date

FUNDS AVAILABLE
 OFFICE OF THE AGRICULTURAL
 RESEARCH AND EXTENSION
 SOUTHERN UNIVERSITY SYSTEM

[Signature]
 CHIEF & ADMINISTRATION SECTION

An Equal Opportunity Employer

Saturn Douglas

Recruitment and Retention Counselor 2020-2021 Accomplishments and Goals

1. Recruitment

a. Virtual fairs

- i. 10/21/20 Tara High College Fair
- ii. 11/10/20 2020 Metro Atlanta Virtual Admissions Informational
- iii. 2/20/21 Alfred Street Baptist Fair
- iv. 2/20/21 California Black College Expo
- v. 3/11/21 Pflugerville HBCU Virtual College Fair
- vi. 3/23/21 BRCC Transfer Fair
- vii. 3/24/21 California Transfer Fair
- viii. 3/24/21 JAG Virtual Recruitment Event
- ix. 3/26/21 Jaguar Preview
- x. 3/28/21 SGRO and DST Virtual HBCU Tour
- xi. 3/30/21 CAC Virtual HBCU Fair
- xii. 4/10/21 AKA Mu Omega Virtual College Fair
- xiii. 4/29/21 Army Child & Youth Virtual College Fair
- xiv. 5/15/21 May Session #CAP AKA Fair

b. Top jags

- i. Partnered with Top Jags program founder Eldred Jackson to promote the College of Ag and available scholarships
- ii. 12/6/20 Zoom recruitment meeting to talk with Top Jag students about the Ag program
- iii. 2/8/21 California transfer partnership recruitment planning meeting
- iv. Participated in conference calls with several parents and students about the opportunities available in The College of Ag to supplement their student's scholarship from Top Jags

c. One on one virtual recruitment meetings

- i. 11/3/20 Brooke Klos
- ii. 1/25/21 Tyler Jackson
- iii. 2/1/21 Prep Factory
- iv. 2/11/21 Hendrix Broussard
- v. 2/26/21 Faith/Terry Johnson

d. Faculty Meetings

- i. 11/6/20 Family and Consumer Sciences
- ii. 1/20/21 Department Chairs
- iii. 2/25/21 Social Media Content

e. EBR Partnership

- i. Met with the superintendent of EBR Schools to introduce our scholarship programs and degree offerings
- ii. Worked with Dr. Marshall and Dr. McMeans to create an MOU for the Jag STARS scholarship
- iii. Prepared a presentation for the EBR High School principals about the College of Ag and the various programs available
- iv. Working in conjunction with the SUAG Communications team to promote the partnership between EBR and the College of Ag

f. Cristo Rey Franciscan High School partnership

- i. Reached out the charter school's board member and sent over materials to be presented at their board meeting to establish a pipeline of students

- g. SUBR Admissions and Recruitment Office
 - i. Meet with the director regularly to maintain a database of undeclared students and students interested in Ag
 - ii. Communicate with the campus recruiters to keep them informed about what's happening in the College of Ag
 - iii. Partner with recruiters to specifically recruit for the College of Ag
 - iv. Participate in college fairs in the absence of campus recruiters
 - h. Grants
 - i. Co-Pi Grow Jags- Developing the next generation of AG professionals USDA/NIFA
 - ii. Completed the USDA/NIFA 1890 Scholarship continuation award justification
2. Retention
- a. Organize Virtual forums monthly to engage current students and faculty and staff.
 - i. Let The Good Times Roll -February
 - ii. Lucky Jags- March
 - iii. Jag Spring House Party- April
 - b. Attend SUBR's enrollment readiness meeting bi-monthly to stay current on events and policies.
 - c. Partnered with LSU to coordinate events for Ag week
 - d. Partnered with LSU to coordinate events for Ag Career week
 - e. Serve as a liaison between the university and parents/students
 - f. Assist students with changing their major
 - g. Assist students with academic advising
 - h. Assist students with issues not limited to, housing, financial aid, advising, etc.
 - i. Monitor banner accounts for errors and alert the proper departments
 - j. Seek out internship and career opportunities for our students
 - k. Provide resources for tutoring
 - l. Support students with issues outside of academia and provide resources for assistance
3. Committees
- a. Serve as a member of the SUAg Web redesign to ensure academics is well represented
 - b. Work alongside Ms. Williamson and Dr. Marshall to get trendy promotional items for the college
 - c. Coordinate student involvement for HBCU Day at the Capitol
4. Publications
- a. Created a flyer for the Graffiti Bash
 - b. Converted the PowerPoint presentation to an interactive Prezi presentation.
 - c. Created a Jag STAR scholarship one pager
 - d. Working with RG Studio Designs to create new publications for the department
 - i. College of Ag Look Book
 - ii. Department one pagers
 - iii. Scholarship Flyers
 - iv. Program Flyers
 - v. Department Videos
 - vi. Social media campaigns
 - vii. QR Codes
5. 1890 Jag STARS
- a. Processed 38 stipend awards for first time freshmen in the Fall of 2020
 - b. Processed 22 stipend awards for continuing students in the Fall of 2020
 - c. Assisted with producing the 130th anniversary Land Grant Jag Star video
 - d. Drafted the scholarship continuation letter
 - e. Drafted scholarship disqualification letter
 - f. Created an email address specifically for the scholarship

- g. Updated the FAQs and revised the application
- h. Maintain a scholarship profile on all scholarship recipients
- i. Work with financial aid and monitor accounts to ensure accuracy of award(s)
- j. Answer questions and handle all matters pertaining to the scholarship
- k. Attend regular meetings with other land grant institutions.
- l. Complete budget allotment requests

6. Events

- a. Organized the Graffiti Bash
 - i. Set up
 - ii. Took pictures
 - iii. Created a supply list
 - iv. Encouraged student engagement
- b. Scheduled professional headshots to be taken for Ag students
- c. Attended and help facilitate the events for LSU/SUBR Ag week
 - i. Virtual Speed Networking
 - ii. LSU Vet School Open House
 - iii. Virtual Alumni Speaker Series: Dr. Doacue Fields
- d. Attended and help facilitate events for LSU/SUBR Ag Career Week partnership
 - i. California Ag Careers Virtual Roundtable
 - ii. Virtual speed networking
 - iii. Virtual Career Fair
 - iv. Louisiana Land Grant Coffee Chat
- e. 2/9/21 Held a virtual meeting with Trimble and our Ag students via zoom to explore career and internship opportunities
- f. Attended and presented at Fall and Spring Jag 365 orientation
- g. Attended the virtual FYE Mentor Meet and Greet
- h. 10/8/20 USDA Informational Meeting

Misc.

- i. 12/4/2020 Met with precision AG company Trimble to discuss Internships and job opportunities
Internship meetings (Trimble)
- j. 12/8/20 Met with Sanderson Farms to discuss internships and careers for students
- k. Manage the department's social media pages (Twitter and Instagram)
- l. Met with Terrick Boley to create a partnership to assist students with resumes for USDA government agencies
- m. 9/18/2020 Met with "Hearts of Glass" producer to learn about the film and see if it would be beneficial to our AG students

7. Goals

- a. Fall 2022 Recruitment event
- b. Monthly Virtual Recruitment Meetings
- c. Coordinate a Virtual tour of Ag facilities and the departments
- d. Update recruitment material
- e. Expand social media presence to other platforms
- f. Create a scholarship cohort
- g. Have scholarship information included in SUBR acceptance letter
- h. Engage middle school and early HS students
- i. Develop Ag student ambassador programs
- j. Cultivate peer mentoring

SATURN A. DOUGLAS

EDUCATION

MA	Southern University and A&M College Mass Communications	May 2011
BA	California State University, Northridge Communication Studies Minor in Social Science	August 2008

ACADEMIC & PROFESSIONAL EXPERIENCE

<u>Outreach Recruiter/Counselor</u> TRiO-Educational Talent Search	May 2017-Present Baton Rouge, LA
--	-------------------------------------

I work alongside a team of six individuals on a federal grant program to provide approximately 1500 students from economically disadvantaged backgrounds the support needed to pursue higher education. In addition, I assess the needs of the student population served, determine the best method for providing services and develop a regular schedule of program activities in target schools. I perform and maintain the following essential functions within this role:

- Recruit students to the program by promoting the advantages of participation.
- Help student participants apply to and choose appropriate secondary and post-secondary programs of study.
- Share information about the Educational Talent Search Program goals and activities with target school personnel.
- Maintain excellent communication and interpersonal skills to effectively communicate with diverse groups and individuals at various levels within the organization and the public.
- Explain how, when, and where to apply for financial aid and assist participants with their financial aid applications.
- Organize tutorial services, career exploration, aptitude assessments, counseling, mentoring programs and academic centered workshops.
- Maintain accurate records of advising activities and keep track of student success utilizing the BLUMEN module.
- Utilize various social media platforms to engage students.

- Provide exposure to college campuses and cultural experiences through campus visit both in and out of state.
- Facilitate workshops on study skill development and ACT preparation.
- Provide 1-on-1 guidance and mentorship to students.

Academic Advisor/Retention Coordinator
Southern University- SUSLA Connect

August 2014- Jan. 2016
Baton Rouge, LA

As the retention coordinator and academic advisor, I managed a case load of approximately 800 students. I worked in collaboration with other campus-based SUSLA Connect staff to ensure academic success of students on the SU Baton Rouge Campus. Ensured students understood the parameters of the Connect program and assisted in declaring and/or changing majors. I was responsible for providing guidance for students transferring to four-year programs. I made students aware of the appropriate academic support services available at their targeted university.

- Coordinated all academic advisement for students facing challenges with Satisfactory Academic Progress (SAP) for financial aid purposes.
- Assisted with the admissions, registration, and transfer processes for all students
- Accurately prepared and maintained records and reports of student contacts and semester summaries both electronically and printed.
- Applied student development and career development theories to properly address the needs of my students.
- Developed programs and events to promote student retention and increase enrollment.
- Lead seminars that provided tips on effective study skills and techniques to create a seamless transition from high school to college and beyond.
- Served as the initial point of contact for faculty in regards to student issues such as scheduling conflicts, behavior and attendance.

Admissions Recruiter
Southern University and A&M College

May 2011-August 2014
Baton Rouge, LA

As an admissions recruiter, I was responsible for representing the university and its programs to constituencies throughout the state and nation. I established academic rapport by actively serving as the university's liaison at college fairs, visits to individual schools and community-based organizations, receptions, information sessions, and presentations.

- Evaluated high school and college transcripts as well as ACT and SAT scores to determine student's admission status.
- Processed applications and entered them via the applicant tracking system ORACLE BANNER.
- Collaborated with the director of admissions to create marketing campaigns and stay current with communication trends.
- Developed promotional material for print, advertising and online use.

- Planned and coordinated recruiting events, guidance counselor receptions, college nights, preview days, and scholarship banquets.
- Developed social media campaigns to assist with the application process and network with prospective students.
- Facilitated academic workshops, tours, new student orientation and other events on various topics such as registration, campus resources, software usage, degree requirements, and learning strategies.
- Prepared statistical and narrative reports on applicant data metrics, as well as, the operation and quality of the recruitment objective.
- Researched student enrollment, retention history and trends for the support of enrollment targets.
- Demonstrated regular and predictable attendance and worked in addition to normal business hours to meet workload demands.

COLLEGIATE TEACHING EXPERIENCE

Adjunct Professor
Southern University-SUSLA Connect

Fall 2014- Spring 2016

DEVELOPMENTAL ENGLISH 90, an undergraduate course averaging 60 students per semester, covering the following topics: grammar usage, mechanics of punctuation, sentence structure and the writing process. Developed quizzes, exams, and homework.

SPEECH 200, an undergraduate course averaging 50 students per semester, covering the following topics: interpersonal communication, public speaking techniques, and proper outline for speech preparation. Created workshops and public speaking opportunities for students to utilize their learned skillset.

COLLEGE SUCCESS SKILLS, a zero hour course required for all students participating in the SUSLA Connect program. Students would meet bi-weekly for seminars and workshops to assist with first year matriculation. Some topics discussed were, time management, study skills, getting involved and stress management.

PROFESSIONAL TRAINING

Financial Aid for Secondary Education Professionals
Brittani Williams (LOSFA)

New Orleans-March 2019

Description: Learn about financial aid and best practices for FAFSA completion, TOPS, and scholarships, as pre-college professionals.

How to Help Students Keep Their Financial Aid
Once they are on Campus

New Orleans-March 2019

Brittani Williams (JOSFA)

Description: Learn the basics about FASFA verification, SAP, student loans and more so that they can best assist the students enrolled in post-secondary institutions.

Student Integration Model for Success: A Retention Model New Orleans-March 2019
Dr. Kevin Bastian

Description: Student Integration model for success at Dillard University states that academic, administrative, career, financial psychological, social, and spiritual integration are essential to student retention and success. The theoretical model draws heavily from the work of Tinto and Astin. Consequently, the seven themes serve to integrate students into the life of college.

Statistics Lie: Change the Numbers Shreveport-April 2018
Dr. Marquita Whitehead, Shreveport, LA, April 18, 2018.

Description: According to statistics, I should be a welfare and SNAP benefits recipient, low-income, behind bars, or even deceased. Looking back at my story, I am proud, yet humbled, to say that statistics were wrong. Those numbers presented in studies are only that -- numbers. However, I also realize that I changed those numbers and others can do the same. My goals in life were far broader than imagined by those who viewed me as the lesser vessel because of the situations that I faced since birth. The objective of this study is to show students that they have the ability, strength, and capabilities to achieve goals beyond those that are expected according to their socioeconomic standings or community upbringing. Although their circumstances may seem unfair, it is not the end of the road. The question remains: are you willing to change the numbers?

Create Your Own Curriculum Baton Rouge-Nov. 2017
Xong Lor, Academic Advisor at University of Arkansas

Description: Providing unique and engaging workshops to 7th-12th grade students under a tight budget can be a challenge. In this session, we will discuss sources of inspiration and strategies for thinking outside the box during the development of curriculum. Participants will experience how to transform basic college readiness topics into innovative hands-on workshops for today's student.

College Prep Step-by-Step Baton Rouge-Nov. 2017
Ryan Eller, Co-Founder, Paradigm Shift

Description: The best kind of learning occurs when our whole self is involved. Our physical, mental, and social selves all play an important part of capturing what we have learned and applying it moving forward. In this session, you will learn how to use more experiential based practices in your TRiO program! Join us as we show you how to invest fun and teamwork into your TRiO program. You will experience a wide range of new and classic activities allowing counselors to facilitate name games, icebreakers, leadership initiatives and

team building activities centered around TRIO's core curriculum. You will leave being able to use these nearly prop-less activities at your next school meeting or workshop, gaining rapport with your students and creating an environment of success and achievement.

Persisting Against the Odds

Baton Rouge-Nov. 2017

Josh Howard, Director of Persistence and Partnerships, Baton Rouge Youth Coalition

Lauren Robinson, Managing Director of Academic Programs, Baton Rouge Youth Coalition

Description: The odds are stacked against a huge part of our students in the southern United States. Minority students and those who identify across the LGBTQIA+ spectrum are attending college in droves, and while that's exciting, they need increased support. How can we support them on our universities? Better yet, how can we give them the supportive tools before they step foot on college campuses? We'll use data and discuss some best practices at how these amazing students - often marginalized and forgotten - can thrive and be their best.

PROFESSIONAL AFFILIATIONS

Louisiana Association of Student Assistance Programs, 2017-Present
Southwest Association of Student Assistance Programs, 2017-Present

PROFESSIONAL SERVICE

Former Member- Recruitment and Marketing Task Force	2014
Editorial Assistant- <i>Urban Education</i> , A Scholarly Journal	2010-2011

COMPUTER SKILLS

Applications: Oracle Banner, Blument, Microsoft Suite, Social Media, Photoshop, ENPS, Remind Messaging, Zoom Video Conferences

Platforms: Mac OS, Windows XP

Director for Recruitment and Retention

**Southern University Agricultural Research & Extension Center
College of Agricultural, Family and Consumer Sciences**

Duties/Responsibilities

The Director for Recruitment and Retention will work directly with the office of the Chancellor-Dean and the Vice Chancellor for Academics-Associate Dean. The Director Recruitment and Retention provides leadership and direction in the creation, establishment, and coordination of retention and student success initiatives at the Southern University Ag Center and the College of Agricultural Family and Consumer Sciences. The position requires outreach and collaboration with deans and academic departments to support educational efforts and retention and working closely to develop reporting systems for collecting, analyzing, and disseminating retention data to all stakeholders. The Director for Recruitment and Retention, in conjunction with the Vice Chancellor for Academics-Associate Dean, will be expected to set a strategic direction for "student success" initiatives aimed at increasing student retention and graduation rates with a focus at the Undergraduate and Graduate level. The responsibilities of the Director are to develop and grow a culture of student success; develop an integrated approach and plan for the delivery of academic support services in support of the institution's commitment to student success; and work in collaboration with multiple campus constituents to implement campus-wide student success and retention initiatives. The Director will be responsible for monitoring student outcomes and retention, researching best practices in instruction, retention, and student support, coordinating College wide efforts to improve retention, and overseeing multiple initiatives aimed at improving student success and retention.

- Plan and execute recruitment activities for the College of Agricultural, Family and Consumer Sciences (CAFCS), which include but not limited to:
 - Visiting community colleges and high schools and meeting with advisors, faculty and other individuals or organizations to identify and connect with prospective/potential students;
 - Managing strategic communications with community college counselors and high school advisors, including email, print, and other media;
 - Coordinating prospective student visits to the University;
 - Counseling prospective students through the application for admission and working collaboratively with the admissions office in admitting the students into the university and into their respective degree programs;
 - Participating in college fairs and transfer days to recruit and promote the University.
- Acts as a liaison between the student and the university (Student Affairs) to ensure all aspects of enrollment are complete.
- Work closely with the Southern University USDA/1890 Liaison and the 1890 Scholar's Program.

- Tracks student's progression to completion of their degree programs and tracking of graduate's job placement
- Assist in developing and implementing a marketing plan for the CAFCS which include distributing marketing materials, giving presentations and advising stakeholders on-campus and elsewhere;
- The incumbent will also participate in the following areas: alumni and public events for the CAFCS, including open houses, campus tours, alumni/friend events, etc.;
- Assist with the recruiting, planning and implementing the BAYOU Program and the College Ambassador Program
- Assist with the management of the College website content and function and maintain regular social media promotional postings;
- Develop databases for tracking outreach activities for the College to include: Jags in Ag, job placement of students, internships, 4-H, FFA, MANRRS, etc.;
- **Facilitate coordination and development of 2+2 programs with community colleges;**
- **Development of the CAFCS alumni chapter;**
- **Coordinate development of the Agriculture University College program**
- Establish and maintain Junior MANRRS Chapters across the State of Louisiana.
- Performs other related duties as assigned

Required Qualifications

Requires a Master's Degree in Agriculture, Family and Consumer Sciences, Human Sciences, Social Sciences or a related field of study,

Six months of experience recruiting students or with student relations (internships, etc.).

Knowledge and familiarity with postsecondary admissions requirements and procedures.

Knowledge of the operations of an institution of higher education. Effective verbal and written communication skills. Familiarity with Banner is a plus.

Experience interacting with diverse populations. Previous experience creating and implementing marketing communication plans. Proficiency with social media promotion. Must be able to spend time traveling across Louisiana.



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

April 21, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Career Services Director Appointment

Dear Dr. Belton:

In response to your directive in April 2021 regarding Title IX, the Southern University Law Center (SULC) reorganized its operations and placed the Career Services, Title IX Director in a new role that only serves the Title IX function. Founded on that reorganization, SULC will need to place an individual solely in a career services director's position, effective July 1, 2021.

I would like to elevate Ms. Koshaneck Gilbert to the role of Career Services Director beginning July 1, 2021, to efficiently fill this need. Ms. Gilbert is currently serving as the Associate Director of Career Services. Ms. Gilbert has served efficiently for many years as a career service professional at SULC. She has the requisite education, skills, and temperament to serve as the next Director of Career Services for SULC, at a salary of \$93,600. To effectuate a smooth transition, I respectfully request that a search for a Director of Career Services be waived. The resume of Ms. Gilbert is attached for your review.

I hereby recommend Ms. Gilbert and that my recommendation be presented to the Southern University Board of Supervisors for consideration at the May 21, 2021 Board meeting.

To further realign organization priorities, it is further requested that the Career Services Department be placed under the Office of Strategic Partnerships and Initiative. This request is made based on talent acquisition and strategic opportunities that are being presented to SULC which requires the institution to think of the Career Services Department as a gateway or runway to a variety of strategic partnerships and initiatives. This realignment would be consistent with the actions of SUBR concerning placing SUBR Career Services functions under the direction of the SU System Foundation.

The Board's due consideration of these requests and recommendations will be deeply appreciated. If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanne B. Lacour Endowed Law Professor

JOB CLASS 3	2	5	0	0
JOB CODE	M			
CAL ID	11			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	3	M	9	9	4	3
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CAMPUS: SUS _____ SUBR _____ SULAC X SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ X OTHER _____ (Specify) _____

- _____ Academic X Non-Academic _____ Civil Service
- _____ Temporary _____ Part-time (_____ % of Full Time) _____ Restricted
- _____ Tenured _____ Undergraduate Student _____ Job Appointment
- _____ Tenured Track _____ Graduate Assistant _____ Probationary
- _____ Other (Specify) _____ Retiree Return To Work _____ Permanent Status

Previous Employer: N/A Reason Left: N/A
 Date Left: N/A Salary Paid: N/A

Profile of Person Recommended

Length of Employment 07/01/2021 To 06/30/2022
 Effective Date 07/01/2021

Name Koshaneko Gilbert XXX-XX-9028 Sex F Race* B
(Last 4 digits only)

Position Title: Career Services Director Department: Law Center

Check One X Existing Position *Visa Type (See Reverse Side):

--	--	--

 _____ New Position Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 11 Southern University Experience 5
 Degree(s): Type/Discipline (BA-Education): BS Institution/Location (SU-Baton Rouge): Southern University Year: 2004
JD Southern University 2008

Current Employer Southern University Law Center

Personnel Action

Check One _____ New Appointment _____ Continuation _____ Sabbatical _____ Leave of Absence
 _____ Transfer X Replacement _____ Other (Specify) _____

Recommended Salary \$93,600.00 Salary Budgeted \$93,600.00

Source of Funds General Appropriation

Identify Budget: State Location 311001-38130-61002-35000
 Form Code: BOR10 Page 1 Item # 1

Change of:
 Position Associate Director of Career Services From Career Services Director To
 Status _____
 Salary Adjustment \$81,120.00 \$93,600.00

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

Source of Funds	Amount
311001-38130-61002-35000	\$81,120.00

*See Reverse Side
 Comments: (Use back of form)

*See Reverse Side

Graduate School signature (if, applicable):

John K. Pierre 3/3/21
 Supervisor Date
[Signature] 3/3/21
 Vice Chancellor Date
 _____ Date
 Director/Personnel Date
 _____ Date
 President Date

[Signature] 4/3/21
 Dean/Unit Head Date
[Signature] 3/3/21
 V/C for Finance & Admin. Date
 _____ Date
 _____ Date
 Vice President/Finance Date
 Business Affairs/Comptroller Date
 _____ Date
 Chairman/S.U. Board of Supervisors Date

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino _____ Non-Hispanic or Non-Latino _____

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS: Koshaneke Gilbert will replace Keri Landry Thomas because she has been promoted to the Associate Vice Chancellor for Equity, Inclusion and Title IX, effective July 01, 2021.

EMPLOYEE REGULAR WORK SCHEDULE: Daily
EMPLOYEE DIRECT SUPERVISOR: Chancellor, John Pierre
NUMBER OF EMPLOYEES SUPERVISED, (if any) 200

HR USE ONLY: STATUS (circle one): EXEMPT _____ NON-EXEMPT _____

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

SOUTHERN UNIVERSITY LAW CENTER
ENCUMBERED / FUNDS AVAILABLE
DOC ID: *
DATE 5-3-21
BY [Signature] EXPIRES _____

CLASS OF EMPLOYMENT (VISA STATUS):

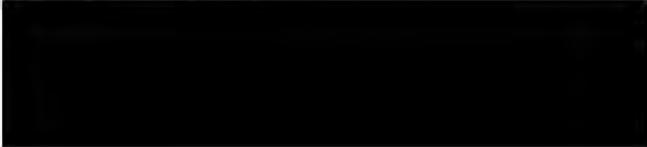
TYPE _____
United States Citizen/Certificate of Naturalization US
Resident Alien RA
H-1 Visa (Distinguished Merit & Ability) H1
J-1 Visa (Exchange Visitor Program) J1
F-1 Visa (Student Emp. FT Student at S.U.) F1
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience") F0

Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- _____ Application for Employment Form Admin/Fac/Unel Positions (Civil Service Application for classified employees)
- _____ Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- _____ Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- _____ Exemptions Survey Form (signed by employee and budget lead)
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

CONTINGENT UPON AVAILABILITY OF FUNDS


BAR MEMBERSHIP

Louisiana State Bar Association, 2008

EMPLOYMENT

Southern University Law Center, Baton Rouge, Louisiana

Associate Director

2019-Present

Career Counselor

2017-2019

- Research, and analyze the current state of the private sector legal services and legal job markets and forecasts emerging trends in those markets. Identifies existing and up-and-coming career and job options, assesses (on a continuing basis) their short-and long-term feasibility for our alumni attorneys, and explores alternatives to traditional legal practice
- Placement Data Collection/Dissemination: Collect and report placement data for internship and full-time opportunities
- Coordinate and attend job fairs
- Manage the Chancellor's Public Interest Initiative Stipend Award Program
- Liaises with various other Law School departments and individuals to understand their needs and goals and explore and develop mutually beneficial programs, resources, and services
- Maintain and enhance the Law School's existing professional network of potential employers, other law school legal career professionals, and others in the legal field who may be in a position to provide information and assistance to our students interested in pursuing private sector work
- Establish new positive working relationships with law firm recruiters, inhouse legal departments, corporations, (and others who may be of assistance to our private sector oriented students (and who may be of assistance in fundraising and in enhancing the campus's relationship with outside organizations)
- Develops and oversees presentation and delivery of broad and complex career-focused programs and events workshops, and resources
- Provides one-on-one, individually tailored and client-driven career consulting services to students and alumni
- Assist other staff where needed

City Attorney's Office, Shreveport, Louisiana

2012-2017

Assistant City Attorney/Prosecutor

- Provided legal counsel to various departments and boards within the City of Shreveport such as: the Department Community Development, Shreveport Public Assembly and Recreation, Personnel, Metropolitan Planning Commission, Zoning Board of Appeals, Zoning Enforcement, Health Care Trust Fund Board, Loan Review Committee, and the Mayor's Internal Communication Task Force
- Drafted administrative rules and regulations, documents and contracts
- Prepared opinions on questions of law and procedure
- Represented the City in administrative hearings
- Analyzed administrative and management problems within a legal framework to ensure sound practices and procedures
- Investigated and respond to EEOC complaints
- Prepared and reviewed lost note affidavits, promissory notes, loan agreements, and other documents for small businesses and individuals receiving loans from the City

- Prosecuted cases related to: misdemeanor state criminal statutes, city ordinance violations, driving while intoxicated and traffic violations
- Argued motions relative to bond forfeitures

Legal Services of North Louisiana, Shreveport, Louisiana

2010-2012

Staff Attorney

- Completed work pertaining to Family Law, this included but was not limited to: divorces, child support, child custody/visitation, power of attorney, protective orders, etc.
- Prepared a variety of legal forms and documents such as: Petitions, Answers, Motions, Writs, Appeals and other pleadings.

Davis Law Office, LLC, Shreveport, Louisiana

2009-2010

Attorney

- Completed work pertaining to the defense of the City of Shreveport. Which, included but was not limited to: defending against fraudulent Worker's Compensation Claims, Personal Injury Accidents involving city workers and civilian and Slip and Fall incidents on city property
- Prepared a variety of legal forms and documents such as: Answers, Motions for Summary Judgment, Motions in Opposition to Summary Judgment and Interrogatories
- Prepared and conducted depositions

The Law Office of Koshaneke N. Gilbert, LLC, Baton Rouge, Louisiana

2008-Present

- Handle matters involving but not limited to: Personal Injuries, Adoptions and Family Law
- Prepare a variety of legal forms and documents, such as: Motions to Dismiss, Declarations, Discovery Request and Responses, Petition for Damages and other pleadings
- Collect organize and summarize information, materials, documents, reports and evidence
- Negotiate on behalf of my clients and their respective needs
- Represent children in need of care

TEACHING EXPERIENCE

Southern University Law Center, Baton Rouge, Louisiana

2017-Present

Adjunct Professor

- Provide comprehensive instruction to students in Legal Research, Legal Writing, Conflict of Laws, Lawyering Process and Statutory Analysis, utilizing appropriate teaching methodologies
- Full responsibility for the teaching and evaluation of students in several classes
- Where appropriate, create and build a course that is easy to navigate, utilizes a variety of tools and assessments, and provide materials that foster student learning
- Prepare for and teach courses in accordance with the syllabi and lesson plans I have developed

EDUCATION

Southern University and A&M College, Baton Rouge, Louisiana, December, 2020

Master of Public Administration

Southern University Law Center, Baton Rouge, Louisiana, May 2008

Juris Doctor

Activities: Senior Class President, Phi Alpha Delta Publicity Chair, Career Services Volunteer Orientation Committee Co-Chair, Community Service Committee Chair, Black Law Student Association, Summer Abroad

LEGAL TRAININGS/PROFESSIONAL DEVELOPMENT

Speaker: Becoming Fierce in the Practice of Law: Professionalism, October 16, 2020

Speaker: Cannabis and Hemp Continuing Education Symposium: Professionalism, December 12, 2019

Nita Trial Advocacy Certified-Best Opening Argument

Equal Access to Justice

Louisiana Board of Ethics Certification

Children in Need of Care Certified Attorney

American Association of Law Schools 2018, 2021=

National Association for Law Placement Conference 2017, 2018, 2019

LifeBound Coaching Institute 2018

National Association for Law Placement Newer Professionals Forum 2019

American Bar Association Midyear Meeting 2019, 2020, 2021

The LGBT Bar 2019 Lavender Law Conference



SOUTHERN UNIVERSITY AT NEW ORLEANS

6400 Press Drive
New Orleans, LA 70126
Phone: (504) 286-5311 Fax: (504) 286-5000
www.suno.edu

Office of the Chancellor

April 27, 2021

Dr. Ray L. Belton
President Chancellor
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA 7081

Dear Dr. Belton:

I'm writing this letter to recommend Ms. Susan Henry for the position of Director of Communications and Marketing at Southern University at New Orleans (SUNO). Her salary will be \$70,000. Susan served in the capacity of public relations/communications and development for over 25 years, and she is a graduate of the university. She has excellent written and oral communication skills which will enable her to grow our institution's image and help us achieve success.

In her previous positions, Susan was solely responsible for the development and implementation of public relations campaigns, offerings and promotions, and media management. She has an excellent feel for gauging public opinion and projecting public reactions to certain campaigns. Best of all, her campaigns were universally successful, providing significant and measurable growth.

Public relations require big picture thinking along with an eye for details, and this is the perfect description of Susan and what she can contribute to SUNO. She has great organizational and critical thinking skills and in her short time working under a contract has assisted the Vice Chancellor of Advancement coordinate and develop long-term goals for the Office of Advancement. She comes with my highest recommendation and will add value to the university and the Office of Institutional Advancement.

With kind regards,

A handwritten signature in blue ink that reads "James H. Ammons".

James H. Ammons, Jr., PhD
Executive Vice-President – Chancellor
Southern University at New Orleans

APPROVED: _____

Ray L. Belton, Ph. D.
President – Chancellor
Southern University System

"An Equal Educational Opportunity Institution"

JOB CLASS				
JOB CODE				
CAL ID				

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER									
-----------------	--	--	--	--	--	--	--	--	--

CAMPUS: SUS SUBR SULAC SUAREC SUNO SUSLA

EMPLOYMENT CATEGORY: 9-MONTH 12-MONTH OTHER (Specify) _____

Academic Non-Academic Civil Service
 Temporary Part-Time (% of Full Time) Restricted
 Tenured Undergraduate Student Job Appointment
 Tenured Track Graduate Assistant Probationary
 Other (Specify) Retiree Return To Work Permanent Status

Previous Employee Tammy Barney Reason Left Lay-Off
 Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment _____ To _____

Effective Date May 13, 2021

Name Susan E. Henry SS# xxx-xx-xxx Sex Female Race* Black

Position Title: Director of Communication & Marketing Department: Institutional Advancement

Check One Existing Position *Visa Type (See Reverse Side): US

New Position Expiration Date: _____
 (Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 22 Southern University Experience 0

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>BA Journalism and Spanish</u>	<u>LSU</u>	<u>2001</u>
	<u>Master of Arts in Museum Studies</u>	<u>SUNO</u>	<u>2014</u>

Current Employer New Orleans Jazz Orchestra

Personnel Action

Check One New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$70,000.00 Salary Budgeted _____

Source of Funds State

Identify Budget: General Funds Location 411001 48130 61002 46000
 Form Code: _____ Page _____ Item # _____

Change of: From _____ To _____

Position _____
 Status _____
 Salary Adjustment _____

Financial Aid signature (if, applicable):

List total funds currently paid this employee by Southern University:

*See Reverse Side
 Comments: (Use back of form)

Source of Funds	Amount
General Funds	\$70,000.00

*See Reverse Side Graduate School signature (if, applicable):

Kim Evans Ruggie 4/27/2021 Supervisor Date
Kim Evans Ruggie 4/27/2021 Vice Chancellor Date
 _____ Date Dean/Unit Head
James H. Ammons 4/29/2021 Chancellor Date
 _____ Date Vice President/Finance
 _____ Date Business Affairs/Comptroller
 _____ Date Chairman/S.U. Board
 _____ Date Of Supervisor

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment considerations.

ETHNIC ORIGIN (Please check one):

_____ Hispanic or Latino _____ Non-Hispanic or Non-Latino

RACE (Please check all that apply):

_____ White. Not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black. Not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

_____ Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

_____ Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

_____ American Indian or Alaskan Native. A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognitions.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE: _____ Mon - Fri 8:00 am - 5:00 pm

EMPLOYEE DIRECT SUPERVISOR: _____ Dr. Kim Rugon

NUMBER OF EMPLOYEES SUPERVISED, (if any) _____

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

<u>TYPE</u>	<u>CODES</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

Do Not Write Below This Area
For Human Resource And Budgetary Control Use Only!

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- _____ Pre-Employment Application Form (Civil Service Application for classified employees)
- _____ Supervisory Criminal/Background Check Forms and Authority to Release (signed by employee)
- _____ Exemptions Survey Form
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)



Susan Henry



SUMMARY

Proactive leader in media and fine arts with strengths in business management, strategy and program development, fundraising, sales, marketing, public relations.

SKILLS

- Advertising, Marketing and Public Relations
- Business and Non-profit management
- Fundraising
- Sales
- Creative development
- Client cultivation
- Financial reporting
- Financial forecasting
- Human resources
- Market research
- Policy development
- Process development
- Data management
- Team building

EXPERIENCE

Chief Executive Officer

New Orleans, LA

The New Orleans Jazz Orchestra/ Jul 2019 to Oct 2020

- Serves as liaison to Board of Directors; Serves as a Leader in Central City.
- Sustains agreed upon performance of NOJO's two main assets: the New Orleans Jazz Orchestra ensembles and the New Orleans Jazz Market.
- Promoted company public profile by delivering speeches, writing articles and presenting at industry conferences as public face of organization.
- Established clear and effective policies for standardization across different areas of operations.
- Monitored business trend forecasts, adjusting budgets and operational plans to maximize growth and opportunities.
- Successfully facilitated financial compliance, meeting and exceeding audit standards of regulatory agencies.
- Defined quality metrics and KPIs by checking efficiency of RFI and RFP processes.
- Devised strategic improvements to resolve issues and spearhead necessary operational updates.
- Cultivated stakeholder relationships, ensuring compliance with regulatory requirements of government agencies, including health and safety.
- Balanced organizational and employee needs when developing fair and equitable human resources policies.
- Built referral pipeline by remaining active with community, establishing referral networks and resources.
- Established excellent relationships with residents and family members by proactively identifying problems and acting appropriately to garner resident engagement and satisfaction.
- Cultivated and maintained industry relationships and customer partnerships to capitalize on opportunities and maximize business success.
- Planned and implemented strategies to increase funding through various approaches.

- Recruited individuals and built membership rosters through variety of methods including community event attendance and promotional materials.
- Organized and oversaw capital improvement projects to maintain business viability.
- Cultivated positive image across various industries by developing partnerships with media, business and community groups.
- Strengthened company business by leading implementation of new projects and procedures.
- Shared mission of organization with public through successful community outreach and marketing strategies.
- Managed \$1M annual budget and developed innovative financial controls tools, resulting in improved accuracy and better accountability for department heads.
- Implemented successful strategies for employee management, occupancy and revenue growth, expense control and quality of services.
- Directed training improvements to reduce knowledge gaps and eliminate workforce performance inefficiencies.
- Established teams to meet operational and artistic needs to promote departmental alignment with organizational processes.
- Orchestrated successful team and customer events to drive engagement, satisfaction and loyalty.
- Revitalized business plans and realigned company objectives to increase overall profits.

General Manager

New Orleans, LA

Bakewell Media Company - WBOK 1230 AM/ Oct 2012 to Feb 2020

- Ensured compliance with operational and programmatic FCC regulations.
- Developed organizational standards and systems (mission and core values).
- Managed administrative and accounting services- payroll processing, accounts payables and receivables, contract procurement, professional development, training, recruitment, and performance evaluation.
- Responsible for the maintenance of the station's material assets.
- Enhanced brand recognition and visibility.
- Created and maintained of digital media outlets to increase the utility of the product and increase brand recognition (website, mobile app, social media).
- Cultivated relationships while developing strategic partnerships with media outlets, public relations/ advertising agencies, and trade/business organizations, and local businesses.
- Created robust, multi-media marketing campaigns to increase visibility of the station or station initiatives.
- Directed safety operations and maintained clean work environment to adhere to FDA and OSHA requirements.
- Designed sales and service strategies to improve revenue and retention.
- Maximized time and manpower by consolidating data, payroll and accounting programs into one centralized system.
- Trained, managed and motivated employees to promote professional skill development.

Marketing Manager

New Orleans, LA

AI Copeland Investments, LLC/ Jul 2010 to Feb 2013

- Initiated new and handled existing business accounts.
- Conducted market analysis of competing businesses.
- Coordinated strategically advertisement placement to promote products/services and increase brand awareness.
- Coordinated all events/parties/banquets at restaurants.
- Initiated marketing campaigns instituted in restaurants to increase return business and entice new customers.
- Cultivated customer and distributor rapport to increase retention rates and drive goal achievement.
- Created award-winning programs, strategies, and sales tools from concept to completion, resulting in greater team efficiency and effectiveness.

Sales and Marketing Manager

GAINESVILLE, FLORIDA

University of Florida- Mobile Campus/ Apr 2006 to Jun 2010

- Retained student membership; Conducted product research.
- Developed marketing campaigns to increase visibility on campus.
- Secured and maintained sales accounts and met monthly sales quota through cold calling and client development.
- Performed research to analyze behavior of customers, including purchasing habits, trends and preferences.
- Managed client marketing strategies and product promotion campaigns.
- Assisted coordination of meeting logistics, organizing materials and taking notes to track discussions and new implementation plans.
- Put together reports detailing campaign performance, customer engagement and engagement trends.

Account Executive

New Orleans, LA

Clear Channel Broadcasting/ Sep 2004 to Aug 2005

- Maintained existing sales accounts
- Developed new accounts for WQUE in New Orleans and surrounding area.
- Conducted market research
- Developed, presented and submitted marketing proposals used to promote stations and brands.
- Acquired new business and drove revenue streams by providing cutting-edge services to clients.
- Drove new business development and client acquisition through cold calling, lead generation and exceptional service.
- Contacted customers about account or information issues, alerting clients of changes for excellent customer service.
- Individualized client marketing programs to meet each customer's unique needs while focusing on digital marketing and social media.
- Cultivated and developed customer relationships to enable sustained revenue growth.

Account Executive

New Orleans, LA

Entertainment/ Aug 2003 to Sep 2004

- Maintained existing sales accounts.
- Developed new accounts for WQJF in New Orleans and surrounding area.
- Conducted market research.
- Developed, presented and submitted marketing proposals used to promote stations and brands.
- Acquired new business and drove revenue streams by providing cutting-edge services to clients.
- Drove new business development and client acquisition through cold calling, lead generation and exceptional service.
- Contacted customers about account or information issues, alerting clients of changes for excellent customer service.
- Developed and delivered new business requisitions through business-to-business sales and trade shows.
- Prepared quotes for potential clients, upselling special packages and maintaining high levels of accuracy.

EDUCATION AND TRAINING

PhD.: Philosophy

California Institute Of Integral Studies Expected in May 2023

San Francisco, CA

Master of Arts: Museum Studies

Southern University At New Orleans May 2014

New Orleans, LA

Bachelor of Arts: Mass Communication, Print Journalism, Spanish

Louisiana State University 2008

ACTIVITIES AND HONORS

FOUNDING MEMBER, NOI A Black Media Collaborative ADVISORY BOARD, Dibia Dream BOARD MEMBER, I AM MY SISTER BLACK PRESS TASK FORCE, National Association of Black Journalists FELLOW, Orlique Leadership Institute, 2015

ACCOMPLISHMENTS

2003 Salesperson of Year, Entertainment Radio

2004 Radio Sales And Marketing Sales Professional, RAB 2015 Trailblazer Award, Data News Weekly

2016 Orchid Honor, Orchid Society

2017 Women and Media Honoree, Xavier University

2018 Women in Business Honoree, Insights Media

JOB CLASS 3	2	5	0	0
JOB CODE	M			
CAL ID	U			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	3	M	9	9	5	8
-----------------	---	---	---	---	---	---

CAMPUS: SUS _____ SUBR _____ SULAC X SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH X OTHER _____ (Specify) _____

- | | | |
|--|--|---|
| <input type="checkbox"/> Academic | <input checked="" type="checkbox"/> Non-Academic | <input type="checkbox"/> Civil Service |
| <input type="checkbox"/> Temporary | <input type="checkbox"/> Part-time (_____ % of Full Time) | <input type="checkbox"/> Restricted |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Undergraduate Student | <input type="checkbox"/> Job Appointment |
| <input type="checkbox"/> Tenured Track | <input type="checkbox"/> Graduate Assistant | <input type="checkbox"/> Probationary |
| <input type="checkbox"/> Other (Specify) _____ | <input type="checkbox"/> Retiree Return To Work | <input type="checkbox"/> Permanent Status |

Previous Employee N/A Reason Left N/A
 Date Left N/A Salary Paid N/A

Profile of Person Recommended

Length of Employment 06/01/2021 To September 30, 2023
 Effective Date 06/01/2021

Name Jasmine Hunter xxx-xx-4408 Sex F Race* B
 (Last 4 digits only)

Position Title: Director of Communications Department: Law Center-Institutional Support

Check One Existing Position *Visa Type (See Reverse Side):
 New Position Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 6 Southern University Experience 2

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	<u>B.A.</u>	<u>Alabama State University</u>	<u>2012</u>
	<u>M.S</u>	<u>Troy University, Troy, Alabama</u>	<u>2015</u>

Current Employer Southern University Law Center

Personnel Action

Check One New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$69,720.00 Salary Budgeted \$69,720.00

Source of Funds General Appreciation

Identify Budget: State Location 311001-31610-61002-36000
 Form Code: BOR10 Page 1 Item # 1

Change of:

Position	<u>From</u>	<u>To</u>
Status	<u>Director of Communications</u>	<u>Director of Communications</u>
Salary Adjustment	<u>\$66,000.00</u>	<u>\$3,720.00 + \$66,000 = \$69,720.00</u>

Financial Aid signature (if, applicable):

List total funds currently paid this employee by

Southern University:

*See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount
311001-31610-61002-36000	\$66,000.00

*See Reverse Side

Graduate School signature (if, applicable):

John K. Pierre 5-12-2021
 Supervisor Date
John K. Pierre 5-12-2021
 Vice Chancellor Date

Director/Personnel _____ Date _____
 President _____ Date _____

Gary R. Hall 5-12-21
 Dean/UMT Head Date
John K. Pierre 5-12-2021
 V/C for Fin. and Administration Date
 Chancellor Date

Vice President/Finance _____ Date _____
 Business Affairs/Comptroller
 Chairman/S.U. Board of Supervisors _____ Date _____

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino

Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS: Three-year salary adjustments for additional work associated with Sub grant, Awarded under the Positioning Louisiana Farmers for Higher Levels of Success.

EMPLOYEE REGULAR WORK SCHEDULE: 8:00am -5:00pm Monday thru Friday

EMPLOYEE DIRECT SUPERVISOR: Chancellor, John Pierre

NUMBER OF EMPLOYEES SUPERVISED, (if any) 200

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE

- United States Citizen/Certificate of Naturalization
- Resident Alien
- H-1 Visa (Distinguished Merit & Ability)
- J-1 Visa (Exchange Visitor Program)
- F-1 Visa (Student Emp. FT Student at S.U.)
- OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")

SOUTHERN UNIVERSITY LAW CENTER
 ENCUMBERED / FUNDS AVAILABLE
 DOC ID# _____
 DATE RA 5/12/2021
 HI _____
 BY JJ DNG
 F1 _____
 F0 _____

Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Fac/Uncl Positions(Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

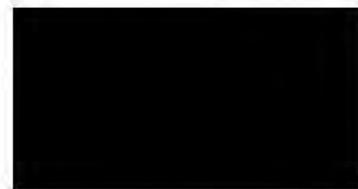
CONTINGENT UPON AVAILABILITY OF FUNDS

JASMINE D. HUNTER, M.S.

Strategic Communications

Southern University Law Center

Baton Rouge, LA



Professional Profile

Through innovative techniques, I help foster collaborative environments, providing tools and resources necessary for my team to effectively communicate and achieve partnership goals. Having developed solid skills in public relations, marketing, and communications, my focus is to continually advance strategies necessary to build awareness of organizational objectives and advancements within higher education.

Educational Background

M.S Troy University, Troy, Alabama 2015
Emphasis: Strategic Communications

B.A. Alabama State University, Montgomery, AL 2012
Emphasis: Communications
Minor: English Writing

Professional Certifications

Sales and Marketing – Sandler Training
Microsoft Office 365- Skylark Services
Microsoft Outlook 2013 – Lantec of LA

Administrative Experience & Accomplishments

Director of External Affairs - Southern University Law Center, Baton Rouge, LA
(2019- present)

As the director of external affairs, it is my duty and responsibility to create and maintain a positive image for the Law Center through traditional and new media channels. I oversee the writing and editing of event scripts, speeches, shareholder documents and reports, advertising and promotional materials, press releases, interviews and any other external communications. In addition, I also serve as a manager for the external affairs staff which includes a communications specialist, creative services coordinator and website content manager. With this responsibility, I coordinate work schedules, assign staff to projects, direct market research and industry trend analysis, manage communications budgets and oversee the creation of public relations strategies. In addition to the above duties, I also develop cooperative relationships with business contacts, external stakeholders, journalists, public officials, government regulators and investors to maintain the company's reputation, while paving the way for future business partnerships and opportunities. While being the director, I serve on the Chancellor's leadership team and on numerous committees for the campus and System.

Core Proficiencies

- Digital Marketing
- Advertising
- Public Relations
- Social Media
- Print Publications
- Strategic Development
- Grant Writing
- Market Trend Research
- Press Releases
- Feature Story Writing
- Editing
- AP Style Writing

Accomplishments

- Planned and executed Fall 2020 virtual commencement ceremony
- Served on the COVID-19 System task force
- Increased social media followers and engagement over 50% since assuming role
- Assist the Chancellor with speech and statement writing
- Created the Law Center's communications and visual identity guide
- Secured feature articles and advertisements in national diversity and legal publications
- Collaborated with colleagues to secure scholarships and grants for diversified programming
- Directed and produced various video commercials for promotional and marketing usage

Communications Specialist - Southern University A&M College, Baton Rouge, LA (2017-2019)

As a communications specialist, my work is centrally focused on building and fostering collaborative relationships with internal departments and external partners. I am responsible for developing effective communication strategies, handling public relation matters, and securing solid relationships with prospective donors for upcoming events and marketing campaigns. I track and review social media analytics and trends to further growth and brand visibility while writing feature stories, coordinating interviews and publishing content for weekly newsletter and social media platforms. In this capacity, I also respond to media inquiries, craft press releases, track internal and external news wires.

Accomplishments

- Increased social media followers by 40% within 4-month period; Facebook increased 2,500 followers. Overall social media following has increased 100% during my tenure
- **Secured \$3200 grant** for social media marketing through Southern University System Foundation.
- Created 30-60 second testimonial commercials used to promote university.

Communications Specialist – Girl Scouts Louisiana East, Baton Rouge, LA (2016-2017)

Created awareness of Girl Scouts Louisiana East through a variety of marketing campaigns, including public service announcements, press releases, developing media kits, designing signage, and special promotions for websites and social media platforms. Public appearances by council representatives were important to our overall objective. I coordinated media coverage for such public appearances while serving as contributing writer for council newsletters.

Accomplishments

- Featured as finalist - Baton Rouge Social Media Association 2017 Social Media Awards
- Achieved unprecedented media success, allowing Girl Scout Cookie sales initiative to gain coverage on seven (7) television stations and twelve (12) radio stations
- Increased social media followers by 34% within 6-month period
- Gained six-time council national recognition in organizational newsletter from Girl Scouts of the United States (GSUSA)

Membership Specialist – Girl Scouts Louisiana Pines to Gulf, Lake Charles, LA (2015-2016)

Appointed, supervised and evaluated 40+ volunteers to ensure consistent messaging and organizational vision was implemented throughout assigned territories. I often identified needs for crisis prevention and resolved conflict when appropriate to volunteers and troops. As Communications Manager for nation-wide customer engagement initiative, I designed and distributed quarterly newsletter to volunteer-oriented teams and staff members. Together with my team, we created marketing material to promote membership, fundraising and partnerships with local and national brands.

Accomplishments

- Added over 10 troops within my parishes during tenure
- Recognized for developing content for newsletter and drawing engagement from community residents and business owners.

District Recruiter – Alabama State University, Montgomery, AL (2012-2015)

Managed official admissions and recruitment social media accounts while providing information on the educational programs at Alabama State university through public announcements, speeches, and interaction with potential students. Connection Day was an annual event aimed at attracting students to the University. While serving as District Recruiter, I focused on educating potential students on campus culture, educational programs and resources available to help further their career objectives.

Accomplishments

- Achieved 43% recruitment yield rate within first year of employment; Three percent above desired outcome.
- Successfully launched the "We Want You" digital media and marketing campaign, drawing hundreds of students to learn more about University offerings.

Teaching Experience

Adjunct Professor – Alabama State University, Montgomery, AL (2017-2020)

Teaching Style

We communicate with people in a variety of ways, all of which can immediately impact future outcomes. When I teach my students about public relations and communication, they understand the overall objective when delivering content, whether written or verbally. The goal is to deliver effective communication by understanding it is more than its delivery; it's also the discovery of how we receive and process information that comes from others.

My courses include group, lecture and interactive sessions all focused on various elements related to public relations and communication. Students engage in group analysis, brainstorming and creative ideas linked to public speaking, and intercultural communications. Students are encouraged to expand and offer new ideas they believe will improve communication when faced with public relations crisis's or conflict. Students have an opportunity to share thoughts on possibilities and impossibilities based on assumed truths. We offer case studies and apply techniques learned to real life events to demonstrate the importance of communication within business relations and across several industries.

Book Chapter

Byrd, Leslie Simone. (2021). 9: "Reimagining the Internship and Practicum Program: Using Innovative Social Entrepreneurship Applications to Shape Personal Brands". IGI Global, Hershey, Pennsylvania, United States of America.

Professional Affiliations

Zeta Phi Beta Sorority, Inc., 2015-present

- Serves as Public Relations and Scrapbooking Committee Chair

Public Relations Society of America, 2019- present

Public Relations Association of Louisiana, 2016-present

American Association of Blacks in Higher Education, 2017-present

Southern Public Relations Federation, 2016-present



"Linking Citizens of Louisiana with Opportunities for Success"

Southern University and A & M College System
AGRICULTURAL RESEARCH AND EXTENSION CENTER
and the COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES

Ashford O. Williams Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-2242
(225) 771-2861 Fax
www.suagcenter.com

MEMORANDUM

To: Dr. Orlando F. McMeans
Chancellor - Dean

From: Dr. De'Shoia A. York *ay*
Interim Vice Chancellor, Extension and Outreach

Re: New Hire/Assistant Specialist, Youth Development - STEAM

Date: March 31, 2021

- EXTENSION PROGRAMS**
 - Agriculture and Natural Resources
 - Community and Economic Development
 - Family and Human Development
 - Nutrition, Diet and Health Education
 - Youth Development
- LIVESTOCK SHOW OFFICE**
 - Livestock and Poultry Show
 - State and National Rabbit Show
 - State and Regional Horse Show
- RESEARCH PROGRAMS**
 - Economics, Marketing, Policy and Community Development
 - Human Nutrition, Health, Family and Consumer Sciences
 - Plant and Animal Production Systems
 - Urban Forestry, Natural Resources and Environment
- TEACHING**
 - Agricultural Sciences
 - Family and Consumer Sciences
 - Urban Forestry and Natural Resources
- TECHNOLOGY SERVICES**
 - Data/Network/Web Management
 - Electronic Media
 - Publications
 - Technical Support and Training

I have interviewed a candidate for the position of Assistant Specialist, Youth Development – STEAM, and have selected Trinity Johnson for the position. As such, a verbal offer was made. The job was accepted along with the offer of an annual salary of \$65,000.00.

I am requesting, with your approval, that HR send an official offer letter for the position. The anticipated start date is June 1st. The candidate's name and email are below:

Trinity Johnson
Email: johnsontrinity@gmail.com


Once all requirements from HR have been satisfied, an ePAF will be generated from within the Cooperative Extension Program.

Please let me know if additional information is warranted.

Thank you.

APPROVED: *ay*

JOB CLASS			
JOB CODE			
CAL ID			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER							
-----------------	--	--	--	--	--	--	--

CAMPUS: SUS SUBR SULAC SUAREC SUNO SUSLA

EMPLOYMENT CATEGORY: 9-MONTH 12-MONTH X OTHER (Specify) _____

Academic Non-Academic Civil Service
 Temporary Part-time (_____ % of Full Time) Restricted
 Tenured Undergraduate Student Job Appointment
 Tenured Track Graduate Assistant Probationary
 Other (Specify) _____ Retiree Return To Work Permanent Status

Previous Employee NRW POSITION Reason Left _____
 Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment 07/01/2020 To 06/30/2021
 Effective Date June 1, 2021

Name Trinity A. Johnson SSN xxx-xx-5600 Sex F Race AA
(Last 4 digits only)

Position Title: Asst. Specialist, Youth Development-STEAM Department: SU-CRP

Check One Existing Position New Position *Visa Type (See Reverse Side):

Expiration Date: _____
(Position vacancy notification form must be processed and approved in all existing and new positions. Position must be advertised before processing PAF, if applicable)

Years Experience 5 Southern University Experience _____

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Daton Range):	Year:
	<u>BA-Agriculture Sciences</u>	<u>SU-Daton Rouge</u>	<u>2013-2016</u>
	<u>MS-Youth Dev./Ag Education</u>	<u>Purdue University-West Lafayette, IN</u>	<u>2016-2018</u>

Current Employer: University of Illinois Urbana-Champaign

Personnel Action

Check One New Appointment Continuation Substantial Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary 65000 Salary Budgeted 65000

Source of Funds State Funds

Identify Budget: 611001-62275-63000 Location A.O. Williams Hall
 Form Code: US Page _____ Item # _____

Change of: From _____ To _____

Position _____
 Status _____
 Salary Adjustment _____

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:

*See Reverse Side
 Comments: (Use back of form)

Source of Funds	Amount

*See Reverse Side

Graduate School signature (if applicable):

<u>[Signature]</u> <u>4/5/21</u> Supervisor Date	<u>[Signature]</u> <u>4/5/21</u> Dean/Unit Head Date
<u>[Signature]</u> <u>4/5/21</u> Vice Chancellor Date	<u>[Signature]</u> <u>4/7/2021</u> Chancellor Date
<u>[Signature]</u> _____ Director/Personnel Date	<u>[Signature]</u> _____ Vice President/Finance Business Affairs/Comptroller Date
<u>[Signature]</u> _____ President Date	<u>[Signature]</u> _____ Chairman/S.U. Board of Supervisors Date

BYD
4/29/21
4/29/2021

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE:

8:00 AM-5:00 PM

EMPLOYEE DIRECT SUPERVISOR:

De'Shola York

NUMBER OF EMPLOYEES SUPERVISED, (if any)

HR USE ONLY: STATUS (circle one):

EXEMPT

NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, I-1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE

CODE

United States Citizen/Certificate of Naturalization
Resident Alien
H-1 Visa (Distinguished Merit & Ability)
J-1 Visa (Exchange Visitor Program)
F-1 Visa (Student Emp. FT Student at S.U.)
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")

US
RA
H1
J1
F1
P0

EXPIRES
FUNDS AVAILABLE
OFFICE OF THE AGRICULTURAL
RESEARCH AND EXTENSION
SOUTHERN MICHIGAN UNIVERSITY SYSTEM
Dr. [Signature]
FINANCE & ADMINISTRATION SECTION

**Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!**

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

Not to be posted

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Assistant/Associate/Specialist - Youth Development (STEAM) AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Cooperative Extension
 (Department or Unit)

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Replacement | <input checked="" type="checkbox"/> New Position | <input checked="" type="checkbox"/> Unclassified | Source of Funds |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input checked="" type="checkbox"/> State |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (Per Faculty this is same as tenure track) | | <input type="checkbox"/> Grant-In-Aid |
| | | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

This position will be responsible for educational programming in Science, Technology, Engineering, Agriculture & Math (STEAM) education in support of 4-H youth development; inclusive of the training of Extension agents and the development of program resources in support of 4-H youth development in this area. The position conducts research-based inquiry related to STEAM, youth development, environmental issues and curriculum development resulting in the delivery of STEAM and environmental science education and outreach programs that collectively promote and increase educational/career awareness and environmental consciousness. The position requires collaboration with external agencies, civic organizations, schools, communities and businesses.

Salary/Range: \$65,000 - \$75,000 Previous Incumbent (if replacement): N/A

Approved Disapproved DeShia Yal 12/10/2020
 Department Head Date

Approved Disapproved DeShia Yal 12/10/2020
 Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>DeShia Yal</u> Signature	<u>1/8/21</u> Date
Budget Number	611001-62275-61002-69000

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>MU</u>	Job Class: <u>61600</u>
<u>Michael Williams</u> Verified By:	<u>1/12/21</u> Date

Approved Disapproved DeShia Yal 12/10/2020
 Vice Chancellor Date

Approved Disapproved AL 12/10/2020
 Chancellor/Vice President Date

Approved Disapproved Ray S. Belts 2/20/21
 President Date

An Equal Opportunity Employer

Vacancy Announcement System (VAS)

Position Vacancy Announcement Request

Date: 12/8/2020 Department: Cooperative Extension

SUS SUBR SULC SUAREC SUNO SUSLA

Application Deadline: February 15, 2021 Date position to be filled: April 1, 2021

Position Title: Assistant/Associate Specialist – Youth Development (STEAM) Civil Service Pay Level: _____

Salary (annual): _____ or Salary Range: \$65,000 to \$75,000

Please check all categories that apply to this position:

Status:	Faculty Position	Unclassified Position	Classified Position
<input type="checkbox"/> Part-time % of time	<input type="checkbox"/> Temporary	<input type="checkbox"/> Administrative	<input type="checkbox"/> Probationary
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Tenure	<input type="checkbox"/> Temporary	<input type="checkbox"/> Job Appointment
	<input type="checkbox"/> Tenure Track (Probationary)	<input checked="" type="checkbox"/> Permanent	<input type="checkbox"/> Provisional Appointment
	<input type="checkbox"/> Other	<input type="checkbox"/> Other	
	<input type="checkbox"/> Contract	<input type="checkbox"/> Contract	

FOR HR USE ONLY:
CS Job Code: _____

Contact Person: Decobea Butler Telephone No: 225-771-6802

Contact Email Address: decobea.butler@sungcenter.com

Contact e-mail address is for:

- Human Resources utilization only posting to VAS website

Brief job description (Maximum 12 lines @ 250 characters (including spaces) per line):

The Extension Specialist 4-H Youth Development (STEAM) will be responsible for educational programming in Science, Technology, Engineering, Agriculture & Math (STEAM) education in support of 4-H youth development, inclusive of the training of Extension agents and the development of program resources in support of 4-H youth development in this area. The position conducts research-based inquiry related to STEAM, youth development, environmental issues and curriculum development; resulting in the delivery of STEAM and environmental science education and outreach programs that collectively promote and increase educational/career awareness and environmental consciousness. The position requires collaboration with external agencies, civic organizations, schools, communities and businesses.

Minimal qualifications (Maximum 12 lines @ 250 characters (including spaces) per line):

REQUIRED: Overnight travel, evening, night and weekend work will be required. Candidate should hold an earned doctorate degree in Agricultural Sciences (agricultural education, environmental science, and animal/plant/soil sciences), Technology (agricultural/bio-systems engineering or engineering technologies) or Science/Mathematics Education or a closely related field. Experience in the design, development, implementation and evaluation of education programs; Extension, research and/or teaching programs is strongly desired. Should have a knowledge and understanding of STEAM education with a keen interest in its application towards positive 4-H and/or youth development. Must possess excellent oral and written communication skills and demonstrated social media skills. Evidence of scholarly works (publications, presentations, grant writing and grants).

Remarks/How To Apply (letter of application, curriculum vita, resume, references, etc)/Mailing Address (Maximum: 12 lines @ 250 characters (including spaces) per line):

Please submit you completed Southern University job application, transcript, resume, and cover letter to decobea.butler@sungcenter.com. A copy of you transcript is accepted to apply. However, the original will be required at a later date. Incomplete application packets will not be reviewed.

Note: Approved Position Vacancy Authorization form(s) must be received in the Office of Human Resources before vacant positions will be announced.

TRINITY A. JOHNSON

CONTACT INFORMATION

EDUCATION

MASTER OF SCIENCE, YOUTH DEVELOPMENT & AGRICULTURAL EDUCATION

Purdue University | 2016 - 2018
West Lafayette, IN

BACHELOR OF SCIENCE, AGRICULTURAL SCIENCES

Southern University and A&M College | 2013 - 2016
Baton Rouge, LA

PROFESSIONAL ASSOCIATIONS & MEMBERSHIPS

- Alpha Kappa Alpha Sorority, Incorporated
- American Society of Agronomy
- Crop Science Society of America
- Minorities in Agriculture, Natural Resources and Related Sciences
- National Association of Community Development Extension Professionals
- National Association of Extension 4-H Youth Development Professionals
- National Council for Behavioral Health
- Purdue Alumni Association
- Soil Science Society of America

ACADEMIC & PROFESSIONAL EXPERIENCE

UNIVERSITY OF ILLINOIS EXTENSION

4-H YOUTH DEVELOPMENT EXTENSION EDUCATOR - 40HRS/WK

University of Illinois Urbana-Champaign | Oct 2018 - Present

- Compose high-quality grant proposal narratives, applications, and supporting documents.
- Foster professional relationships and participate in campus and community-based partnerships that tie academic programs and research to complement Extension programming.
- Conduct needs assessments and develop strategic plans for local community organizations and stakeholders.
- Establish and maintain contacts with key media personnel for the promotion of community events, initiatives, and programs.
- Curate, manage, and deliver innovative and impactful content virtually via social media.
- Deliver high impact programs and events to diverse youth audiences utilizing innovative mechanisms to optimize reach and effectiveness.
- Serve on numerous search committees, advisory boards, and councils to ensure communities program needs are being met.



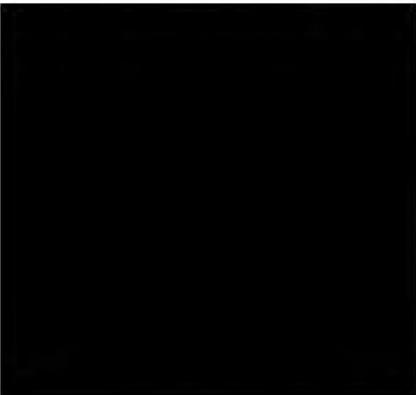
MODELING AGRICULTURAL LIFE SCIENCES THROUGH STEM
INTEGRATION PROJECT (M.A.L.T.S.)
& MENTORING@PURDUE (M@P)
GRADUATE RESEARCH ASSISTANT - 20 HRS/WK

Purdue University | Jan 2017 - July 2018

**SKILLS &
QUALIFICATIONS**

- Proficient in SPSS, SAS and Seal Analytical
- Proficient in Microsoft Office Suite
- Proficient in social media and content creation across many platforms (Facebook, Instagram, etc.)
- Skilled in operating and utilizing Zoom, WebEx, and Skype for Business for remote work

REFERENCES



- Assisted with the development, organization, and planning of research and evidence-based workshops, trainings, and seminars.
- Steered and guided needs assessments with local community organizations and stakeholders.
- Organized civic engagement opportunities in collaboration with local community leaders and stakeholders to support the needs of local community members.
- Collaborated with team members to develop a STEM integrated curriculum to engage K-12 students in culturally relevant learning experiences.
- Developed innovative and creative materials such as documents, presentations, reports, and other deliverables.
- Established and maintained relationships and partnerships with community partners, STEM professionals, and organizations to promote career exploration via culturally relevant mentoring experiences.
- Collected and analyzed data to assist in the development of annual reports, grants, and scholarly outputs.
- Visited Historically Black Colleges and Universities to recruit undergraduate and graduate students to participate in the M@P Summer Scholars Program.
- Planned and executed the Peer Mentor Program for students in the College of Agriculture to encourage effective mentoring practices and enhance retention and completion of graduate degrees.
- Engaged and mentored college students and prospective graduate students within the Purdue University College of Agriculture.



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

April 26, 2021

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Appointment of Andrea Love as Associate Vice Chancellor of Enrollment Management & Matriculation Services for the Southern University Law Center (SULC)

Dear Belton:

Mrs. Elaine Simmons, until her retirement several years ago, served as the Associate Vice Chancellor for Enrollment Management. After her retirement, SULC reorganized its operations and eliminated that position because national law school enrollments were in a deep decline, and SULC needed to reduce operating costs.

Over the past three years, the trends have reversed and SULC has begun a process of broadening its footprint with the advent of its pilot "Semester in Shreveport" project, and its plans to develop non-degree remote/virtual certificate programs, and eventually potential non-JD degree programs. As a result, admission, recruitment, enrollment, and matriculation operations will become increasingly complex and dynamic. Therefore, based upon research related to (1) the higher education and legal education competitive setting, and emerging student markets, (2) the ever-changing innovative domestic and international recruitment strategies that must be developed, (3) the intensifying use of technology in recruitment, enrollment and matriculation processes, and (4) the best practices being adopted in higher education and legal education, as well as constituent sister institutions of the Southern University System, SULC needs to innovate and establish an Associate Vice Chancellor for Enrollment Management and Matriculation Services position.

Specifically, the Associate Vice Chancellor for Enrollment Management and Matriculation Services would:

- Provide strategic, visionary, and overarching leadership to the enrollment management process, enrollment planning and policy implementation, and operational management of SULC's enrollment services and matriculation enterprise,
- Lead and supervise the Office of Admission and Recruitment, and lead and oversee marketing functions in collaboration with the SULC Office of External Affairs and Communications, designed to effectively communicate the value of an SULC education to diverse populations utilizing appropriate marketing channels,
- Provide strategic advice to recruiting special student cohorts such as non-degree certificate students and non-JD degree students,
- Work collaboratively with other SULC stakeholders to develop strategic partnerships with domestic and foreign institutions and entities for the recruitment of students,
- Formulate and develop updated SULC policies and procedures related to enrollment management and procedures, as well as ensure compliance with accreditation, state, and federal laws and regulations about enrollment management, admission and recruitment, and matriculation functions of SULC,
- Work collaboratively with the leadership of the offices of Academic Affairs, Student Financial Aid, Financial Affairs, Institutional Accountability, and Information Technology,
- Lead data collection and its use in developing student recruitment, admission, and matriculation strategies; and
- Advocate for and seek implementation of automation processes to ensure the delivery of a high level of student recruitment, admission, and matriculation services, and the collection of data to inform future decisions.

The Associate Vice Chancellor would report directly to the Vice-Chancellor for Student Affairs and work collaboratively with all aspects of SULC administration and leadership. The ideal candidate should (1) be a data informed, confident, and a focused leader invested in the mission of SULC and its promise for opportunity, (2) have a deep understanding of enrollment management strategies and processes, (3) have a broad vision of the complex issues facing higher education and legal education enrollment now and in the future, (4) have a demonstrated record of meeting graduate and professional school enrollment goals, (5) have a master's degree plus ten years of experience in leading a successful admission recruitment, and or enrollment management operations, (6) have at least eight years of experience supervising and/or recruitment functions, (7) be knowledgeable of a broad range of strategic, technological, and operational methodologies, tools, and practices governing graduate and professional school admissions, (8) be knowledgeable of targeted outreach and marketing strategies appropriate for a law school, (9) be familiar with literature on regional and national law student enrollment trends, and (10) have the ability to form partnerships and promote diversity and inclusion efforts.

Based upon the aforementioned characteristics and qualifications, it is my opinion that the ideal person for the position requested, if the position is approved by the Southern University Board of Supervisors would be Ms. Andrea Love. Ms. Love currently leads admission and recruitment efforts for SULC. Her resume is attached for review. Ms. Love has the education, acumen, skills, and experience needed for the requested position.

I respectfully request that a search be waived, and my recommendation is presented for review to the Southern University Board of Supervisors at its May 25, 2021 board meeting. The proposed salary would be \$126,00 with an effective date of July 1, 2021.

If you have any questions, please feel free to contact me.

Sincerely,



John K. Pierre

Chancellor and Vanuc B. Lacour Endowed Law Professor

JOB CLASS				
JOB CODE	M			
CAL ID	U			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	3	M	9	9	8	7
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CAMPUS: SUS _____ SUBR _____ SULAC X SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH X OTHER _____ (Specify) _____

Academic Non-Academic Civil Service
 Temporary Part-time (_____ % of Full Time) Restricted
 Tenured Undergraduate Student Job Appointment
 Tenured Track Graduate Assistant Probationary
 Other (Specify) _____ Retiree Return To Work Permanent Status

Previous Employee N/A Reason Left N/A
 Date Left N/A Salary Paid N/A

Profile of Person Recommended

Length of Employment 07/01/2021 To 06/30/2022
 Effective Date 07/01/2021

Name Andrea Love XXX-XX-9699 Sex F Race* B
(Last 4 digits only)

Position Title: Assoc. V/C of Enrollment Management and Matriculation Services and Department: Law Center - Instruction Support

Check One Existing Position New Position *Visa Type (See Reverse Side):
 Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Degree(s): 32 Southern University Experience: 32
 Type/Discipline (BA-Education): B.S. Institution/Location (SU-Baton Rouge): Southern University Baton Rouge Year: 1984
Masters Southern University Baton Rouge 1991

Current Employer Southern University Law Center

Personnel Action

Check One New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$ 126,000.00 Salary Budgeted \$ 126,000.00

Source of Funds General Appropriation

Identify Budget: State _____ Location 311001-33030-61002-35000
 Form Code: BOR10 Page 1 Item # 1

Change of: From To
 Position Director Assoc. V/C of Enrollment Management and
 Status _____ Matriculation Services
 Salary Adjustment \$93,000.00 \$126,000.00

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:
 *See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount
311001-33030-61002-35000	\$93,000.00

*See Reverse Side

Graduate School signature (if applicable):

John K. Pierce 3/3/21
 Supervisor Date
[Signature] 3/3/21
 Vice Chancellor Date

 Director/Personnel Date

Gerry R. Hall 3/3/21
 Date
[Signature] 3/3/21
 V/C for Finance & Admin. Date
[Signature] 3/3/21
 Chancellor Date

 Vice President/Finance Date
 Business Affairs/Comptroller

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

_____ Hispanic or Latino _____ Non-Hispanic or Non-Latino

RACE (Please check all that apply):

_____ White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

_____ Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

_____ Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

_____ American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS: Promotion for Andrea Love, effective July 01, 2021. The Associate Vice Chancellor would report directly to the V/C for Student Affairs and work collaboratively with all aspects of SULC administration and leadership.

EMPLOYEE REGULAR WORK SCHEDULE: Daily

EMPLOYEE DIRECT SUPERVISOR: Vice Chancellor, Donald North

NUMBER OF EMPLOYEES SUPERVISED, (if any) 10

HR USE ONLY: STATUS (circle one): EXEMPT _____ NON-EXEMPT _____

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE

- United States Citizen/Certificate of Naturalization
- Resident Alien
- H-1 Visa (Distinguished Merit & Ability)
- J-1 Visa (Exchange Visitor Program)
- F-1 Visa (Student Emp. FT Student at S.U.)
- OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")

SOUTHERN UNIVERSITY LAW CENTER
ENCUMBERED / FUNDS AVAILABLE
 DOC I.D.# _____
 DATE 3-26-21
 BY Gary R. Hall
 JT
 F1
 F0

Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- _____ Application for Employment Form Admin/Fac/Uncl Positions (Civil Service Application for classified employees)
- _____ Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- _____ Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- _____ Exemptions Survey Form (signed by employee and budget head)
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Associate Vice Chancellor of Enrollment Management & Matriculation Services AS DESCRIBED BELOW

BE AUTHORIZED AS A VACANCY FOR _____
(Department or Unit)

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Replacement | <input checked="" type="checkbox"/> New Position | <input type="checkbox"/> Unclassified | <input type="checkbox"/> State |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input type="checkbox"/> Grant -in-Aid |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty this is same as tenure track) | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

Provide strategic, visionary, and overarching leadership to the enrollment management process, enrollment planning and policy implementation, and operational management of SULC's enrollment services and matriculation enterprise. Lead and supervise the office of Admission and Recruitment, and lead and oversee marketing functions in collaboration with the SULC Office of External Affairs and Communications, designed to effectively communicate the value of an SULC education to diverse population utilizing appropriate marketing channels. Provide strategic advice to recruiting special student cohorts such as non-degree certificate students and non-JD degree students. Work collaboratively with other SULC stakeholders to develop strategic partnerships with domestic and foreign institutions and entities for the recruitment of students.

Salary/Range: \$126,000 Previous Incumbent (if replacement): _____

Approved Disapproved Danood W. North 4-26-21
Department Head Date

Approved Disapproved Gerry R. Hall 4-26-21
Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>D. McGeorge</u>	<u>4/26/2021</u>
Signature	Date
Budget Number	<u>31001-330.30-61002-35000</u>

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class:	Job Class:
Verified By:	Date:

Approved Disapproved [Signature] 4/26/21
Vice Chancellor Date

Approved Disapproved [Signature] 4/26/2021
Chancellor/Vice President Date

Approved Disapproved _____
President Date

An Equal Opportunity Employer

EMPLOYMENT HISTORY

Jul 2013 -- Present

Director of Admission and Recruitment , Southern University Law Center

Baton Rouge

Directs, coordinates, and implements all processes, activities, and events related to admissions and recruitment strategies. This includes, but is not exclusive to, training for admissions staff; and outreach through email, Candidate Referral Service (CRS), postcards, and letters. Maintains and protects prospective and admitted student confidentiality in accordance with FERPA regulations by adhering, and informing others, of regulatory standards. Accountable for admissions use of social media including Facebook.

Serves as a voting member on the Admissions Committee, with final decision-making authority on a subset of applicant files. Responsible for reviewing 100% of files per cycle. Makes recommendations for files to be reviewed by the Admissions Committee based on the applicant's academic background, professional experiences, and character and fitness responses.

Serves on the Scholarship Committee and posts scholarships in the database according to the applicable regulations and guidelines.

Works collaboratively with leadership to develop and implement a strategy designed to enroll a diverse, high-achieving student body. Fosters the proficient knowledge to develop programs and resources that ensure a Safe Space for all students from underrepresented communities/groups. Adapts and engages in professional development to assist with personal enlightenment and in return contribute to the "best-practices". Develops and maintains positive and productive relationships across a variety of internal and external constituents of the institution. Partners with retention officers to assess and identify students with entry characteristics indicating attrition risks.

Exercises professional judgment while making critical decisions within areas of responsibility. Ensures compliance with Law Center admissions policies and procedures and applicable legal rules and regulations with respect to students' rights to privacy.

Spearheads aggressive growth for the Law Center through orchestrating and attending college and career fairs, both, nationwide and international. Ensures that objectives, plans, budgets, policies, practices, and actions are consistent with overall the overall Admission and Recruitment department. In addition, facilitates the development of an outstanding admissions team. Serves as a member of the Faculty Admissions Committee, awards and posts scholarships in the database according to the applicable regulations and guidelines.

Participates in the development of virtual and in-person admissions events and tours. Oversees the management of the law student ambassador program (student recruitment committee); alumni and faculty recruitment teams; and use of non-admission office volunteers such as alumni, current students, or other staff (ex: Career Placement) at recruitment events. Provides a final review of recruitment visual aids. Assists with admissions counseling.

Accurately develops and monitors statistical reports to efficiently develop recruitment strategies, yield management, forecasting, and operational efficiency. Works with Coordinator of Admissions to ensure the integrity of application data, LSAC, ACES2 processes, hard-copy files, and historical records.

Works with the appropriate department to ensure that admission web content is current and accurate. Partners with the Information Technology Department to maintain the functional needs of enrollment systems and automating enrollment processes for maximum efficiency.

Assists and supports the Chancellor, Vice-Chancellor of Student Affairs, and the Vice-Chancellor of Academic Affairs by completing necessary tasks and obtaining familiarity with Lawyering Fundamentals and BarBri Matrix, and other tasks related to the successful function of their offices.

Additional Duties: Creating and implementing a new digital background check procedure for first-year students. Maintaining and uploading financial documentation (receipts) for department credit card reconciliation and reimbursements for student travel. Implementing and facilitating the process for effectuating first-year student out-of-state fee waiver requests. Maintains and process University vehicle logs. Answers and direct phone calls, take messages, and field routine and non-routine questions. Assists first-year students receiving VA benefits. Prepares purchase requisitions and contracts on behalf of the department. Performs other additional duties as required.

Jul 2001 -- Jun 2013

Director of Recruitment , Southern University Law Center

Baton Rouge

Developed, implemented, and monitored a comprehensive recruitment plan designed to attract and retain an academically talented and diverse student body. Served as Liaison to the Admission Committee, and worked

Responsible for a full range of admission officer duties, including recruitment travel, interviewing prospective students, and reviewing and evaluating applications. Submitted recommendations to Admission Committee.

Coordinated and managed on-campus and outreach programs, registrar functions and provide leadership in design, development, and management of comprehensive enrollment services. Implemented and evaluated policies. Resolved questions regarding Residency status for tuition purposes. Enforced and resolved conflicts regarding deadlines. Recruit, register, and orientate new students.

Supervised professional staff and student workers. Recruited, trained, and supervised student recruiters. Served as a representative on various Law Center committees. Assumed special projects and responsibilities as assigned by the Associate Vice Chancellor of Records and Enrollment and the Chancellor.

2007 — 2009

Contractor Liaison, Southern University Law Center

Baton Rouge

Responsible for coordinating and overseeing the Law Center addition/renovation project together with the Chancellor, Vice-Chancellor of Budget, and representatives from Facility Planning. Served as liaison to Quadrants, Inc.

Monitor performance and work quality of installers. Established adequate schedules and effective maintenance programs as well as attended weekly and monthly meetings. Worked with the project manager to develop a set of safety procedures. Scheduled plan facility outages.

Regularly communicated activities of the construction project to the Chancellor. Solved problems related to the prompt completion of various developments within the construction project. Attended regular walk-thru with the project manager and communicate results to the Chancellor. Periodically reviewed plans, documents, forms, etc.

Nov 1991 — Jun 2001

Coordinator of Recruitment, Southern University Law Center

Baton Rouge

Responsible for the development and management of student recruitment. Responsible for the coordination and monitoring of new as well as ongoing activities designed to enhance recruitment. Coordinated multiple functions, establish strong collaborative relationships.

Collected data and analyze. Counseled and assisted prospective applicants. Developed relationships and hosted programs that will increase the participation of Law Center alumni, pre-law advisors, and prospective applicants such as Pre-Law Day, Minority High School Day, Information Sessions, Advisors Information Sessions, LSAT Video Seminar, and Recruitment visits.

Traveled to colleges/universities, community colleges, and high schools, handle correspondence, and host telephone banks. Responsible for all direct mailings including the preparation and sorting of bulk mail. Used postage meter to weigh and post mail. Strategic development of electronic technology, including management of the recruitment network system, whereby confidential personal files on prospective applicants are maintained.

Designed and assembled display equipment; created bulletin boards and arranged setups for receptions and/or other functions. Designed and updated brochures, pamphlets, office recruitment procedure manual. Supervised secretarial staff and student workers.

Recruited and managed student, alumni, and faculty volunteer recruitment teams. Coordinated travel and prepared expense reports for the Recruitment Coordinator and entire recruitment teams, including rental cars, airfare, hotels, etc. Coordinated with caterers for functions hosted by the Law Center. Assumed other projects as assigned

Supervised secretarial staff and student workers. Coordinated travel and prepared expense reports for the Recruitment Coordinator and entire recruitment teams. Assumed other projects as assigned.

Sep 1987 — Nov 1992

Admissions Counselor/Recruiter , Southern University Law Center

Baton Rouge

Responsible for the direct marketing of Southern University Law Center. Assisted the Director of Admissions in implementing recruitment strategies. Evaluated transcripts, calculated grade point averages, and assessed advanced credit based on National Achievement Test for freshmen students.

Performed data entry functions using an electronic filing system to include personal and academic information. Visited in-state and out-of-state high schools, junior colleges, and other institutions (provide written reports of same). Coordinated campus tours for individuals or groups. Maintained follow-up activities on prospective students to enhance recruiting effort. Provided weekly progress reports on student prospects.

Coordinated university recruitment programs such as High School Senior Day, Career Day, and District Rally. Attended state, regional, and national professional meetings. Designed brochures, applications, pamphlets, and souvenir items aimed at marketing the university. Identified qualified students for scholarships through ACT scores and various departments of the university. Supervised work-study students and tour guides.

EDUCATION

May 1991	M.Ed., Secondary Education, Southern University and A&M College	Baton Rouge
May 1987	B.S., Business Education, Southern University and A&M College	Baton Rouge
May 1984	B.S., Computer Science, Southern University and A&M College	Baton Rouge

AFFILIATIONS

African Americans in Louisiana Higher Education, Campus Facilitator

American Association of Collegiate Registrars & Admission Officers

Girl Scouts of America, Life Member

Delta Sigma Theta Sorority, Inc., Life Member

National Association For The Advancement of Colored People

National Black Graduate School Association

National Network of Law School Officers (NNLSO)

National Association of College Deans Registrars and Admissions Officers

Southern University Alumni Federation, Life Member

SKILLS	Decision Making	Expert	Ability to Work Under Pressure	Expert
	Problem Solving	Expert	Adaptability	Expert
	Creativity	Expert	Effective Time Management	Expert
	Microsoft Office	Expert	Communication Skills	Expert
	Leadership	Expert	Organizational Skills	Expert
	Teamwork	Expert		

REFERENCES

Available Upon Request

DIVISION OF INFORMATION TECHNOLOGY



Southern University and A&M College

P. O. Box 12891
Baton Rouge, Louisiana 70813
(225) 771-3935 (Voice)
(225) 771-2883 (Fax)

10 May 2021

Dr. Ray L. Belton
President-Chancellor
Southern University System
Baton Rouge, LA 70813

RE: *Replacement Appointment for Systems Administrator Position*

I am requesting your support to hire a replacement for the position of Junior System Administrator within the Division of Information Technology. The previous occupant, Mr. Grant Giles, has accepted another position for higher pay elsewhere. I also seek consideration to increase the base salary to \$75,000.00 annually due to challenges recruiting and retaining employees in this position. I would like to emphasize we have lost 3 different employees during the last 4 years over compensations that are out of line with competition.

We recently identified a highly qualified replacement candidate for this job in the person of Mr. Duc H. Nguyen. Mr. Nguyen is coming to us with vast experiences at similar job from Baton Rouge Community College. He possesses many certifications in this area of expertise in addition to his college diploma, and great track records with current and former employers. Mr. Nguyen has indicated his willingness to join our team at a salary of \$75,000. I believe his wealth of experience merit the salary requested, as he will be able to begin providing much needed technical services with minimal orientation.

Your favorable endorsement of this request and a waiver of search will be greatly appreciated. I am available to clarify any inquiries you may have. Thank you.

Sincerely,

Gabriel Fagbeyiro, Ed.D.
Associate VP/CIO

Approved:

Dr. Ray Belton, President-Chancellor

Date

Mr. Benjamin Pugh, V.C. - Finance

5/11/2021
Date

xc: Mr. Flandus McClinton, Vice President for Finance

JOB CODE			
CAL ID			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	2	M	9	0	3	0
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CAMPUS: SUS _____ SUBR _____ SULAC _____ SUAREC _____ SUNO _____ SOSLA _____

EMPLOYMENT CATEGORY: 9-MONTH _____ 12-MONTH _____ X OTHER _____ (Specify) _____

Academic Non-Academic
 Temporary Part-time (_____ % of Full Time)
 Tenured Undergraduate Student
 Tenured Track Graduate Assistant
 Other (Specify) _____ Retiree Return To Work Permanent Status

Previous Employee Grant Giles Reason Left Accepted Another Job Offer
 Date Left April 16, 2021 Salary Paid \$56,650.00

Profile of Person Recommended

Length of Employment October 1, 2020 To September 30, 2021
 Effective Date May 1, 2021

Name Duc H. Nguyen SS# _____ Sex Male Race* Asian
 (Last 4 digits only)

Position Title: Jr. Systems Administrator Department: Div. of Information Technology

Check One Existing Position *Visa Type (See Reverse Side): U S _____
 New Position Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAR, if applicable.)

Years Experience 23 Years Southern University Experience 0 Years

Degree(s): Type/Discipline (BA-Education): A.A. - Mathematics Institution/Location (SU-Baton Rouge): Tien Giang College, Viet Nam Year: 1992

Current Employer Division of Information Technology - Southern University & A&M College, Baton Rouge, LA Subject to Availability of Funds and Fiscal Conditions

Personnel Action

Check One _____ New Appointment _____ Continuation _____ Sabbatical _____ Leave of Absence SP/MA
 Transfer Replacement _____ Other (Specify) _____ Vice Chancellor for Finance and Administration

Recommended Salary \$75,000.00 Salary Budgeted \$75,000.00

Source of Funds Title III - 220429-21091-61002-24100

Identify Budget: 220429-21091-61002-24100 Location Information Technology
 Form Code: Title III - FY 20-21 Page _____ Item # _____

Change of: _____ From _____ To _____

Position _____ Jr. Systems Administrator
 Status _____ Full-Time
 Salary Adjustment _____ \$75,000.00

List total funds currently paid this employee by Southern University:
 *See Reverse Side

Source of Funds	Amount
220429-21091-61002-24100 - Title III	\$75,000.00

Comments: (Use back of form)

*See Reverse Side

Graduate School signature (if, applicable):

[Signature] 05/03/2021
 Supervisor Ben Pugh / mn Date 5/4/2021
 Vice Chancellor Nancy Woods / nc Date 5/4/2021
 Director/Personnel _____ Date _____

President _____ Date _____

[Signature] 05/03/21
 Dean/Unit Head _____ Date _____
 Chancellor _____ Date _____
 Vice President/Finance Business Affairs/Comptroller _____ Date _____
 Chairman/S.U. Board of Supervisors _____ Date _____

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS: Mr. Duc Nguyen will be responsible for installing, managing, and maintaining server hardware, virtual machines, storage hardware, LAN print-servers, and switched networks within the data center as well as other locations throughout the University. Performs server hardware build-out duties to include operating system install, configuration and testing in accordance with policies and procedures. Performs hardware placement within the datacenter to include rack build, cable management, and hardware install, decommission, and power distribution and airflow distribution. Other essential duties as assigned.

EMPLOYEE REGULAR WORK SCHEDULE: 8:00am - 5:00pm Monday thru Friday (On call as needed)

EMPLOYEE DIRECT SUPERVISOR: Dr. Gabriel Tagbeyiro, Assoc. Vice President/CIO

SUPERVISOR/DEPARTMENT CONTACT NUMBER: (225) 771-5091

NUMBER OF EMPLOYEES SUPERVISED, (if any):

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, RL-B and I-9 visas, passport, and P-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE

- United States Citizen/Certificate of Naturalization
- Resident Alien
- H-1 Visa (Distinguished Merit & Ability)
- J-1 Visa (Exchange Visitor Program)
- F-1 Visa (Student Emp. PT Student at S.U.)
- OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")

SOUTHERN UNIVERSITY SYSTEM
OFFICE OF THE ASSOCIATE COMPTROLLER
I certify that the above purchase(s) is (are)
available under the terms and conditions
of the appropriation, budget or award agreement.

CODE **EXPIRES**

US MAY 04 2021

RA

Compliance Verified By: *[Signature]*

Estimated Funds Available By: _____

Date of Report: F0

**Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!**

- PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):**
- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
 - Position Vacancy Announcement (position advertised before processing PAF, if applicable)
 - Application for Employment Form Admin/Exec/Uncl Positions (Civil Service Application for classified employees)
 - Authority to Release (signed by employee) (submitted to Human Resources with Criminal/Background Check form)
 - Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
 - Exemptions Survey Form (signed by employee and budget head)
 - Proposed Employee Appointment
 - Proposed Employee Clearance
 - Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

220429-21091-61002. 24100 - \$75,000.00

Duc H. Nguyen



March 30, 2021

Dr. Gabriel Fagbeyiro

Chief Information Officer

Southern University and A&M College

Baton Rouge, Louisiana 70813

Dear Dr. Gabriel Fagbeyiro,

This letter is to express my interest in discussing the Network Telecommunications Engineer position posted on Southern University and A&M College web site. The opportunity presented in this listing is very appealing, and I believe that my strong technical experience and education will make me a very competitive candidate for this position.

As you will see from my resume, I have excelled in technical training programs, which included Microsoft Certified Solutions Expert (MCSE), Citrix Certified Professional-Virtualization (CCP-V), VMware Certified Professional Data Center virtualization (VCP-DVP), Cisco Certified Network Professional (CCNP), Linux Professional Institute Certification (LPIC-2), Certified Novell Engineer (CNE), and Certified A+ PC Service Technician.

I have supplemented this formal train with extensive hand-on experience in set-up, maintenance, and administration of Local and Wide Area Networks using Windows 2012, 2016, 2019 and TCP/IP. Other training was Exchange Server, Cisco Firewall, Switch, Router and numerous other network and workstation applications. In addition, my comprehensive knowledge of hardware upgrading, maintenance, configuration, and repair has been tested in challenging situations both in office and field environment.

I can provide outstanding personal and professional reference at the appropriate time, and I can assure you in advance that I have reputation for building and maintaining effective working relationships with people at all organizational levels. If my skills, experience, and talents interest you, Please contact me. Thank you in advance for your professional courtesies.

Sincerely,

DUC H. NGUYEN

BACKGROUND SUMMARY

- Senior Network and System Administrator with a diverse experience in virtualization, network, storage and middleware administration with uncompromising focus user satisfaction. Highly motivated, creative, Innovative and energetic information technology leader with comprehensive and technical background.
- Microsoft Certified Solutions Expert Cloud Platform and Infrastructure Charter Member (MCSE), Microsoft Certified IP Professional Enterprise Administrator (MCITP), and Microsoft Certified System Engineer Messaging System (MCSE).
- Citrix Certified Professional (CCP-V), and Citrix Certified Enterprise Engineer (CCEE).
- CCNP Routing and Switching, CCNA Security, CCNA Wireless, and CCNA Voice.
- VMware 2 X Certified Professional DCV & DESKTOP MOBILITY.
- Certified Novell Engineer (CNE), Certified Novel Administrator (CNA).
- Linux Professional Institute Certification (LPIC-2).
- CompTIA Security +, and CompTIA A+ Certified.

PROFESSIONAL EXPERIENCE

Baton Rouge Community College – Baton Rouge, LA

June 2015 to present

Network and System Administrator/Team Lead

- Day to day responsibilities included support core routing, switching, and security for one data center supporting multiple sites.
- Installed, configured and manage over 80 Cisco switches, routers.
- Plan, design, and set up LAN/WANs to meet connectivity requirements.
- Maintain 2 Wireless Controllers, and over 135 wireless Access Points.
- Maintain Cisco Identity Service Engine (ISE)
- Deployed Cisco VPN AnyConnect Security for mobility client.
- Deployed Citrix VPN Security for mobility client
- System administrator for Cisco CUCM, Cisco Unity, Cisco Unified CCX.
- Deployed and manage Cisco Umbrella, and Cisco Email Secure (CES) for Office 365.
- Maintain Cisco Hyperflex including 9 nodes.
- Implemented and managed Dell Equal Logic and Pure storage.
- Diagnose and resolve application and LAN connectivity problems and system hardware conflicts.
- Research evaluates and test proposed network products, product versions and systems solutions, research, select, purchase hardware, software to meet business needs.
- Perform backup, recovery, tuning and monitor data integrity.
- Monitor and maintain the network infrastructure; evaluate hardware and bandwidth use, traffic pattern and volume analysis; tailor and tune for optimal performance.
- Supervise, assigned, review, and evaluate the work of staff performing network administrator work, plan, organize, and provide opportunities to develop and maintain job-related competencies.

- Restored the Data Center including five remote sites after Ransomware attack.

Baton Rouge Community College – Baton Rouge, LA

January 2012 to June 2015

Systems Administrator

- Scheduled, coordinated and deployed server updates and preventative maintenance with limited downtime.
- Designed, implemented, upgraded and managed VMware vSphere Infrastructure.
- Plan and conducted major migration of over 100 VM servers from ESX 4.1 to ESXi 6.X. All VM servers were migrated to a new Dell PowerEdge 1000e Chassis include 16 Dell blade servers and to a new Pure Storage using vMotion and storage vMotion.
- Performed large scale P2V and v2v migration using VMware converter.
- Implemented and configured Citrix XenApp/XenDesktop 7.8 technologies (Provisioning Services, XenApp, XenDesktop, Hyper-V, SCCM, SCVMM).
- Performed management and maintained of Citrix XenDesktop 7.8 environment.
- Implemented and maintained Citrix XenMobile 10.x, iPhone, iPad, and Macbook Pro.
- Lead migration of on-premise Exchange 2010 to Office 365 for all mailbox users.
- Office 365 mail flow, spam filtering, e-discovery, and data loss prevention (DLP).
- Created and maintained email address and distribution list in MS Exchange Online Office 365.
- Created and maintained email address and distribution list in Gmail. Gmail flow and spam filtering.
- Migrated Active Directory (AD) domain controllers from 2003 R2 to 2008 R2.
- Performed cross platform audits of AD objects and user permissions.
- Manage User Accounts on AD 2008 R2 (Creation, Deletion, Permission, and VPN Access).
- Developed organization units in AD and manage user security with group policies.
- Migrated DHCP and DNS server from 2003 R2 to 2008 R2.
- Deployed and supported laptop, USB Encryption via BitLocker and MDAM.
- Created and facilitated a consistent schedule for backup using Commvault, Axient, and Veeam.
- Implemented all patch management solutions.
- Provided escalated IT support including hardware troubleshooting, backup and recovery, email communication, and application support.

Baton Rouge Community College – Baton Rouge, LA

December 2007 to January 2012

IT Coordinator

- Responsible for all PC and technologies for Library, Computer Lab and Classroom.
- Managed the Avaya VoIP PBX, including unity voice, unified messaging.
- Implemented and maintained student print tracking and payment systems.
- Implemented and managed Service Desk Service System.

PDL BioPharma – Fremont, CA

January 2006 to January 2007

Network Technician

- Central point of contact for information technology issue and question, including computers, Phones, and printers.
- Setup accounts, computers, and phone for new users.
- Worked with domain controllers, active directory, DNS and DHCP.

- Added new computers and user to Domain.
- Repaired and maintained onsite equipment, including printers, laptops and peripherals.
- Daily support provided to internal office staff and remote users.

Invisi-Wire -- Ruston, LA

June 2005 to September 2005

Network Operation Center Engineer

• Responsibilities for overall support of the windows systems and network infrastructure of the Company.

- Monitored various applications and maintained availability & performance.
- Administered and maintained standard operations procedure documentation.

DemandTec -- San Carlos, CA

January 2005 to March 2005

Help Desk Technician

- Supported Window 2000 Active Directory, Microsoft Exchange 2000 and Blackberry Server
- Desktop supported for 200 users

Liberate Technologies Company -- San Mateo, CA

March 2001 to January 2005

Systems Administrator

- Migrated Active Directory controllers from Windows NT 4 to Windows 2000.
- Provided support for over 12 Cisco VPN concentrators, dial up routers and Cisco Wireless devices.
- Responsible for Installing and troubleshooting Lucent PBX phone systems and 7 Polycom video conferencing units.
- Setup and configured Microsoft Exchange Server 5.5 mail servers.
- Ensured data and media recoverability by implementing a schedule of system backup and database archive operation.
- Assisted with two company mergers and integration that included migration of email, networks, and help desk tracking systems.
- Used my technical and communication skills to support the Executive Staff and over 1000 users located in 9 offices around the world. 50% of helpdesk work was done onsite and 50% with remote users over the phone.
- Maintained help desk tickets weekly with satisfactory survey rate of 95%.

Archisys Communication -- San Francisco, CA

October 2000 to March 2001

Network Consultant

- Responsible for providing designing and implementation of Microsoft Exchange 5.5 product and networking solutions.
- Worked with customers to determine requirement for operating systems, network design and server configurations.
- Implemented and supported NT servers and workstations.

Louisiana Community and Technical College System -- Baton Rouge, LA

May 1998 to October 2000

Computer Analyst

- Installed, maintained and supported Windows NT4 servers and workstations
- Repaired and maintained computer systems, printers, network hardware and other miscellaneous

peripherals.

- Responsible for providing daily maintenance on MS Exchange such as: creating, modifying and hiding mail accounts, creating distribution lists, creating, deleting and maintaining public folders, adding/removing replicas to local and global public folders.

EDUCATION

Diplomas in Computer Networking from Baton Rouge Technical College
AS degree in Math from Tien Giang College

1997 - 1999
1989-1992

JOB CLASS 3	2	5	0	0
JOB CODE	F			
CAL ID	U			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER	3	F	9	9	6	4
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CAMPUS: SUS _____ SUBR _____ SULAC X SUAREC _____ SUNO _____ SUSLA _____

EMPLOYMENT CATEGORY: 9-MONTH A 12-MONTH _____ OTHER _____ (Specify) _____

- | | | |
|--|--|------------------------|
| <input checked="" type="checkbox"/> Academic | <input checked="" type="checkbox"/> Non-Academic | _____ Civil Service |
| _____ Temporary | _____ Part-time (_____ % of Full Time) | _____ Restricted |
| _____ Tenured | _____ Undergraduate Student | _____ Job Appointment |
| _____ Tenured Track | _____ Graduate Assistant | _____ Probationary |
| _____ Other (Specify) | _____ Retiree Return To Work | _____ Permanent Status |

Previous Employee N/A Reason Left N/A
 Date Left N/A Salary Paid N/A

Profile of Person Recommended

Length of Employment 06/01/2021 To September 30, 2023
 Effective Date 06/01/2021

Name Alycia Grace O'Bear xxx-xx-7557 Sex F Race* B
 (Last 4 digits only)

Position Title: Assistant Professor of Clinical Education /Disaster Relief Department: Law Center-Institutional Support

Check One Existing Position *Visa Type (See Reverse Side):

--	--	--

 New Position Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 22 Southern University Experience 2
 Degree(s): Type/Discipline (BA-Education): J.D. Institution/Location (SU-Baton Rouge): Southern University Law Center Year: 1977
B.A. Tulane University, New Orleans LA 1993

Current Employer Southern University Law Center

Personnel Action

Check One _____ New Appointment Continuation _____ Sabbatical _____ Leave of Absence
 _____ Transfer _____ Replacement _____ Other (Specify) _____

Recommended Salary \$81,720.00 Salary Budgeted \$81,720.00

Source of Funds General Appreciation \$6,820.00(311001) Title III \$74,900.00 (320174)-31240-61003-34100

Identify Budget: Grant Location _____
 Form Code: BOR10 Page 1 Item # 1

Change of:
 Position Assistant Professor of Clinical Education/Disaster Relief Clinic From Assistant Professor of Clinical Education/Disaster Relief Clinic To
 Status _____
 Salary Adjustment \$74,900.00 \$6,820.00 + \$74,900.00 = \$81,720.00

Financial Aid signature (if, applicable):

List total funds currently paid this employee by

Southern University:
 *See Reverse Side

Comments: (Use back of form)

Source of Funds	Amount
311001-31610-61002-36000	\$74,900.00

*See Reverse Side

Graduate School signature (if, applicable):

John K. Pierre Date _____
 Supervisor _____ Date 5/11/2021
[Signature] Date _____
 Vice Chancellor _____
 Director/Personnel _____ Date _____
 President _____ Date _____

Gary R. Hall Date 5-11-21
 Dean/Univ Head _____
John K. Pierre Date 5/11/2021
 W/C for Fin. and Administration _____
 Chancellor _____
 Vice President/Finance _____ Date _____
 Business Affairs/Comptroller _____
 Chairman/S.U. Board of Supervisors _____ Date _____

CURRICULUM VITAE
ALYCIA GRACE-O'BEAR

ALYCIA GRACE-O'BEAR, ATTORNEY



PROFESSIONAL COMPETENCIES:

- Practice Specialties include Administrative Law, Civil Law, Criminal Law, Employment Law, Education Law, Family Law, and Government and Public Policy.
- *Louisiana State-Certified Mediator* – Civil, Commercial and Employment.
- Skilled/Experienced in Louisiana Succession Law and Matrimonial Regimes.
- *Skilled Criminal Trial Attorney* - Served as a Louisiana State Criminal Prosecutor.
- *Skilled/Experienced Mass Tort Litigator*
Successfully represented over 450 litigants in a mass tort action, multi-million-dollar recovery
- Skilled/Experienced in Commercial Law, Labor and Worker's Compensation claims/adjudications, and Social Security Administration adjudications.
- *Contract Law* - contract negotiations, contract drafting, contract management services, non-disclosure agreements and standard/non-standard business agreements.
- *Town Attorney*, Town of Lutcher (2005-2006) – Lutcher, Louisiana
Louisiana City and Municipal Government Management Experience
- *Legal Consultant* - Grants and Federal Funding, Town of White Castle (2004-2008)
Secured over \$1 million in federal funding (USDA) for Town of White Castle.

CERTIFICATIONS AND LICENSES:

- *Attorney*
Louisiana State Supreme Court, December 17, 1999
- *Notary Public*
Louisiana Secretary of State, January 3, 2000
- *Certified Mediator - Civil, Commercial and Employment Law*
Louisiana State Bar Association, Alternative Dispute Resolution Section
- *Public Administration Certification, 2018*
Villanova University – Villanova, Pennsylvania
- *Special Education Law and Policy, 2015 - 2018 Certifications*
National Academy for IDEA Administrative Law and Impartial Hearing Officers
- *Administrative Law - Advanced, 2009 Certificate*
American University, Washington College of Law - Seattle, Washington
- *Administrative Law - Advanced, 2009 Certificate*
University of Nevada, National Judicial College - Reno, Nevada
- *Administrative Law: Fair Hearings, 2008 Certificate*
University of Nevada, National Judicial College – Reno, Nevada

SELECT HONORS AND ACTIVITIES:

- *Presiding Judge*, Louisiana Ethics Adjudicatory Board, 2016 - 2018
Louisiana Board of Ethics
- *2014 Recipient, Charles E. Dunbar, Jr. Career Service Award*
Louisiana Civil Service League's 55th Annual Charles E. Dunbar Award Ceremony

- 2012 Federal Commendation, "Best Practices Unemployment Insurance: Handling and Conducting Unemployment Insurance Hearings"
United States Department of Labor (USDOL)
- 2012 Member, Louisiana Ethics Adjudicatory Board
Louisiana Board of Ethics
- 2011 Federal Commendation, "Best Practices Unemployment Insurance: Handling and Conducting Unemployment Insurance Hearings"
United States Department of Labor (USDOL)

SELECT SPEAKING ENGAGEMENTS:

- 2021 Presenter, "Becoming Fierce in the Practice of Law: Public Policy and Disaster Relief"
Southern University Law Center, Baton Rouge, Louisiana
- 2020 Presenter, "Louisiana Family Law: Practicing Law in a Pandemic"
Southern University Law Center, Baton Rouge, Louisiana
- 2020 Lecturer, "Louisiana Succession Law: Current Trends"
Continuing Legal Education
Southern University Law Center, Baton Rouge, Louisiana
- 2019 Presenter, "Administrative Law and Elderly Services"
Louisiana Governor's Office of Elderly Affairs, Baton Rouge, Louisiana
- 2018 Presenter, "Federal Disaster Benefit Programs: Policy and Procedure" Government and Public Policy Review, Seattle, Washington
- 2016 Presenter, "Best Practices in Administrative Law"
Law and Government Review – 19th Judicial District Court, Baton Rouge, Louisiana
- 2015 Presenter, "Preserving the Case Record: Making Coherent, Cogent Decisions"
National Association of Administrative Law Judges, Indianapolis, Indiana
- 2015 Presenter, "Exception to the Rule: Handling Exceptionalities in Education Law"
American University, Washington College of Law - Seattle, Washington
- 2014 Presenter, "Federal Benefits Programs: Avoiding Federal Disallowances" National Association of Administrative Law Judges, Memphis, Tennessee

SELECT LEGISLATION:

Involved with drafting, consulting and/or committee testimony:

- Act 10 of 2018, Insurance
- Act 423 of 2017, Children/Care
- Act 354 of 2015, Child Daycare
- Act 364 of 2015, Education/Early Childhood
- Act 868 of 2014, Early Childhood Education
- Act 656 of 2014, Ethics/Financial Disclosures

PROFESSIONAL EXPERIENCE

SOUTHERN UNIVERSITY LAW CENTER

2019 – PRESENT

A A LENOIR HALL
2 ROOSEVELT STEPTOE DRIVE
BATON ROUGE, LOUISIANA 70813
agracc-obear@sulc.edu
TELEPHONE: (225) 771-3333
FACSIMILE: (225) 771-2474

ASSISTANT PROFESSOR, CLINICAL EDUCATION

ADJUNCT PROFESSOR

- Louisiana Family Law
- Louisiana Successions and Donations
- Louisiana Civil Law Property
- Disaster Law Clinic (Government Policy Implementation), Clinical Education
- Legal Writing and Analysis

LEBLANC, ROBERTSON, CHISHOLM & ASSOCIATES, LLC

2018 - PRESENT

5555 HILTON AVENUE, SUITE 605
BATON ROUGE, LOUISIANA 70808

IN-HOUSE COUNSEL

- Represents the organization in complex and important litigation, engages and monitors outside counsel as needed or required.
- Acts as agency liaison with federal and state agencies, legislative bodies, and third-party contractors, service providers.
- Develops, implements, and monitors programs, policies and procedures for the organization;
- Handles employment law issues with current and prospective personnel.

LOUISIANA DIVISION OF ADMINISTRATIVE LAW

2018

1020 FLORIDA STREET BATON ROUGE, LOUISIANA 70802
Service Dates: December 2006 - October 2018

DEPUTY GENERAL COUNSEL

(March 2011 - October 2018)

- Represented the division in complex and important litigation.
- Drafted and reviewed new legislation, testified before legislative committees and other tribunals.
- Prepared and reviewed the preparation and negotiation of division contracts, requests for proposals and other legal documents.
- Developed or assisted in development of budget recommendations for the division.
- Prepared fiscal notes for legislative committee review.
- Developed, implemented and monitored programs, policies and procedures for the division.
- Acted as agency liaison with federal and state agencies to develop policy and program implementation.
- Resolved issues related to handling of cases, new legislation, policy and procedures.
- Supervised a group of administrative law judges, and support staff.
- Ensured that duties, responsibilities, authority and accountability of all direct subordinates were defined and understood.
- Identified, recommended training needs, assisted with production of in-house trainings for subordinate employees.
- Served on the Louisiana Ethics Adjudicatory Board.
- Served as an administrative law judge for the division.

ADMINISTRATIVE LAW JUDGE

(December 2006 - March 2011)

- Conducted over 4,000 quasi-judicial public, adversarial, evidentiary hearings throughout the state involving various and complex legal issues;

- Ruled on the admissibility of evidence and procedural matters;
- Issued formal written opinions containing findings of fact, conclusions of law, the rationale for the decision and the judgment.

HONORABLE RICHARD J. WARD, JR., DISTRICT ATTORNEY'S OFFICE **2006**
 18TH JUDICIAL DISTRICT COURT
 58050 MERIAM STREET PLAQUEMINE, LOUISIANA 70764
Service Dates: December 2000 - December 2006

ASSISTANT DISTRICT ATTORNEY

- Prosecuted criminal misdemeanors, felonies and sex crimes.
- Prosecuted/handled juvenile criminal matters and adjudications of "child in need of care" cases.
- Drafted various pleadings and briefs.
- Handled assigned docket, made all court appearances, argued procedural motions, participated in all aspects of pre-trial discovery process, including developing case strategy and theory.
- Drafted and assisted with pre-trial preparation in capital cases; assisted with drafting and preparing of appellate briefs; analyzed and interpreted state statutes and criminal code.
- Acted as a quasi-supervisor for the administrative staff members in the Iberville parish office.

HONORABLE SHARAH HARRIS, JUDGE **1999**
 18TH JUDICIAL DISTRICT COURT, DIVISION C
 POST OFFICE BOX 626 PLAQUEMINE, LOUISIANA 70764
Service Dates: July 1997-December 1999

JUDICIAL ADMINISTRATOR/LAW CLERK

- Acted as judicial administrator for 18th Judicial District Court, Division C, serving the parishes of Iberville, West Baton Rouge, and Pointe Coupee.
- Handled and supervised all of the docketing, scheduling and hearing/trial preparation for the tri-parish district, Division C.
- Prepared all of the judicial administrative documents for Louisiana Supreme Court reporting requirements for judicial district court judges.
- Budgeted all of the judicial travel and expense accounts; prepared quarterly audit reports for the respective parish's governing authorities.
- Conducted extensive research on various legal issues to draft written reasons and judgments.
- Supervised a staff of six professionals.

ALYCIA GRACE-O'BEAR, ATTORNEY **1999 - PRESENT**
 GRACE-O'BEAR PROFESSIONALS, LLC
 8550 UNITED PLAZA BLVD, SUITE 702 BATON ROUGE, LOUISIANA 70809
aobear@gmail.com
 TELEPHONE: 225-922-4245
 FACSIMILE: 225-922-4550

- Manages a boutique law practice specializing in several practice areas, including administrative law and procedure, civil litigation, criminal law, employment law,

education law, family law (matrimonial regimes), succession law, tort law, and government and public policy.

- Handles legal matters from inception to final disposition, which includes pre-trial and status matters, discovery, depositions, hearings, motions, trial, and appellate level litigation.
- Practices and maintains good-standing in all Louisiana state courts and federal courts over the past twenty years.

EDUCATION

SOUTHERN UNIVERSITY LAW CENTER – BATON ROUGE, LOUISIANA 1997
JURIS DOCTORATE DEGREE

TULANE UNIVERSITY, NEWCOMB COLLEGE – NEW ORLEANS, LOUISIANA 1993
BACHELOR OF ARTS, COMMUNICATIONS – RHETORIC AND PUBLIC DISCOURSE

CERTIFICATIONS AND LICENSES

- *Attorney, Louisiana State Supreme Court*
- *Notary Public, Louisiana Secretary of State*
- *Certified Mediator - Civil, Commercial and Employment Law*
Louisiana State Bar Association, Alternative Dispute Resolution Section
- *Public Administration, 2018 Certificate* Villanova University – Villanova, Pennsylvania
- *Special Education Law and Policy, 2015 - 2018 Certifications*
National Academy for IDEA Administrative Law and Impartial Hearing Officers
American University, Washington College of Law - Seattle, Washington
- *Administrative Law - Advanced, 2009 Certificate*
University of Nevada, National Judicial College - Reno, Nevada
- *Administrative Law: Fair Hearings, 2008 Certificate*
University of Nevada, National Judicial College - Reno, Nevada



"Linking Citizens of Louisiana with Opportunities for Success"

Southern University and A & M College System
AGRICULTURAL RESEARCH AND EXTENSION CENTER
and the COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES
Ashford O. Williams Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-2242
(225) 771-2861 Fax
www.suagcenter.com

To: Dr. De'Shoia A. York
Associate Vice Chancellor, Extension and Outreach

From: Zanetta Augustine ~~SM~~
Ag Specialist, Program Leader

Re: Job Offer//Associate Specialist, Small Farms

Date: April 21, 2021

EXTENSION PROGRAMS
Agriculture and Natural Resources
Community and Economic Development
Family and Human Development
Nutrition, Diet and Health Education
Youth Development

LIVESTOCK SHOW OFFICE
Livestock and Poultry Shows
State and National Rabbit Shows
State and Regional Horse Shows

RESEARCH PROGRAMS
Economics, Marketing, Policy and Community
Development
Human Nutrition, Health, Family and Consumer
Sciences
Plant and Animal Production Systems
Urban Forestry, Natural Resources and
Environment

TEACHING
Agricultural Sciences
Family and Consumer Sciences
Urban Forestry and Natural Resources

TECHNOLOGY SERVICES
Documentation/Web Management
Electronic Media
Publications
Technical Support and Training

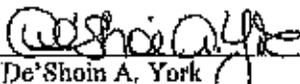
I have interviewed a candidate for the position of Associate Specialist, Small Farms and have selected Dr. Brian Keith Phillips for the position. As such, a verbal offer was made and the job was accepted along with the offer of an annual salary of \$65,000.

I am requesting, with your approval, that Human Resource send an Official offer letter for the position. The anticipated start date is June 15, 2021. The candidate's name and email are below.

Brian Keith Phillips
bkeithphillips@gmail.com

Once all requirements from Human Resource have been satisfied, and ePAF will be generated from within the Cooperative Extension Program.

Please let me know if additional information is warranted. Thank You.

APPROVED: 
De'Shoia A. York
Interim Vice Chancellor, Extension and Outreach

APPROVED: 
Orlando F. McMeans
Chancellor – Dean

JOB CLASS			
JOB CODE			
CAL ID			

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER							
-----------------	--	--	--	--	--	--	--

CAMPUS: SUS ___ SUBR ___ SULAC ___ SUAREC X SUNO ___ SUSLA ___

EMPLOYMENT CATEGORY: 9-MONTH ___ 12-MONTH X OTHER ___ (Specify) ___

Academic Non-Academic Civil Service
 Temporary Part-time (___ % of Full Time) Restricted
 Tenured Undergraduate Student Job Appointment
 Tenured Track Graduate Assistant Probationary
 Other (Specify) ___ Retiree Return To Work Permanent Status

Previous Employee Dawn Mellon Patton Reason Left Promoted / Retired
 Date Left January 29, 2021 Salary Paid _____

Profile of Person Recommended

Length of Employment 10/01/2020 To 09/30/2021
 Effective Date June 15, 2021

Name Brian Keith Phillips SS# XXX-XX-8764 Sex M Race* AA
(Last 4 digits only)

Position Title Associate Specialist, Small Farms Department: SU-CRP

Check One Existing Position New Position *Visa Type (See Reverse Side):
 Expiration Date: _____

(Position vacancy authorization forms must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience 7 Southern University Experience 7
 Degree(s): Type/Discipline (BA-Education): BA-Mass Communication Institution/Location (SU-Easton Rouge): UL-Lafayette Year: 2000-2003
BA-Mass Communication SU-Easton Rouge 2005-2007
PhD-Urban Forestry SU-Easton Rouge 2015-2017

Current Employer: Southern University

Personnel Action

Check One New Appointment Continuation Substantial Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$65,000 Salary Budgeted \$65,000

Source of Funds Federal Funds

Identify Budget: 622301-62050-63000 Location A.O. Williams Hall
 Form Code: US Page _____ Item # _____

Change of: From To

Position _____
 Status _____
 Salary Adjustment _____

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:
 *See Reverse Side

Source of Funds	Amount

Comments: (Use back of form)

*See Reverse Side

Graduate School signature (if applicable):

[Signature] 4/27/21 Date
 Supervisor
[Signature] 4/27/21 Date
 Vice Chancellor
[Signature] 4/27/21 Date
 Director/Personnel
 _____ Date
 President _____ Date

[Signature] 4/27/21 Date
 Dept/Unit Head
 _____ Date
 Chancellor
 _____ Date
 Vice President/Finance
 Business Affairs/Comptroller
 _____ Date
 Chairman/S.U. Board
 of Supervisors _____ Date

[Handwritten Signature]
 4/29/21

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippines Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM-5:00 PM

EMPLOYEE DIRECT SUPERVISOR: De'Shoin York

NUMBER OF EMPLOYEES SUPERVISED, (if any) _____

HR USE ONLY: STATUS (circle one): **EXEMPT** **NON-EXEMPT**

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and F-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

<u>TYPE</u>	<u>CODE</u>	<u>EXPIRES</u>
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp, I/T Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

FUNDS AVAILABLE
OFFICE OF THE AGRICULTURAL
RESEARCH AND EXTENSION
SOUTHERN UNIVERSITY SYSTEM
Annette Jellin 4/27/21
FINANCE & ADMINISTRATION SECTION

Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Prof/Uncl Positions/Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Specialist - Small Farms AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Cooperative Extension
 (Department or Unit)

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Replacement | <input type="checkbox"/> New Position | <input checked="" type="checkbox"/> Unclassified | <input type="checkbox"/> State |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Grant -in-Aid |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty this is same as tenure track) | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

This position is responsible for leadership, program development, and outreach for Agricultural Extension programs in regard to small farms. The position is expected to conduct demonstrations of research-based agronomic practices, field days, on-farm demonstrations and provide economic and marketing assistance in collaboration with other Extension and Research Faculty. The position works with disadvantaged and minority farmers but is not limited to this group. The incumbent will be expected to develop a sustained program and acquire extramural funding to support and strengthen ongoing small farm programs as well as develop new program initiatives.

Salary/Range: \$58,000.00 - Previous Incumbent (if replacement): Dawn Mellion-Patin
 \$65,000.00

Approved Disapproved W. Shana Y. D. 1/12/2021
 Department Head Date

Approved Disapproved W. Shana Y. D. 1/12/2021
 Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>Gannette Feltner</u>	<u>1/13/2021</u>
Signature	Date
Budget Number	622301-62050-63000

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>MU</u>	Job Class: <u>64810</u>
<u>Michael Williams</u>	<u>5/5/21</u>
Verified By:	Date:

Approved Disapproved W. Shana Y. D. 1/12/2021
 Vice Chancellor Date

Approved Disapproved W. L. 1-12-2021
 Chancellor/Vice President Date

Approved Disapproved _____
 President Date

An Equal Opportunity Employer

Vacancy Announcement System (VAS)

Position Vacancy Announcement Request

Date: January 12, 2021 Department: Cooperative Extension

SUS SUBR SULC SUAREC SUNO SUSLA

Application Deadline: March 30, 2021 Date position to be filled: May 1, 2021

Position Title: Assistant/Associats Specialist, Small Farms Civil Service Pay Level: _____

Salary (annual): _____ or Salary Range: 58,000.00 to 65,000.00

Please check all categories that apply to this position:

Status:	Faculty Position	Unclassified Position	Classified Position
<input type="checkbox"/> Part-time % of time	<input type="checkbox"/> Temporary	<input type="checkbox"/> Administrative	<input type="checkbox"/> Probationary
<input checked="" type="checkbox"/> Full-Time	<input type="checkbox"/> Tenure	<input type="checkbox"/> Temporary	<input type="checkbox"/> Job Appointment
	<input type="checkbox"/> Tenure Track (Probationary)	<input checked="" type="checkbox"/> Permanent	<input type="checkbox"/> Provisional Appointment
	<input type="checkbox"/> Grant	<input type="checkbox"/> Grant	FOR HR USE ONLY: CS Job Code:
	<input type="checkbox"/> Contract	<input type="checkbox"/> Contract	

Contact Person: Deborah Butler Telephone No: 225-771-2242

Contact Email Address: Deborah_butler@sugcenter.com

Contact e-mail address is for:

Human Resources utilization only posting to VAS website

Brief job description [Maximum 12 lines @ 250 characters (including spaces) per line]:

This position is responsible for leadership, program development, and outreach for agricultural Extension programs in regard to small farms. This position is expected to conduct demonstrations of research-based agronomic practices, field days, on-farm demonstrations and provide economic and marketing assistance in collaboration with other Extension and Research Faculty. The position works with disadvantaged and minority farmers but is not limited to this group. The incumbent will be expected to develop a sustained program and acquire extramural funding to support and strengthen ongoing small farm programs as well as develop new program initiatives.

Minimal qualifications [Maximum 12 lines @ 250 characters (including spaces) per line]:

- The successful candidate must have a MS degree in plant and soil sciences, botany, horticulture, plant pathology or closely related area. Doctorate preferred.
- Five years of experience in an agriculture related discipline.
- Understanding of and commitment to principles of learner-centered education and strategies for implementing effective educational programming.
- Demonstrated educational program development skills including planning and implementing programs, evaluating learning experiences, and communicating program impact and value to stakeholders.
- Demonstrated skills in interpreting, utilizing and applying evidence-based information and research findings.
- Must possess the ability to communicate effectively using oral and written skills.
- Must have successful leadership and teamwork building experience with the ability to work with extension colleagues from other disciplines at the state and parish levels.
- Candidate must also possess a record of successful programming in urban or rural communities; demonstrate ability to work with various socio-economic and ethnic audiences, along with experience in developing public-private community partnerships.

Remarks/How To Apply (letter of application, curriculum vita, resume, references, etc) Mailing Address
[Maximum 12 lines @ 250 characters (including spaces) per line]:

Please submit your completed Southern University job application, transcript, resume and cover letter to decohea_butler@sugcenter.com. A copy of your transcript is acceptable to apply, however, the original will be required at a later date. Incomplete application packets will not be reviewed.

Note: Approved Position Vacancy Authorization form(s) must be received in the Office of Human Resources before vacant positions will be announced.

BRIAN KEITH PHILLIPS

Higher Education PROFESSIONAL

EDUCATION & TRAINING

Ph.D., *Urban Forestry*, Southern University, Baton Rouge, LA
Master of Arts, *Mass Communications/Journalism*, Southern University, Baton Rouge, LA
Bachelor of Arts, *Mass Communications/Broadcasting*, University of Louisiana, Lafayette, LA
Oracle University, SQL Certification
Evisions, DataBlock Designer & Report/Writer Combination Certification

CAREER TRACK

SOUTHERN UNIVERSITY AND A&M COLLEGE – BATON ROUGE, LA

2010 - CURRENT

Student Support Specialist

- Assist recruiting manager with helping students determine career pathways, apply for DXC positions,
- Making students familiar with DXC as a resource for internships and other work-based opportunities
- Work closely with campus career planning and placement centers.
- Assist in preparation of activities and materials for any DXC events at the institution.
- Responsible for attaining student retention and completion in order to meet project goals of providing a pipeline of DXC candidates.
- Work collaboratively within the system and with institutions in the state to share resources, ideas and best practices.

Assistant Director of Assessment

- Assisted Director of Institutional Research and Assessment in the coordination of university wide assessment activities
- Coordinated University's efforts to accurately assess student learning outcomes to ensure best possible success
- Assisted faculty and departments with assessment, reporting, and utilization of data on student learning within majors, programs, colleges, and administrative units
- Provided solid program support to ensure continued work in matter of compliance and accreditation activities

Functional Data Analyst/Research Associate- Institutional Research and Assessment

- Diligently collected, analyzed, disseminated data, as well as designed surveys
- Compiled and completed comprehensive semester and annual reports in a timely manner
- Developed and implemented thorough data analysis strategies
- Provided quality technical assistance in the interfacing of statistical findings with system implementation
- Proactively assisted directors and chairpersons in matters concerning IRA

Program Director/Registrar's Office

- Developed, interpreted, and delivered effectively structured academic support services such as admission, registration, processing of grades, and maintenance of student and course records
- Interpreted and applied the laws and regulations of Louisiana Board of Regents, college policies and regulations, and other state and federal laws relating to admissions, residency, veterans, and immigration.
- Maintained all approved administrative changes, records, and updates to the college catalog and class schedules
- Facilitated collection of data elements required by the state and federal government to ensure accurate reporting

SOUTHERN UNIVERSITY AND A&M COLLEGE – BATON ROUGE, LA

Advisor

- Helped mold students' future by aiding in the development of successful and suitable educational plans
- Assisted students in clarifying career and life goals, selecting appropriate courses and other educational opportunities, interpreting academic requirements, and utilizing university support services and resources
- Guided students toward development of effective decision-making while mentoring them to become independent learners

Outreach Recruiter/Counselor

- Facilitated informational workshops/activities at target schools in 11-surrounding parishes and maintained participants' document files
- Compiled program participant data, wrote reports assisting in the development and implementation of innovative and comprehensive guidance counseling workshop activities
- Motivated and coached individuals to create customized approaches to foster skill development, define actionable goals, and improve career advancement opportunities

SOUTH LOUISIANA COMMUNITY COLLEGE - LAFAYETTE, LA 2007-2010

Academic Advisor/Student Government Advisor/ Adjunct Professor

- Responsible for updating advising handbooks and training of new faculty members for student advising
- Directed recruitment activities as well as high school visits and presentations; Prepared materials for orientation sessions
- Consistently communicated with all college advising and academic coordinators to inform of policy status or changes

WEST ST. MARY HIGH SCHOOL - ST. MARY PARISH, LA 2000-2002

Teacher

- Instructed through lectures, discussions, and demonstrations in subjects such as: *English, Mathematics, or Social Studies*
- Established clear objectives for all lessons, units, and projects, and effectively communicated them to students
- Modified curriculum for special-needs students, based upon variety of instructional techniques and technologies
- Maintained accurate and complete student records, and prepared reports on children and activities, as required by laws, district policies, and administrative regulations
- Engaged techniques such as behavior modification and positive reinforcement to successfully teach socially acceptable behavior; Established and enforced behavior rules, policies and procedures to maintain a calm order among students
- Conferred with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to inspire and promote students' educational, physical, and social development

AFFILIATIONS

- Secretary - Louisiana American Institutes for Research (LAIR)
- Member - American Institutes for Research (AIR)
- Member - Southern American Institutes for Research (SAIR)
- Member - Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Committee Appointments

- SACSCOC Accreditation Committee Member Southern University and A&M College 2017
- Employee Evaluation Committee Member Southern University and A&M College 2017
- Faculty Evaluation Committee Member Southern University and A&M College 2017



"Linking Citizens of Louisiana with Opportunities for Success"

Southern University and A & M College System
Ashford O. Williams Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-2242
(225) 771-2861 Fax
www.suagcenter.com

MEMORANDUM

To: Orlando F. McMeans, PhD
Chancellor -- Dean

From: De'Shoin A. York, PhD *dy*
Interim Vice Chancellor, Extension and Outreach

Re: New Hire/Assistant Specialist, Public Health

Date: April 22, 2021

EMERGING PROGRAMS
Agriculture and Natural Resources
Community and Economic Development
Family and Human Development
Nutrition, Health and Wellness
Youth Development

LIVESTOCK SHOW OFFICE
Livestock and Poultry Show
State and National Rabbit Show
State and Regional Horse Show

RESEARCH PROGRAMS
Economics, Marketing, Policy and Community Development
Human Nutrition, Health, Family and Consumer Sciences
Plant and Animal Production Systems
Urban Forestry, Natural Resources and Environment
(225) 771-4464 Fax

TECHNOLOGY SERVICES
Data/Networks/Web Management
Electronic Records
Publications
Technical Support and Training
(225) 771-4234 Fax

I have interviewed a candidate for the position of Assistant Specialist, Public Health and have selected Jasmin Plowe for the position. As such, a verbal offer was made. The job was accepted along with the offer of an annual salary of \$63,000.

I am requesting, with your approval, that HR send an official offer letter for the position. The anticipated start date is June 15, 2021. The candidate's contact information is below:



Once all requirements from HR have been satisfied, an ePAF will be generated from within the Cooperative Extension Program.

Please let me know if additional information is warranted.

Thank you.

APPROVED: *OFM*
Orlando F. McMeans, PhD
Chancellor - Dean

JOB CLASS				
JOB CODE				
CAL ID				

SOUTHERN UNIVERSITY SYSTEM

Personnel Action Form

POSITION NUMBER							
-----------------	--	--	--	--	--	--	--

CAMPUS: SUS ___ SUBR ___ SULAC ___ SUAREC X SUNO ___ SUSLA ___

EMPLOYMENT CATEGORY: 9-MONTH ___ 12-MONTH ___ X OTHER X (Specify) ___

Academic Non-Academic Civil Service
 Temporary Part-time (___ % of Full Time) Restricted
 Tenured Undergraduate Student Job Appointment
 Tenured Track Graduate Assistant Probationary
 Other (Specify) ___ Retiree Return To Work Permanent Status

Previous Employee NEW POSITION Reason Left _____
 Date Left _____ Salary Paid _____

Profile of Person Recommended

Length of Employment 07/01/2020 To 06/30/2021
 Effective Date June 15, 2021

Name Jasmine B. Plowe SSN xxx-xx-1560 Sex F Race* AA
(Last 4 digits only)

Position Title: Asst. Specialist, Public Health Department: SU-CEP

Check One Existing Position New Position * Visa Type (See Reverse Side):
 Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable)

Years Experience 2.5 Southern University Experience _____
 Degree(s): Type/Discipline (BA-Education): _____ Institution/Location (SU-Baton Rouge): _____ Year: _____
MS-Human Science & Education LSU-Baton Rouge 2016
Master Of Public Health LSU Health Sciences Center-Epidemiology-N.O. 2019

Current Employer Our Lady of the Lake Children's Hospital

Personnel Action

Check One New Appointment Continuation Substantial Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary \$63,000 Salary Budgeted \$63,000

Source of Funds State Funds

Identify Budget: 611001-62275-63000 Location A.O. Williams Hall
 Form Code: 118 Page _____ Item # _____

Change of: _____ From _____ To _____

Position _____
 Status _____
 Salary Adjustment _____

Financial Aid signature (if applicable) _____

FUNDS AVAILABLE

List total funds currently paid this employee by Southern University:

*See Reverse Side
 Comments: (Use back of form)

Source of Funds OFFICE OF THE ASSISTANT VICE PRESIDENT FOR CULTURAL RESEARCH AND EXTENSION SOUTHERN UNIVERSITY SYSTEM
Jac [Signature]
 FINANCE & ADMINISTRATION SECTION

*See Reverse Side

Graduate School signature (if applicable) _____

[Signature] 4/27/21 Date
 Supervisor
[Signature] 4/27/21 Date
 Vice Chancellor
[Signature] 4/27/21 Date
 Director/Personnel
 _____ Date
 President _____ Date

[Signature] 4/27/21 Date
 Dean/Unit Head
 _____ Date
 Chancellor
 _____ Date
 Vice President/Finance Business Affairs/Comptroller
 _____ Date
 Chairman/S.U. Donor of Supervisors
 _____ Date

[Handwritten Signature]
4/27/21

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

Hispanic or Latino Non-Hispanic or Non-Latino

RACE (Please check all that apply):

White, not of Hispanic origin. A person having origins in any of the original people of Europe, North Africa, or the Middle East.

Black, not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origins, regardless of race.

Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 AM-5:00 PM
 EMPLOYEE DIRECT SUPERVISOR: De'Shoku York
 NUMBER OF EMPLOYEES SUPERVISED, (if any) _____

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, HI-B and J-1 visas, passport, and N-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp. FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

FUNDS AVAILABLE
 OFFICE OF THE AGRICULTURAL
 RESEARCH AND EXTENSION
 SOUTHERN UNIVERSITY SYSTEM
 FINANCE & ADMINISTRATION SECTION

**Do Not Write Below This Area
 For Human Resource and Budgetary Control Use Only!**

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- Application for Employment Form Admin/Pac/Uncl Positions (Civil Service Application for classified employees)
- Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- Exemptions Survey Form (signed by employee and budget head)
- Proposed Employee Appointment
- Proposed Employee Clearance
- Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

Dore

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION TITLE Assistant/Associate/Specialist - Public Health AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Cooperative Extension
 (Department or Unit)

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Replacement | <input checked="" type="checkbox"/> New Position | <input checked="" type="checkbox"/> Unclassified | <input checked="" type="checkbox"/> State |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input type="checkbox"/> Grant-In-Aid |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty (this is none of these tenured)) | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved through Human Resources).

This position will provide statewide leadership and coordination of educational programs and outreach in public health and lead educational programs in the areas of chronic disease and obesity prevention, and individual and community public health through policy, systems and environmental changes (PSIE's). The position conducts research based inquiry related to public health and develops the appropriate curriculum.

Salary/Range: \$62,000 - \$68,000 Previous Incumbent (if replacement): N/A

Approved Disapproved Wishia Yel 10/10/2020
 Department Head Date

Approved Disapproved Wishia Yel 10/10/2020
 Dean/Director/Supervisor of Budget Unit Date

FINANCE/BUDGET OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>Wishia Yel</u>	<u>11/8/2021</u>
Signature	Date
Budget Number	611001-62275-61002-65000

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Employee Class: <u>MU</u>	Job Class: <u>61600</u>
<u>Michael Wilcox</u>	<u>11/2/21</u>
Verified By:	Date:

Approved Disapproved Wishia C. Yel 10/10/2020
 Vice Chancellor Date

Approved Disapproved AL 12/10/2020
 Chancellor/Vice President Date

Approved Disapproved Ray S. Bolton 2/24/21
 President Date

An Equal Opportunity Employer

Jasmin Plowe

Objective

Ambitious MPH graduate well-versed in current public health issues. Motivated to learn, grow and excel in the public health field.

Education

MASTER OF PUBLIC HEALTH | MAY 2019 | LSU HEALTH SCIENCES CENTER

Epidemiology

BACHELOR OF SCIENCE | MAY 2016 | LOUISIANA STATE UNIVERSITY

Human Science and Education/Pre-Medicine

Skills & Abilities

• Team management • Process improvement • Team building • Problem resolution • Administrative support • Presentation skills • Community education • Research abilities

Experience

PATIENT ACCESS SUPERVISOR | OUR LADY OF THE LAKE CHILDREN'S HOSPITAL | SEPT 2019-CURRENT

Provide timely performance improvement feedback and coaching. • Conduct team meetings to address departmental issues and initiatives. • Participate in on-call rotation for off-hours staffing issues, escalations, and questions. • Uses reports and dashboards to monitor daily productivity and registration accuracy. • Investigate errors, suggest changes and/or implement solutions to encountered problems. • Train and delegate appropriate training responsibilities for new and current staff.

PRACTICAL EXPERIENCE | DAUGHTERS OF CHARITY HEALTH CENTER | JAN 2019-APRIL 2019

Participated in strategy development and planning to increase awareness of healthy living aspects in low-income communities. • Collaborated with community organizations in the NOLA area to promote health fair. • Assisted with diabetes management program by explaining the importance of health education and diabetes prevention and treatment strategies to patients. • Used computer software programs like REDcap, SAS and STATA for research purposes. • Survey design, implementation, and analysis experience.

PATIENT ACCESS REP | OUR LADY OF THE LAKE | JUNE 2016-AUG 2017

• Collected and entered patient demographic and insurance data. • Obtained patient's insurance information and determined eligibility for benefits for specific services rendered. • Received patient deductibles and copayments to discuss options to satisfy remainder of patient financial obligations.



"Linking Citizens of Louisiana with Opportunities for Success"

Southern University and A & M College System
AGRICULTURAL RESEARCH AND EXTENSION CENTER
and the **COLLEGE OF AGRICULTURAL, FAMILY AND CONSUMER SCIENCES**

Ashford O. Williams Hall
P. O. Box 10010
Baton Rouge, LA 70813
(225) 771-2242
(225) 771-2861 Fax
www.suagcenter.com

OFFICE OF THE CHANCELLOR-DEAN

April 23, 2021

Dr. Ray Belton, President
Southern University System
4th Floor J. S. Clark Admin Bldg.
Baton Rouge, LA 70813

Re: Request for SU Board Approval to Waive the Search for Vice Chancellor of Extension and Outreach Position

Dear President Belton:

This correspondence is to request your approval and the Southern University Board of Supervisors to waive the vacancy announcement for the position of Vice Chancellor of Extension and Outreach. Dr. De'Shoin York currently serving in the position as interim. To the fact, Dr. York has 20 years of quality tenured experience with the SU Ag Center, I am recommending her for this position.

The position of Vice Chancellor for Extension and Outreach will be responsible for but not limited to:

- Oversee the administrative structure of the SUAREC's Cooperative Extension Program as authorized by the Chancellor.
- Provide leadership and guidance to the Cooperative Extension program staff.
- Contribute to the USDA five-year plan of work, to the strategic plan, and to financial planning documents and reports related to cooperative extension.
- Provide leadership in educational outreach programs to include planning, implementing, evaluating, and communicating program impacts.
- Use effective communication to work with constituents within the University, state, parish, and community.
- Perform other duties as assigned.

April 23, 2021

Letter to Dr. Belton

Page 2

Dr. De'Shoin York is most qualified person for the position of Vice Chancellor of Extension and Outreach. As aforementioned, she will bring over 20 plus years of experience, the necessary skill sets, and a wealth of knowledge to the Southern University Ag Center.

Please let me know if you have any questions.

Sincerely,



Orlando F. McMeans, PhD
Chancellor-Dean

Approval:

Ray L. Belton, PhD
President-Chancellor

Date

JOB CLASS			
JOB CODE			
GAL ID			

SOUTHERN UNIVERSITY SYSTEM
Personnel Action Form

POSITION NUMBER	6M1938-16		
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CAMPUS: SUS ___ SUBR ___ SULAC ___ SUAREC X SUNO ___ SUSLA ___

EMPLOYMENT CATEGORY: 9-MONTH ___ 12-MONTH X OTHER ___ (Specify) ___

<input type="checkbox"/> Academic	<input checked="" type="checkbox"/> Non-Academic	<input type="checkbox"/> Civil Service
<input type="checkbox"/> Temporary	<input type="checkbox"/> Part-time (___ % of Full Time)	<input type="checkbox"/> Restricted
<input type="checkbox"/> Tenured	<input type="checkbox"/> Undergraduate Student	<input type="checkbox"/> Job Appointment
<input type="checkbox"/> Tenured Track	<input type="checkbox"/> Graduate Assistant	<input type="checkbox"/> Probationary
<input type="checkbox"/> Other (Specify) ___	<input type="checkbox"/> Retiree Return To Work	<input checked="" type="checkbox"/> Permanent Status

Previous Employee: _____ Reason Left: _____
Date Left: _____ Salary Paid: _____

Profile of Person Recommended

Length of Employment: July 1, 2020 To June 30, 2021
Effective Date: June 1, 2021

Name: De'Shoin York SS#: xxx-xx-9460 Sex: F Race: B
(Last 4 digits only)

Position Title: Vice Chancellor for Extension & Outreach Programs Department: Cooperative Extension

Check One: Existing Position New Position *Visa Type (See Reverse Side): [] [] []
Expiration Date: _____

(Position vacancy authorization form must be processed and approved to fill existing and new positions. Position must be advertised before processing PAF, if applicable.)

Years Experience: 28 Southern University Experience: 20

Degree(s):	Type/Discipline (BA-Education):	Institution/Location (SU-Baton Rouge):	Year:
	B.S. - Human Nutrition and Food	SU-Baton Rouge	1993
	M.P.A. - Public Administration	SU-Baton Rouge	1996
	PhD - Public Policy	SU-Baton Rouge	2017

Current Employer: Southern University Cooperative Extension Program & Outreach Programs

Personnel Action

Check One: New Appointment Continuation Sabbatical Leave of Absence
 Transfer Replacement Other (Specify) _____

Recommended Salary: \$135,000 Salary Budgeted: \$135,000

Source of Funds: Federal Funds

Identify Budget: 622301-62050-63000 Location: _____
Form Code: _____ Page: _____ Item #: _____

Change of: From _____ To _____

Position: Vice Chancellor, Extension and Outreach, *interim* Vice Chancellor, Extension and Outreach

Status: _____

Salary Adjustment: 125,753 135,000

Financial Aid signature (if applicable):

List total funds currently paid this employee by Southern University:

*See Reverse Side
Comments: (Use back of form)

Source of Funds	Amount
611001-62275-63000 (General Funds)	125,753

*See Reverse Side

Graduate School signature (if applicable):

Supervisor		Date	4/21/2021
Vice Chancellor		Date	7/21/21
Director/Personnel		Date	
President		Date	
Dean/Unit Head		Date	4/21/2021
Chancellor		Date	
Vice President/Finance Business Affairs/Comptroller		Date	
Chairman/S.U. Board of Supervisors		Date	

*BAJ/gpd
4/23/21*

This information is requested solely for the purpose of determining compliance with Federal Civil Rights Laws and does not affect employment consideration.

ETHNIC ORIGIN (Please check one):

_____ Hispanic or Latino _____ Non-Hispanic or Non-Latino

RACE (Please check all that apply):

- _____ White, not of Hispanic origin. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Black, Not of Hispanic Origin. A person having origins in any of the Black racial groups of Africa.
- _____ Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- _____ Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
- _____ American Indian or Alaskan Native. A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

COMMENTS:

EMPLOYEE REGULAR WORK SCHEDULE: 8:00 a.m.-5:00 p.m.

EMPLOYEE DIRECT SUPERVISOR: Orlando F. McMeans

NUMBER OF EMPLOYEES SUPERVISED, (if any): 26

HR USE ONLY: STATUS (circle one): EXEMPT NON-EXEMPT

GUIDELINES: All employees, students, graduate assistants being employed through the use of this form are to report to and be cleared by the Human Resources before any employment is offered and before starting to work. All students are to bring with them clearance from the Financial Aid office, Statement of Account (fee receipt), and a class schedule. All prospective employees/students must bring a pictured ID, social security card, birth certificate, certificate of naturalization, resident alien card, H1-B and J-1 visas, passport, and E-1/I-94. The latter six (6) documents do not apply to U.S. Citizens.

Documentation must be provided for review and approval by Human Resources before employment is offered.

CLASS OF EMPLOYMENT (VISA STATUS):

TYPE	CODE	EXPIRES
United States Citizen/Certificate of Naturalization	US	
Resident Alien	RA	
H-1 Visa (Distinguished Merit & Ability)	H1	
J-1 Visa (Exchange Visitor Program)	J1	
F-1 Visa (Student Emp, FT Student at S.U.)	F1	
OPT (F-1 Visa-INS Prior Approval-"Practical Work Experience")	F0	

**Do Not Write Below This Area
For Human Resource and Budgetary Control Use Only!**

PAF APPROVAL PROCESS CHECKLIST (Must have the information outlined below):

- _____ Approved Position Vacancy Authorization Form (applicable for new and replacement positions)
- _____ Position Vacancy Announcement (position advertised before processing PAF, if applicable)
- _____ Application for Employment Form Admin/Uncl Positions (Civil Service Application for classified employees)
- _____ Authority to Release (signed by employee) (submitted to Campus Police with Criminal/Background Check form)
- _____ Supervisory Criminal/Background Check Form (completed by employee/ verified and signed by supervisor)
- _____ Exemptions Survey Form (signed by employee and budget head)
- _____ Proposed Employee Appointment
- _____ Proposed Employee Clearance
- _____ Restricted/ Job Appointment/CS Rule 6.5g Letter of Justification (for classified, if applicable)

FUNDS AVAILABLE:
OFFICE OF THE AGRICULTURAL
RESEARCH AND EXTENSION
SOUTHERN UNIVERSITY SYSTEM

FINANCE & ADMINISTRATION SECTION

SOUTHERN UNIVERSITY - BATON ROUGE, LA 70813

SUS SUBR SULAC SUAREC SUNO SUSLA

POSITION VACANCY AUTHORIZATION

REQUEST THAT THE POSITION Vice Chancellor for Extension and Outreach AS DESCRIBED BELOW
 BE AUTHORIZED AS A VACANCY FOR Cooperative Extension
 (Department or Unit)

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Replacement | <input type="checkbox"/> New Position* | <input checked="" type="checkbox"/> Unclassified | <input type="checkbox"/> State |
| <input type="checkbox"/> Civil Service | <input type="checkbox"/> Temporary | <input type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Grant-In-Aid |
| <input type="checkbox"/> Tenured | <input type="checkbox"/> Probationary (For Faculty title is same as tenure track) | | <input type="checkbox"/> System Revenue |
| | | | <input type="checkbox"/> Agency Fund State |

*requires the approval of System President

VACANCY DESCRIPTION AND JUSTIFICATION

(Include rank (for faculty) and approximate salary; initiator of form must have prior approval of salary/salary range with the appropriate Vice-Chancellor, Chancellor and/or President. Salaries for classified positions must be approved thru Human Resources).

The Vice Chancellor for Extension and Outreach reports directly to the Chancellor/Dean of the Agricultural Research and Extension Center and the College of Agricultural, Family and Consumer Sciences. The Vice Chancellor supervises state and field faculty and staff and provides leadership for educational program development. This officer represents the Center locally and nationally on matters pertaining to Cooperative Extension and interacts with federal, state, and local stakeholders on an on-going basis to assess program impact. The Vice Chancellor also promotes professional development for Extension personnel to ensure that productivity is maintained at a high level. Reviews and assists in the preparation and implementation of the Center's budget and other fiscal matters. Assists in seeking external funding for the Center. Responsible for the policymaking, planning, development, implementation and overall administration in Cooperative Extension Program. Maintain effective communication between Cooperative Extension Program and the Office of the Chancellor.

Salary/Range: \$135,000	Previous Incumbent (if replacement): Dawn Mellon Pathn
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>[Signature]</u> 4/21/2021 Department Head Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>[Signature]</u> 4/21/2021 Dean/Director/Supervisor of Budget Unit Date

COMPTROLLER'S OFFICE ONLY	
Funds Available	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<u>[Signature]</u>	Date
Budget Number	622301-62050-63000

HUMAN RESOURCES OFFICE ONLY	
Existing/Approved Position	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Job Code: <u>MU</u>	Cal Id: <u></u>
Job Class: <u>145D9A</u>	<u>[Signature]</u> 4/21/2021 Verified By: Date:

<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>[Signature]</u> _____ Vice Chancellor	Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<u>[Signature]</u> _____ Chancellor/Vice President	4/21/2021 Date
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	_____ President	Date

DE'SHOIN A. YORK, PHD

De'Shoin A. York is the Vice Chancellor for Extension and Outreach, Interim and Specialist, Nutrition, Health and Wellness with the Southern University Agricultural Research and Extension Center. She began her career as a research assistant at the Pennington Biomedical Research Center where she worked on the well-known Dietary Approaches to Stop Hypertension (DASH) Diet Study. She then worked as Director of Dietary Services for a local hospital and for the Greater Baton Rouge Food Bank assisting with their mission of feeding the hungry and disadvantaged in their 12 parish outreach. However, for the past 19 years De'Shoin has designed and implemented nutrition, health and wellness programming for disadvantaged and low-income clientele for the Southern University Ag Center. She also serves as Director for both the Expanded Food and Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program – Education (SNAP-Ed) nutrition education programs. De'Shoin is passionate about the health and wellness of women and young girls, as she feels this population is the most vulnerable to negative and societal stereotypes.

EDUCATION:

Doctor of Philosophy, Public Policy with Concentration in Health Policy
Southern University and A&M College, Baton Rouge, LA

Master of Public Administration
Southern University and A&M College, Baton Rouge, LA

Bachelor of Science, Human Foods and Nutrition
Southern University and A&M College, Baton Rouge, LA

PUBLICATIONS:

York, D.A. (2017 – Present). *SNAPShots Magazine - Nutrition, Health and Wellness Magazine for the Entire Family*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2016). *Nutritionally yours nutrition education fact sheets*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2015). *Journeying through agriculture gaining innovative experiences (JAGIE)*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2014). *Eat with the seasons*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2013). *Cooking healthy enjoyable foods (C.H.E.F.) youth cooking curriculum*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2008). *Serving food safely training curriculum and video*. Baton Rouge, LA: LSU AgCenter.

York, D.A. (2004). *Sisters together: move more; eat better health and wellness curriculum*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center. (Revised in 2019)

York, D.A. (2002). *Nutrition nibbles nutrition education fact sheets*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (2001). *Healthy prescriptions newsletter*. Baton Rouge, LA: Southern University Agricultural Research and Extension Center.

York, D.A. (1999). *Nutrition news newsletter*. Baton Rouge, LA: LSU AgCenter.

JOURNAL ARTICLES:

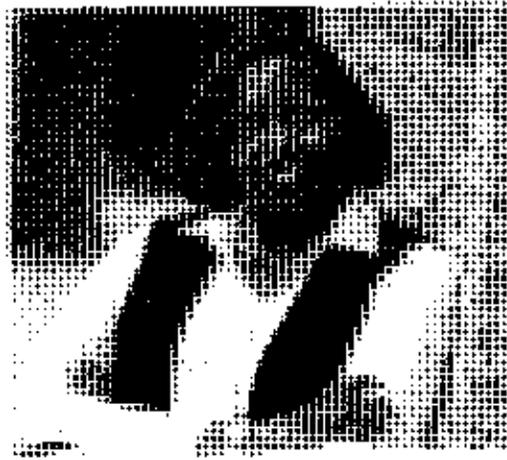
Cason, K. L., Chipman, H., Forstadt, L. A., Rasco, M. R., Sellers, D. M., Stephenson, L., and York, D. A. (2017). Family and consumer sciences focus on the human dimension: The expanded food and nutrition education program example. *Journal of Family & Consumer Sciences*, 109(3), 10-17.

Deau, K. W., Reames, E. S., Tuuri, G., Keenan, M. J., Bankston Jr, J. D., Friendship, D.Y., ... Tucker, E. H. (2008). Improved knowledge and adoption of recommended food safety practices by food recovery agency personnel and volunteers participating in the serving food safely program. *Journal of Extension*, 46(4). Retrieved from <https://joe.org/joe/2008august/rb4.php>

Malekian, F., Gebrelul, S. S., Henson, J. F., Cyrus, K. D., Goita, M., York, D. A., and Kennedy, B. M. (2015). The effects of whey protein and resistant starch on body weight. *Functional Foods in Health and Disease Journal*, 5(8), 275-291.

Malekian, F., Snowden J.J., Gebrelul, S.S., Cyrus, K.D., Friendship, D.Y., Kennedy, B.M., ... Losso, J. (2014). Shake Off Your Weight. *Louisiana Agriculture Magazine*, 57(1). Retrieved from

<https://www.lsuagcenter.com/portals/communications/publications/agmag/archive/2014/winter/shake-off-your-weight>



DE'SHOIM A. YORK, PHD

De'Shoim A. York, PhD, received her higher education degrees from Southern University and A&M College, Baton Rouge, Louisiana. She is the Interim Vice Chancellor for Extension and Outreach and Specialist, Nutrition, Health and Wellness with the Southern University Agricultural Research and Extension Center. She began her career as a research assistant at the Pennington Biomedical Research Center where she worked on the well-known Dietary Approaches to Stop Hypertension (DASH) Study. She then worked as Director of Dietary Services for a local hospital and for the Greater Baton Rouge Food Bank assisting with their mission of feeding the hungry and disadvantaged in their 12 parish outreach. However, for the past 19 years De'Shoim has designed and implemented nutrition, health and wellness programming for disadvantaged and low-income clientele for the Southern University Ag Center. She also serves as Director for both the Expanded Food and Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program - Education (SNAP-Ed) nutrition education programs. De'Shoim is passionate about the health and wellness of women and young girls, as she feels this population is the most vulnerable to negative and societal stereotypes. De'Shoim is currently a member of the Ascension Alumnae Chapter of Delta Sigma Theta Sorority, Inc. in which she serves as 2nd Vice President.

**BOARD OF
SUPERVISORS**

SOUTHERN UNIVERSITY BOARD OF SUPERVISORS

(Following Personnel Affairs Committee)

Friday, May 21, 2021

Smith-Brown Student Union

Cotillion Ball Room

Baton Rouge, LA

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Special Presentations
 - A. Above and Beyond Award
 - B. Acknowledgment of \$100,000 Donation from Tony Clayton (SULC)
 - C. IBM Masters Fellows Recognition (SUBR)
6. Action Items
 - A. Request Approval of the Minutes from the April 16, 2021 SU Board of Supervisors Meeting
 - B. Approval of Committee Reports and Recommendations
 - C. Request Approval of Amendment for Memorandum of Understanding (MOU) between the Charles Winnsboro Corporation and the Southern University Law Center. (SULC)
 - D. Request Approval for Memorandum of Agreement (MOA) between the Southern University Law Center and Generation Esports. (SULC)
 - E. Request Approval for Memorandum of Understanding (MOU) between Southern University Law Center and Gideon's Promise (SULC)
 - F. Resolutions
7. Informational Items
 - A. Legislative Updates
 - B. Medical Marijuana Update
 - C. System President's Report
 - D. Campus Reports
8. Other Business
9. Adjournment



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

May 3, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Acknowledgement of \$100,000 donation by Tony Clayton to the Southern University Law Center (SULC) and request for approval of naming rights to the Tony Clayton Immersive Studio in A. A. Lenoir Hall

Dear Dr. Belton:

Antonio "Tony" Clayton, a 1991 alum of SULC has graciously donated \$100,000 to SULC. Mr. Clayton, now the District Attorney for the 18th Judicial District, along with his wife Paula Clayton, also a 1991 alum of SULC have been loyal donors to Southern University and A&M College and SULC. This recent donation to SULC, thirty years after graduating from SULC is deeply appreciated by the SULC family.

In January 2021, SULC was blessed to complete the installation of a 21st Century State-of-the Art-Immersive class which allows for in-person and distance/remote classes to be conducted simultaneously at SULC. The classroom is currently located in Room 225 of SULC. In exchange for the generous donation, SULC wishes to grant naming rights to Mr. Clayton for the room. I hereby ask that the Southern University System Board of Supervisors grant naming rights to this immersive studio at its May 21, 2021 meeting in honor of the generous \$100,000 donation.

I hope that this generous right will inspire other SULC alums to do the same and make similar transformational contributions in exchange for naming rights.

If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Law Professor

SOUTHERN UNIVERSITY BOARD OF SUPERVISORS MEETING

Committee of the Whole

Friday, April 16, 2021

Shreveport Convention Center

104 Market Street

Shreveport, LA 71101

9:00 AM

Minutes

The meeting of the Southern University Board of Supervisors was called to order by Board Chairman Attorney Domoine Rutledge. The invocation was given by Reverend Thereon Jackson of Morning Star Baptist Church in Shreveport, La.

Pledge of Allegiance was led by Board Member Jody Amedee

Roll Call by Dr. Ray Belton.

Board Members Present: Chairman Atty. Domoine Rutledge, Vice Chairman Atty. Edwin Shorty, Atty Jody Amedee, Mr. John Barthelemy, Dr. Leroy Davis, Mr. Raymond Fondel, Jr., Mr. Bakari Garvey, Mr. Sam Gilliam, Mr. Richard Hilliard, Mr. Myron Lawson, Ms. Christy Reeves, Dr. Leon Tarver II, Rev. Samuel Tolbert, Dr. Rani Whitfield, and Ms. Arlanda Williams

Board Member Absent: Mrs. Ann Smith

AGENDA ITEM 5: ADOPTION OF THE AGENDA

Upon the motion by Dr. Rani Whitfield and second by Ms. Christy Reeves, the agenda was recommended for adoption.

Motion Approved.

AGENDA ITEM 6: PUBLIC COMMENTS

None

AGENDA ITEM 7: SPECIAL PRESENTATIONS

A. Above and Beyond Award

Presented by Dr. Rodney Ellis and Dr. Melva Williams from Southern University at Shreveport Campus to Dr. Alan Jackson, Assistant Director of Enrollment Services and Financial Aid. Dr. Williams thanked Dr. Jackson for his service and for going above and beyond the call of duty for the students during the month of February when it was freezing and unsafe to travel. Dr. Ellis, Dr. Williams and the student affairs and enrollment management team along with Chairman Rutledge and Dr. Belton presented the plaque to Dr. Jackson. Dr. Jackson thanked his wife for being present as well as the entire team and university. He thanked Dr. Williams and the Board of Supervisors for the award and mentioned he did what he had to do for the students.

B. Frank Taylor, Jr. Memorial Scholarship

Board Member Gilliam and Mrs. Dottie Bell presented \$35k donation on behalf of the Frank Taylor, Jr. Family. Mr. Frank Taylor, Jr. sister gave remarks and comments on behalf of the family. They presented the check to Dr. Ellis.

Franklin Williams also presented funds to SUSLA on behalf of the SUSLA foundation.

C. Billie Jones Donation

Dr. Robyn Merrick along with Atty Felicia Hamilton (representative for Billie Francis Stokes Jones estate) presented a generous gift to SUBR on behalf of Mrs. Jones who was a 1954 graduate of Booker T High School in Shreveport and a 1959 SUBR graduate. She was an educator and a generous alumna who wanted to leave a gift to SUBR upon her passing on September 28, 2019 at the age of 83. Atty Hamilton represents the estate for Ms. Jones and she presented a check in the amount of \$21,500 for five \$4,000 scholarships to African American Students (juniors/seniors) from Shreveport, Louisiana majoring in secondary education with the remaining \$1,500 placed in the discretionary fund to be used at the directive of the Chair and made in memory of Billy Francis Stokes Jones. She presented the check to Chairman Rutledge, Dr. Belton and Dr. Sahoo who represents academic Affairs for the SUBR campus. Mr. Gilliam and Hilliard are members of the board from Shreveport so they were asked to come up for photo.

D. SU Army ROTC

Dr. Robyn Merrick introduced Colonel David Marshall who will be attended via zoom. Colonel Marshall is the commander and professor at SUBR. He was united with his counterpart at Grambling this morning beginning at 5am. Making history as the bayou classic game football, for the first time is being run from Grambling State University to Shreveport by both the Southern University and the Grambling State University Army ROTC units. Colonel Marshall thanked Dr. Merrick for having him and he mentioned he is joined by Colonel Mason More from Grambling. He mentioned the weather isn't good but they are over halfway to Shreveport and they have three more hours to go. He have a total of 60 cadets who are there and they have a lot of support from state troopers and others who is in the caravan. He thanked his staff and everyone for all they have done for him. He thanked Dr. Merrick for the exposure and he hope to see everyone tomorrow. Dr. Merrick and Chairman Rutledge thanked Colonel Marshall.

E. Greetings from GSU President Rick Gallot

Chairman Atty Rutledge acknowledged President Gallot for his presence at the board meeting. He thanked him for attending the board reception and commended him on his leadership at Grambling. President Gallot thanked Chairman Rutledge, Dr. Belton and the SU Board Members for inviting him to come and speak. He mentioned "both universities mission is the same and they both provide the best possible training for the graduates to go out and change the world. He also discussed other HBCUs and racism

in the country but the goal and the task of everyone is to do what we have to do and change people's lives and prepare the young people not to only be a part of the world but to change the world. He congratulated Southern University on all the great work and congratulated Chancellor Pierre for his great work and God bless all of you and thank you again and welcome to North Louisiana." Chairman Atty Rutledge thanked President Gallot again for being present and he mentioned to him that he had a special presentation for him and asked Dr. Merrick to come up and make the special presentation of the signature mask to President Gallot.

F. Bayou Classic signature Mask

Dr. Merrick announced the unveiling of the Bayou Classic signature mask. She mentioned, "This was part of the universities Don't Wait Vaccinate public awareness campaign as it relates to the vaccine participation amongst the communities." She mentioned "the mask will be available for all members of the board and those in the audience today." She also mentioned everyone at the Bayou Classic would receive a mask at the game as well. She presented the signature mask to President Gallot and Chairman Rutledge presented him with the shadow box which included the mask as a token of his appreciation.

G. Check Presentations

1. McDonald's (SUSLA)

Stephanie Rogers introduced Mr. Roy Griggs who is the President and CEO of McDonald's and his wife along with his family. Mr. Griggs came and gave a presentation and pledged an initial seed gift of his own in the amount of \$250k to SUSLA on behalf of Griggs Enterprise. There were additional \$250k in matching gifts from Mr. John Hopkins and other friends of Mr. Griggs.

2. SUSLA Alumni (SUSLA)

Rev. James Brown, SU Alumnus from Houston, TX presented a check on behalf of Mr. Stephen Thomas who couldn't be in attendance. He presented the check to Dr. Ellis (SUSLA) in the amount of \$20k.

3. Precious Memory Funeral Home (SUSLA)

There wasn't a representative from Precious Memory Funeral Home in attendance.

Chairman Atty Rutledge thanked everyone for the donations and contributions this morning. He thanked everyone for their patience. Chairman Rutledge acknowledged the Student Representatives from SGA, the newly elected president from SUBR Mr. Kevin Taylor-Jarrell II and the immediate past president from SUBR Mr. Chandler Vidrine and some of the members of their cabinet. He asked them to stand and thanked them for being there.

AGENDA ITEM 8: ACTION ITEM(s):

There was a motion by Dr. Leon Tarver and second by Mr. John Barthelemy to approve Action Item 8A.

Motion Approved

A. Request Approval of the Minutes from March 12, 2021 meeting of the Board of Supervisors

There was a global motion by Mr. John Barthelemy and second by Ms. Christy Reeves to approve in global (action items 8B – 8E)

Motion Approved

Brief Comments were provided by Dr. Sahoo (SUBR) on Item 8C, Chancellor Pierre/ Board Member Garvey (SULC) on Item 8D and Chancellor Ammons on Item 8E. They were all available for any questions the board members may have. There were none .

- B. Certification of Spring 2021 Graduates (all campuses)**
- C. Request Approval to Award the Honorary Degree of Doctorate of Humane Letters to J. Terrel Brown - SU College of Business (SUBR)**
- D. Request Approval for the Conferral of a Posthumous Degree in the Name of William Nabors from the Southern University Law Center (SULC)**
- E. Request Approval of Ms. Gayle Benson as Commencement Speaker and Awarding of Honorary Degree of Doctorate of Humane Letters -SUNO College of Business and Public Administration (SUNO)**

There was a global motion by Dr. Leon Tarver and second by Mr. John Barthelemy to approve in global (action items 8F – 8I)

Motion Approved

Item 8F - Dr. Albert Samuels made a brief presentation to the Dr. Jewel Limar Prestage family. Mr. Grady Prestage was in attendance on behalf of the family via zoom. Dr. Samuels acknowledged Dr. Prestage and Mr. Grady Prestage thanked Chairman Rutledge, Dr. Belton, and the board members as well as the university behalf of his father and his siblings and family for honoring his mother. There were board members that congratulated the Prestage Family with brief comments and acknowledgements .

- F. Request Approval to Establish the Southern University and A&M College Jewel Limar Prestage Public Policy, Polling and Research Center (SUBR)**
- G. Request Approval of Memorandum of Understanding between the Southern University Agricultural Research and Extension Center and Black Farmers Hemp Research and Training Facility, LLC. (SUAREC)**
- H. Request Approval of Memorandum of Understanding between the Southern University Agricultural Family and Consumer Sciences 1890 JAG S.T.A.R.S Scholarship and East Baton Rouge Parish School System (SUAREC)**
- I. Request Approval of Memorandum of Understanding between LSU Health Shreveport School of Medicine MOU with SUBR and SUNO**

Board of Supervisors Meeting Minutes April 16, 2021

There was a global motion by Mr. Sam Gilliam and second by Atty Edwin Shorty to approve in global (action items 8J – 8M)

Motion Approved.

- J. Request Authorization for the Southern University Law Center (SULC) to negotiate an Agreement with ION Tuition and Mentor Works to Provide Alternate Sources to Finance Student Educational Aspirations and Pursuits (SULC)**
- K. Request Approval of Memorandum of Understanding (MOU) to develop remote/virtual certificate and degree programs for students and professionals in Sub-Saharan Africa by the Southern University Law Center (SULC)**
- L. Request Approval of Tenure and Promotion Recommendations.**

Southern University A&M College, Baton Rouge
FACULTY TENURE and PROMOTION REVIEW
Academic Year 2020-2021

College of Sciences and Engineering					Actions: Recommended or Not Recommended						
Name	Dept.	Rank	Requested Action for Tenure	Requested Action for Promotion	Department Committee	Chair	College/ School Committee	Dean	VCAA Committee	Executive Vice Chancellor	
1. Yaser Banadali	Computer Science	Assistant Professor	Yes	Yes	Not Recommended for Either Tenure or Promotion	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Not Recommended Based on Stated Concerns*	Recommended for Tenure and Promotion	
**Note: Concerns of the university committee were duly investigated. Tenure and promotion are both recommended based on review of the Faculty Handbook section 4.7.B which supports time requirement for the application. Letter from the department chair confirms the credentials of applicant to teach in the Department of Computer Science. Additionally, given lack of peer review evaluation, that portion of score was removed to determine sufficiency in meeting expectations in the area of teaching excellence.											
2. Lidya Dubytska	Biology	Associate Professor	Yes	Yes	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Not Recommended Based on Stated Concerns**	Recommended for Tenure only	
**Note: Concerns of the university committee were investigated. Given lack of peer review evaluation, that portion of score was removed to determine sufficiency in meeting expectations in the area of teaching excellence. However, the time requirement for promotion is not met (see section 4.8.D Promotion Criteria, page 55, Associate Professor to Professor requirement).											
3. Xiaoping Yi	Biology	Assistant Professor	Yes	Yes	Recommended for Both Tenure and Promotion	Recommended for Both Tenure and Promotion	Not Recommended for Tenure/Not Recommended for Promotion	Recommended for Both Tenure and Promotion	Not Recommended Based on stated concerns***	Recommended for Tenure only	
***Note: Concerns of university committee were investigated. Given lack of peer review evaluation, that portion of score was removed to determine sufficiency in meeting expectations in the area of teaching excellence. Based on review of the Faculty Handbook section 4.7.B, applicant meets the time requirement for the for tenure. However, time requirement for promotion was not met (see section 4.8.D Promotion Criteria, page 55, Assistant Professor to Associate Professor requirement).											

Mr. Gilliam expressed his concerns and asked questions of Dr. Sahoo and Dr. Belton in reference to the process and evaluation for this tenure and promotion recommendations. He requests more info for this section. Dr. Sahoo gave his comments. Dr. Davis expressed his concerns as well in reference to this peer review process as well.

Based on comments, Chairman Atty Rutledge requested Dr. Belton to please have an agenda item for the May meeting with the academic committee to present and explain the process for tenure and promotion recommendations. **This was noted.**

- M. Request Approval of Tenure Track Recommendation for Katherine A. McFarlane (SULC)**

There was a global motion by Mr. Myron Lawson and second by Ms. Arlanda Williams to approve in global (action items 8N – 8S)

Motion approved.

Board of Supervisors Meeting Minutes April 16, 2021

Brief comments were provided by Dr. Ammons – Item 8N (SUNO) and Dr. Ellis – Item 8O (SUSLA) – Dr. Belton – Item 8Q (SUBR). They were all available for any questions the board members may have.

Mr. Sam Gilliam and Ms. Arlanda asked Dr. Ellis to expound on Item 8O with additional details on certificate of technical study and Associate of Applied science. Dr. Ellis commented and there were no further questions for him.

Dr. Leroy Davis and Mr. Bakari Garvey commented on the faculty and their professional development - Items 8R/S - and Dr. Belton responded to their comments.

Atty Shorty commented on Item S - He mentioned “its fairly difficult to find what we’re revising sometimes when reviewing the policies when it isn’t noted or redlined.” He requested going forward if the policies can be redlined to note updates or changes.

Chairman Rutledge agreed with Attorney Shorty and requested “whenever there is a policy change, the changes be redlined as we can see what the difference is.” **This was noted.**

N. Request Approval to Implement 100% Online Degree Courses, Effective Fall 2021 (SUNO)

1. B.S. in Criminal Justice
2. M.A. in Criminal Justice
3. Bachelors in Interdisciplinary Studies
4. B.S. in Health Information Management Systems

O. Request Approval Implement New Programs of Study Specifically Designed to Address the Workforce Needs in the Northwest Louisiana Region, Increase Enrollment and Provide More Options and Opportunities for Embedded Credentials. (SUSLA)

1. Associates of Applied Science in Computer Engineering
2. Certificate of Technical Study: Engineering (Academic Transfer and Dual Enrollment)
3. Certificate of Technical Study: Quality Assurance
4. Certificate of Technical Study: Energy Technology
5. Certificate of Technical Study: Electronics Technology Technician
6. Certificate of Technical Study: Petroleum Technology Operator
7. Certificate of Applied Science: Digital Forensics
8. Certificate of Technical Studies: Aviation
9. Certificate of Technical Studies: Automotive Technology
10. Certificate of Technical Study: Precision Measurement Instruments
11. Certificate of Technical Studies: Payroll Accounting
12. Certificate of Technical Studies: Human Resources Specialist
13. Certificate of Technical Studies: Law Enforcement Administration
14. Certificate of Technical Studies: Security Studies
15. Associate and Applied Science (AAS) Degree in Graphic and Web Design
16. Certificate of Technical Studies: Graphics Design
17. Request Approval of Certificate of General Studies

P. Request Approval to Use Prior Year Funds for Student Services (SUBR)

- Q. Request Authorization to Advance the HBCU Capital Finance Program Application (SUBR)**
- R. Request Approval of Endowed Professorship Policy (SUSLA)**
- S. Request Approval of Revised Policy for Endowed Faculty and Chairs (SUBR)**

There was a motion by Mr. Bakari Garvey and second by Atty Edwin Shorty to approve Action Item 8T.

Motion Approved

Chancellor Pierre gave brief comments . Dr. Davis question the federal funding for Title III and Title IX. Chancellor Pierre responded and explained the funding. Mr. Garvey commended Chancellor Pierre

T. Request Approval of Salary Adjustments for Instructors/Academic Counselors (SULC)

Name	Position/Campus	Salary	Funding Source
1. John Brown	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal
2. Jessica Johnson	Instructor/Academic Counselor Salary Adjustment (SULC)	\$84,000.00	Federal
3. Kimberly Lamotte	Instructor/Academic Counselor Salary Adjustment (SULC)	\$96,000.00	Federal
6. Courtney Richardson	Instructor/Academic Counselor Salary Adjustment (SULC)	\$93,000.00	Federal
7. Gina Signorelli	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal
8. Rahim Smith	Instructor/Academic Counselor Salary Adjustment (SULC)	\$93,000.00	Federal
9. Julie Stillman	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal
10. Jerne' Theriot	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal
11. Valencia Vessel	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal
12. William Wilson	Instructor/Academic Counselor Salary Adjustment (SULC)	\$81,000.00	Federal

There was a motion by Mr. Sam Gilliam and second by Dr. Rani Whitfield to approve Action Item 8U.

Motion Approved

Dr. Belton gave brief comments. He noted the increases were not based on merit/tenure/or productivity. It was only force of equity – women/men. No Questions.

U. Request Approval of Equity Adjustments (SUBR)

1. Cynthia Bryant	Dean of Humanities and Interdisciplinary Studies Equity Adjustment (SUBR)	\$145,650.00	State
2. Barbara Carpenter	Dean of International Programs Equity Adjustment (SUBR)	\$127,500.00	State
3. Karen Crosby	Dean of the Honors College- SUBR Equity Adjustment (SUBR)	\$127,500.00	State
4. Damien Ejigiri	Dean of the Nelson Mandela School of Public Policy and Urban Affairs Equity Adjustment (SUBR)	\$145,650.00	State
5. Dawn Kight	Dean - Library Equity Adjustment (SUBR)	\$127,500.00	State

There was a motion by Ms. Arlanda Williams and second by Mr. Sam Gilliam to approve Action Item 8V.

Motion Approved

Ms. Williams asked question in reference to additional duties. She also questioned the amount prior to increase. Chancellor Pierre responded on behalf of SULC and Dr. Belton responded on behalf of SUBR.

V. Request Approval of Personnel Action on Positions Equal to or Greater than \$60,000.00

Name	Position/Campus	Salary	Funding Source
1. Marla Dickerson	Associate Vice-Chancellor for Innovation and Strategic Partnerships and Initiatives New Appointment (SULC)	\$126,000.00	State
2. Adriel Hilton	Vice-Chancellor of Student Affairs and Enrollment Management/Associate Professor of Education Faculty Appointment / Title Change (SUNO)	No Change	--
3. Jasmine Hunter	Director of Communication Additional Duties (SULC)	\$78,000.00	State
4. Keri Landry-Thomas	Associate Vice Chancellor for Equity Inclusion and Title IX New Appointment (SULC)	\$120,000.00	Federal
5. Robyn Merrick	VP for External Affairs and University Relations Additional Duties (SUS)	\$145,000.00	State
6. Nadia Gadson Moses	Asst Dean and Program Director Additional Responsibilities (SUBR)	\$74,000.00	Federal
7. Ursula Ransburg	Title IX Investigator/ Campus Safety & Clery Act Coordinator New Position (SULC)	\$78,000.00	State
8. Tracie Washington	Title IX Director New Position (SULC)	\$99,000.00	Federal
9. Clarence Williams	Director of Admissions and Recruitment New Position (SUNO)	\$70,000.00	State

There was a motion by Ms. Arlanda Williams and second by Attorney Shorty to approve Action Item 8W.

Motion Approved

W. Request approval of Sabbatical for the Fall 2021 Semester- Dr. David S. Adegboye' (SUNO)

X. Resolutions

Dr. Katara Williams, Chief of Staff read resolutions and commendations for the following:

- Ms. Angela Hopkins
- Mr. Robert Staple Haynes Family
- Mr. Alex Brown
- Mr. Leroy Evans, III

There was an additions:

- Ms. Kori Gauthier – LSU Student

Dr. Rani Whitfield thanked the board office for preparing the resolution for his cousin Leroy Evans, III. He and the family appreciate all the support and prayers.

Upon Motion from Dr. Leroy Davis to approve the read resolutions with the additions and Dr. Rani Whitfield second the motion.

Motion Approved.

AGENDA ITEM 9: Informational Items:

A. Interim Financial Update

The Financial report for Fiscal Year Ending June 30, 2021 as of March 31, 2021 was provided by Mr. McClinton for all campuses. Mr. McClinton mentioned “the detailed information is provided in the board packet for each campus. He also mentioned he monitors the expenditures monthly and he also make sure we are in line with the revenue projections. This month we are in line with the revenue projection.

Mr. McClinton mentioned he would entertain any questions from the members regarding the interim financial report. There were none.

B. Dual Enrollment Update (by campus) – Detail reports are available upon request.

- SUSLA – Dr. Williams and Dr. Kidd presented the report.

Mr. Gilliam commended the group and gave some brief comments.

- SUNO – Dr. Ammons presented the report.

Mr. Fondel, Mr. Garvey, Dr. Whitfield, Ms. Williams and Mr. Barthelemy commended Dr. Ammons. They all had questions and comments which Dr. Ammons responded.

- SUBR – Dr. Sahoo and Dr. Prestly and Dr. Smith-Ross presented the report

Mr. Garvey commended the team and asked what were their projections for the future? They are planning for the future. Mr. Fondel questions if the credits are transferrable if you leave SU? Yes the credits are transferable.

Dr. Belton congratulated the teams from SUBR, SUNO, and SUSLA for the great report. They all have enrollment increase.

- SULC – Ms. Deleso Alford presented the report. Mr. Garvey had a question on the phase 1-3 time frame. Chancellor Pierre says “5 years”

C. Update on SULC Legal Education in the Shreveport/Bossier and Northwest Region (SULC)

Chancellor John Pierre presented the update.

D. Update on Vaccination Public Awareness Campaign - Don't Wait. Vaccinate! – Dr. Robyn Merrick gave report. There were nine locations and there were a total of 2,028 persons served. Chairman Atty Rutledge thanked her for her efforts along with her staff. He also thanked Dr. Belton. Dr. Belton thanked Dr. Ellis and his team in Shreveport and all the other campuses for all their work and support.

E. Legislative Update – Dr. Merrick gave report.

F. System President’s Report ~ Southern University and A&M College Presidential Fellows -

Dr. Belton gave his president report and Dr. Katara Williams discussed the Presidential Fellows Program which she has a pleasure to work with Dr. Segura. The fellowship is an elite and unique opportunity that will provide an exceptional and unprecedented college experience to some of the best and brightest diverse student leaders and scholars of the 21st century. There will be an application process and eligibility requirements. Will choose 8 students who will receive \$2,000 Stipend and other Lagniappe. The application will open on May 10, 2021.

There were no questions.

G. Campus Reports – Each Chancellor gave their campus reports. (Detail Report is posted online and can be available upon request)

AGENDA ITEM 10: Other Business:

Chairman Rutledge acknowledged Athletic Director Roman Banks. He asked AD Banks if he wanted to give any remarks. AD Banks thanked the Mayor for having them in Shreveport. He thanked Chairman Rutledge, Dr. Belton and the board members for all their support and thanked everyone for coming to Shreveport. He announced we should be returning to New Orleans in the fall.

Chairman Rutledge informed the members that the May Meeting would be an in person meeting in Baton Rouge.

AGENDA ITEM 11: Adjournment

Chairman Atty Rutledge request a motion to adjourn. Dr. Rani Whitfield made the motion. Motion Approved.



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

May 6, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Amendment of Memorandum of Understanding (MOU) between the Charles Winnsboro Corporation and the Southern University Law Center

Dear Dr. Belton:

The Southern University Board of Supervisors at its April 16, 2021 meeting approved an MOU between the Charles Winnsboro Corporation and the Southern University Law Center. The parties to this MOU, along with the Nelson Mandela College of Government and Social Sciences of Southern University and A&M College wish to amend the MOU. The purpose of the amendment is to allow the Nelson Mandela College an opportunity to collaborate with Charles Winnsboro and SULC to recruit students from Sub-Saharan Africa to pursue remote/virtual online, distance learning, and/or hybrid degree programs offered by the Nelson Mandela College.

I respectfully ask that this requested amendment be presented to the Southern University System Board of Supervisors for review and approval at its May 21, 2021 meeting. If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Law Professor

MEMORANDUM OF UNDERSTANDING

THIS AGREEMENT, entered into this 20th day of [April], 2021, by and between Southern University Law Center ("SULC") and Charles Winnsboro Corporation ("Charles Winnsboro") and, together with SULC, the "Parties").

WHEREAS, SULC is a public ABA-accredited law school with the explicit mission to, *inter alia*, provide access to underrepresented students and "train a cadre of lawyers equipped with the skills necessary for the practice of law and for positions of leadership in society";

WHEREAS, in fulfillment of its mission, SULC has launched several innovative workforce development, hybrid and online programs, and is contemplating launching additional such programs at the intersection of law and technology;

WHEREAS, Charles Winnsboro is a strategic and advisory firm that, among other things, works with higher education institutions in the United States to develop workforce development programs in law and technology, and to export the institutions' educational programming to sub-Saharan Africa; and

WHEREAS, the Parties have expressed a desire to work together on a number of collaborative opportunities, including without limitation the development of certificate programs in regulatory compliance, data privacy, and blockchain technology;

NOW THEREFORE, it is mutually agreed as follows:

- I. **Scope of Agreement** - This Agreement shall commemorate the Parties' intent to enter into, but shall not be limited to, the following types of collaboration:
 - A. Development of certificate programs in regulatory compliance, data privacy, and blockchain;
 - B. Development of other suitable certificate and degree programs, based on market dynamics;
 - C. Recruitment of students from sub-Saharan Africa to degree and certificate programs by SULC and other schools in the Southern University System;
 - D. Collaboration with higher education institutions throughout the African diaspora, including research, service programs, educational programs, curricular instruction, and joint extension programs; and
 - E. Any other agreed-upon projects.

Before implementing these activities, the Parties will discuss the opportunities and challenges presented and will thereafter enter into specific activity agreements based on the mutually agreed objectives and outcomes. The Parties acknowledge and agree that the scope of collaboration set forth above will involve, and any resulting Activity Agreements

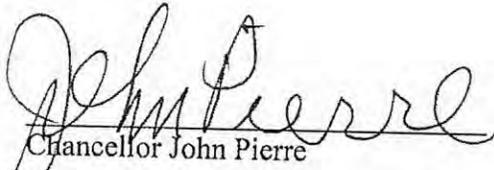
may be executed as counterparties by, other schools in the Southern University System including without limitation SUS Online and the Southern University School of Business.

- II. **Period of Agreement** - This Agreement shall be effective upon the date of final execution and will remain in force for a period of three years. Either Party may terminate the Agreement by providing notice to the other Party in writing.
- III. **Planning and Management of Activities** – Each distinct collaboration program or activity will be described in a separate Activity Agreement drawn up jointly and signed by authorized signatories of each Party. Such agreements will specify the names of those individuals for each Party responsible for the implementation of the program and set forth all terms and conditions associated with the activity. The Parties understand that each Activity Agreement may have different circumstances with respect to the personnel, types of activities, intellectual property and other deliverables that either Party may be required to contribute. Therefore, SULC reserves the right to perform a separate risk assessment on the legal, tax and other liabilities that may arise under each Activity Agreement and to structure its deliverables under the Activity Agreement in a way that maximizes the cost and liability efficiencies for SULC.
- IV. **Funding of Activities** – Activity Agreements should make financial costs and obligations explicit. Projects requiring funding must be approved by both Parties.
- V. **Nondiscrimination** – SULC and Charles Winnsboro agree that no person shall on the grounds of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran be excluded from participation under the terms of this Agreement.
- VI. **Use of Name** - Charles Winnsboro will not use the name or logo of SULC, nor of any member of SULC's program staff, in any publicity, advertising, or news release without the prior written approval of an authorized representative of SULC. SULC will not use the name or logo of Charles Winnsboro, or any employee of Charles Winnsboro, in any publicity, advertising, or news release without the prior written approval of Charles Winnsboro.
- VII. **Modification** – The terms of this Agreement may be changed or modified only by written amendment signed by authorized agents of the Parties.
- VIII. **Non-Binding** – Except with respect to Section VI (Use of Name) and Section IX (FCPA), this Agreement is non-binding and solely for the purpose of establishing a basis upon which SULC and Charles Winnsboro will continue discussions. Either SULC or Charles Winnsboro may at its sole discretion terminate discussions for any reason by giving written notice of termination to the other. In the case of a dispute that arises relating to any aspect of cooperation under this Agreement, the parties may attempt to resolve such dispute through friendly negotiation, or either party may elect to terminate the agreement pursuant to the previous provision. Upon termination, the parties will have no further obligations hereunder.

IX. Foreign Corrupt Practices Act – SULC and Charles Winnsboro represent and warrant to each other that they are aware of the requirements of the United States Foreign Corrupt Practices Act (the “FCPA”) and that they will not, and will not allow their owners, employees, representatives, officers, directors, contractors or other agents to take any action in connection with this Agreement or any separate Activity Agreement to provide, offer or promise to provide, or authorize the provision directly or indirectly of, any money, gift, loan, service or anything of value to (i) any government official (or any agent, employee or family member thereof), (ii) any political party or candidate for political office, or (iii) any person, while knowing that all or a portion of such money or thing of value will be offered, given or promised, directly or indirectly, to any of the foregoing in (i) or (ii), for the purpose of obtaining or retaining business or funding, to direct business or funding to any person or entity, or to secure any other improper advantage.

IN WITNESS WHEREOF, SULC and Charles Winnsboro have executed this Agreement as of the date first above written.

Signing for Southern University Law Center


Chancellor John Pierre

April 20, 2021
Date

Signing for Charles Winnsboro Corporation



Jude Chidi Ogene

April 27, 2021
Date

AMENDMENT TO MEMORANDUM OF UNDERSTANDING

This Amendment (this "Amendment") to the Memorandum of Understanding between Charles Winnsboro Corporation and Southern University Law Center dated as of April 20, 2021 (the "MOU") is entered into as of May 6, 2021. Terms used but not defined in this Amendment have the meanings ascribed thereto in the MOU.

WHEREAS, the Parties entered into the MOU on April 20, 2021; and

WHEREAS, following discussions among the Parties and Dr. Damien D. Ejigiri, Professor and Dean, Nelson Mandela College of Government and Social Sciences of Southern University ("Nelson Mandela College"), the Parties desire to add the Nelson Mandela College as a party to the MOU; and

WHEREAS, the MOU specifically contemplates that the scope of collaboration set forth in the MOU will involve, and any resulting Activity Agreements may be executed as counterparties by, other schools in the Southern University System; and

WHEREAS, the MOU provides that the terms thereof may be changed or modified only by a written amendment signed by authorized agents of the Parties.

NOW, THEREFORE, BE IT AGREED that:

1. The MOU is hereby amended to add the Nelson Mandela College as a party thereto, and all references to a "Party" or the "Parties" shall, and shall be deemed to, include the Nelson Mandela College; and
2. Except as otherwise set forth above in Section 1 of this Amendment, the MOU is not amended or modified, and remains in full force and effect in accordance with its terms.

{Signature Page Follows}

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the date set forth above.

CHARLES WINNSBORO CORPORATION

By: _____

Name: Jude Chidi Ogene

Title: Chief Executive Officer

Address: 1602 Pearlstone Ln
Matthews North Carolina 28104

SOUTHERN UNIVERSITY LAW CENTER

By: _____

Name: John Pierre

Title: Chancellor

Address: 2 Roosevelt Steptoe Dr.
Baton Rouge Louisiana 70813

**NELSON MANDELA COLLEGE OF
GOVERNMENT AND SOCIAL SCIENCES,
SOUTHERN UNIVERSITY**

By: _____

Name: Dr. Damien Ejigiri

Title: Dean

Address: 801 Harding Blvd
Baton Rouge Louisiana 70807



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

May 6, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Memorandum of Agreement (MOA) between the Southern University Law Center and Generation Esports

Dear Dr. Belton:

The Southern University Law Center (SULC) and Generation Esports wish to engage in a collaborative working relationship in recruiting students to SULC and other Southern University System constituent institutions. The collaboration also seeks to help Generation Esports develop Industry-Based Certifications, Career, and Technical Certifications, Entrepreneurship Certifications, and any additional certifications agreed upon by the SULC and Generation Esports.

Generation Esports will use its best efforts in securing funding and sponsorship opportunities, scholarships, internships, and experiential learning opportunities in the Esports industry.

I hereby request that this proposed MOA is presented for approval to the Southern University System Board of Supervisors at its May 21, 2021 board meeting. If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Law Professor

**MEMORANDUM OF AGREEMENT
BETWEEN
SOUTHERN UNIVERSITY LAW CENTER AND
GENERATION ESPORTS**

THIS MEMORANDUM OF AGREEMENT (this "MOA") is made and entered into by and between the Generation ESports, having an address at _____, and Southern University Law Center ("SULC"), whose address is 2 Roosevelt Steptoe Drive, P.O. Box 9294, Baton Rouge, Louisiana 70813. SULC and Generation Esports may each be referred to individually as a "**Party**", or collectively, as "**Parties**" hereinafter. Each Party shall be deemed to include any of its subsidiaries, affiliates, officers, directors, employees, agents, representatives, and advisors.

WHEREAS, the Parties are interested in working together on mutually beneficial programs and projects designed to educate, engage and otherwise empower underserved communities concerning opportunities connected to and extending beyond the Gaming and Esports Industries;

WHEREAS, the Parties each have potential access to resources and opportunities that can prove beneficial in aiding efforts to achieve the aforementioned interests and objectives;

WHEREAS, in connection with ongoing discussions concerning opportunities to collaborate on programming and other initiatives consistent with the stated mission and goals of the Parties, the Parties desire to articulate certain parameters of their initial relationship framework.

NOW THEREFORE, the above recitals are hereby incorporated into the body of this MOA by reference, and in consideration of the foregoing and for the mutual understandings herein contained or as may be later clarified, the Parties agree as follows:

- I. **PURPOSE AND SCOPE** - The purpose of this MOA is to outline the general parameters of the collaborative working relationship being established between the Parties and to set forth the terms and conditions, scope of work and responsibilities of the parties associated with their collaboration on developing a partnership between the Parties.
- II. **CONTRIBUTIONS OF SULC** - SULC will use its best efforts to:
 - A. Engage middle schools and highs schools throughout the State of Louisiana to understand the following: (1) Gaming and Esports Industries; (2) Educational opportunities for middle and high school students; (3) Skills needed to succeed in the gaming and Esports Industries; Identification of career paths that are sustainable in the Gaming and Esports Industries.
 - B. Engage discussions with other campuses within the Southern University System to help gauge interest in the development of Esports labs.

- C. Help Generation Esports with the development of Industry Based Certifications, Career and Technical Education Certifications, Entrepreneurship Certifications, and any additional certifications agreed upon by the parties
- D. Support other projects and initiatives as mutually agreed to by the Parties

III. CONTRIBUTIONS OF GENERATION ESPORTS - Generation Esports will use its best efforts to:

- A. Support in identification and procurement of sourcing funds and/or product up to \$1.5 million through sponsorships over three (3) years to support esports lab development and operations across the ecosystem of Southern University Law Center.
- B. Support and procure scholarship funds up to \$1 million through sponsorship over three (3) years.
- C. Promote Southern University Law Center and other institutions as identified by Southern University Law Center through a nationwide high school pipeline outreach program that focuses on students of color that will drive enrollment through college and career access.
- D. Support SULC in its efforts to expose SULC students and other students identified by Southern University Law Center to internships and other mentorship/networking opportunities with Generation Esports and other companies identified by Generation Esports.
- E. Support SULC in the production of its annual Sports and Entertainment Symposium.
- F. Support SULC in the establishment (this includes but is not limited to identification of funding opportunities) of a gaming and esports clinic for the express purpose of students obtaining practical experience related to the doctrinal knowledge gained by the students.
- G. Support SULC in development of strategic concepts that will create revenue generating opportunity for Southern through esports and video gaming sponsorship.
- H. Support other projects and initiatives as mutually agreed to by the Parties.

IV. TERM OF MOA. This MOA is effective upon the day and date last signed and executed by the duly authorized representatives of the Parties to this MOA and shall remain in full force and effect for not longer than three (3) years unless otherwise agreed to in writing by all Parties. This MOA and its implementation will be reviewed annually during the pendency of its term and during subsequent additional years, if any. This MOA may be terminated, without cause, by either Party upon thirty (30) days written notice, which notice shall be delivered by hand, electronic mail, or by certified mail to the official business addresses listed above.

V. OTHER TERMS - It is mutually understood, and agreed between the Parties that:

- A. Each Party takes legal and financial responsibility for the actions of its respective employees, officers, agents, representatives and volunteers (“Representatives”). Each Party agrees to indemnify, defend and hold harmless the other to the fullest extent permitted by law from and against any and all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorney’s fees, arising out of or resulting from the indemnifying Party’s acts or omissions (or the acts or omissions of its Representatives) related to its participation under this MOA and each Party shall bear the proportionate cost of any damages attributable to the fault of such Party and its Representatives. It is the intention of the Parties that, where fault is determined to have been contributory, principles of comparative fault will be applied.
- B. SULC and Generation Esports hereby agree to use their best efforts to ensure the success of this MOA. This MOA will become effective once it is approved by the Southern University System Board of Supervisors.

VI. General Provisions.

- A. **Amendments.** Either Party may request changes to this MOA. Any changes, modifications, revisions or amendments to this MOA which are mutually agreed upon by and between the Parties to this MOA shall be incorporated by written instrument, and effective when executed and signed by all Parties to this MOA.
- B. **Applicable Law.** The construction, interpretation and enforcement of this MOA shall be governed by the laws of the State of Louisiana. The courts of the State of Louisiana shall have jurisdiction over any action arising out of this MOA and over the Parties.
- C. **Entirety of Agreement.** This MOA represents the entire and integrated agreement between the Parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.
- D. **Severability.** Should any portion of this MOA be judicially determined to be illegal or unenforceable, the remainder of this MOA shall continue in full force and effect, and either Party may renegotiate the terms affected by the severance.
- E. **Sovereign Immunity.** The Parties and their respective governing bodies do not waive their sovereign immunity by entering into this MOA, and each fully retains all immunities and defenses provided by law with respect to any action based on or occurring as a result of this MOA.
- F. **Third Party Beneficiary Rights.** The Parties do not intend to create in any other individual or entity the status of a third-party beneficiary, and this MOA shall not be construed so as to create such status. The rights, duties and obligations contained in this MOA shall operate only between the Parties to this MOA and shall insure solely to the benefit of the Parties to this MOA. The provisions of this MOA are

intended only to assist the Parties in determining and performing their obligations under this MOA. The Parties to this MOA intend and expressly agree that only Parties' signatory to this MOA shall have any legal or equitable right to seek to enforce this MOA, to seek any remedy arising out of a Party's performance or failure to perform any term or condition of this MOA, or to bring an action for the breach of this MOA.

- G. This MOA may be signed in any number of counterparts, each of which will be deemed to be an original for all purposes and all counterparts when taken together (copies or originals of each or any in any combination) will constitute one and the same original MOA.

In witness whereof, the Parties to this MOA through their duly authorized representatives have executed this MOA on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOA as set forth herein.

Generation Esports

Name Date

Title

Southern University Law Center

Chancellor John. K. Pierre Date



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

May 10, 2021

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dr. Ray Belton
President/Chancellor
Southern University System and Baton Rouge Campus
J. S. Clark Administration Building
4th Floor
Baton Rouge, LA 70813

RE: Memorandum of Understanding (MOU) between Gideon's Promise and the Southern University Law Center (SULC)

Gideon's Promise, a nonprofit organization, was established in 2007 and is the only comprehensive training and support program designed for public defenders. The purpose of Gideon's Promise is to develop a national community of public defenders who have the skills, values, and motivation to serve as advocates for the systemic reform that is required to uphold every person's constitutional right to fair and equal justice, and to serve as future leaders.

The MOU creates internships sponsored by Gideon's Promise Partner Public Defender offices for SULC students beginning in June 2021, and subject to renewal annually. I hereby request that this MOU be presented to the Southern University Board of Supervisors at its May 21, 2021 meeting.

If you have any questions, please feel free to contact me.

Sincerely,

John K. Pierre

Chancellor and Vanue B. Lacour Endowed Professor

GIDEON'S PROMISE and SOUTHERN UNIVERSITY LAW CENTER
MEMORANDUM OF UNDERSTANDING

I. Purpose

It is the purpose of this Memorandum of Understanding (MOU) by and among Gideon's Promise (Host) and Southern University Law Center (Partner) to delineate the terms and conditions of the partnership to provide students summer internship opportunities with Gideon's Promise's network of partner offices and collectively raise awareness about the critical need for criminal justice reform.

II. Description of Gideon's Promise

Criminal justice reform is this generation's most critical civil rights issue. America has 5% of the world's population, yet it accounts for a quarter of those incarcerated globally. Today, 2.3 million people languish in America's prisons and jails on any given day. Seven million people are under some form of correctional control. The mere fact of a criminal conviction can make it much more difficult to find employment or retain housing. It can cost a person the right to vote or to obtain educational loans and other benefits needed to get back on their feet. Many who come out of the criminal justice system will never fully reintegrate into society. Lives are destroyed, families are broken, and communities are crippled.

The nation's approach to criminal justice does not affect all equally. Those impacted are almost exclusively poor and disproportionately of color. Four out of five people thrown into our criminal justice system are too poor to afford a lawyer. African Americans are six times more likely to experience our criminal justice system than their white counterparts.

In 1963, the Supreme Court through its decision in *Gideon v. Wainwright*, recognized a person cannot receive justice in our courts if they do not have the effective assistance of counsel. It is only through a lawyer that the accused is able to ensure his rights are protected. Therefore, public defenders were understood as the vehicle through which those without means receive justice. Our constitutional promise of equal justice depends on the poor having a public defender with the time, resources, experience, and compassion to learn their stories, to amplify their voices, and to ensure they are treated with dignity and respect.

Gideon's Promise envisions a nation where everyone has equal access to justice. Its mission is to transform the criminal justice system by building a movement of public defenders who provide equal justice for marginalized communities. Gideon's Promise is nationally recognized for providing top-notch training and support to public defenders across the country. To highlight some of the transformative work of the organization, the award-winning HBO documentary, *Gideon's Army*, sheds light on the public defender crisis and a need for a solution. The organization's founder, Jonathan

Rapping, earned a MacArthur 'Genius' Fellowship for creating an innovative solution to criminal justice reform. The programs offered by the organization work to eliminate disparities in courthouses and public defender offices across the country.

Gideon's Promise, established in 2007, is developing a national community of public defenders who have the skills, values and motivation to serve as advocates for the systemic reform needed to uphold every person's constitutional right to fair and equal justice and to serve as future leaders. Since inception, the organization has successfully recruited students from some of the best law schools in the country, placed them throughout the country in public defender offices that have the greatest need, and provided training, mentorship, and support through its five major programs. It also recruits existing new public defenders with less than three years of experience to participate in the program. Gideon's Promise is the only comprehensive training and support program solely designed for public defenders.

III. Description of Southern University Law Center

The mission of the Law Center is consistent with the rich heritage of the Southern University System. The Law Center stresses legal education of high quality for qualified students from diverse backgrounds.

The Southern University Law Center is proud of the tradition established by the original School of Law—to provide quality legal education commensurate with high professional standards. This legacy has inspired the Law Center to develop as a progressive, innovative institution that prepares students for success in all law-related segments of society. Excellence in legal education is the resounding goal of the Law Center. Our faculty is totally committed to challenging and inspiring students to achieve far beyond all expectations.

The vision that compels the Law Center to seek excellence in every aspect of its program also fosters an environment that stimulates the intellectual processes and promotes professional development.

On December 16, 1946, in response to a lawsuit by an African-American resident seeking to attend law school at a state institution, the Louisiana State Board of Education took "positive steps to establish a Law School for Negroes at Southern University...to be in operation for the 1947-1948 session."

Plans for the law school were approved by the State Board of Education at its January 10, 1947, meeting. On June 14, 1947, the Board of Liquidation of State Debt appropriated \$40,000 for the operation of the school. The Southern University Law School was officially opened in September 1947 to provide legal education for African-American students.

Southern University Law Center graduates, beginning with the legendary civil rights attorney, political leader, and educator Jesse N. Stone, Jr., Alvin Basile Jones, Leroy White, Ellyson Fredrick Dyson, and Alex Louis Pitcher of the class of 1950, have spread across the state and nation as trailblazers in the legal profession, securing equal rights for others. To date, the Law Center has more than 2,500 graduates and is one of the nation's most racially diverse law schools.

After 38 years of operation as a School of Law, the Southern University Board of Supervisors re-designated the school as the Southern University Law Center, enhancing its image in the region and the nation. The Law Center stresses legal education of high quality for students from diverse backgrounds.

IV. Student Internship Summer 2021

- A. Southern University Law Center students will serve as interns sponsored by Partner during the summer of 2021. Each intern will complete 240 hours of internship experience, via a live or remote experience, while assigned to work at public defender partner office within the existing Host network. Each student will receive a \$2,500 stipend from the Southern University Law Center. Host will assist with the placement of interested summer law clerks at one of Gideon's Promise's active partner offices. In addition, Southern University Law Center summer law clerks will also have an opportunity to participate in the Host's Virtual Summer Law Clerk program.
- B. Students shall comply with all policies and requirements of their assigned partner office subject to the obligations otherwise imposed by this agreement; all supervision responsibility shall rest with the assigned partner office. Students shall devote his/her best efforts, skills and abilities to perform these activities.
- C. Students shall complete and submit a required evaluation of the internship experience at the completion of the term.
- D. Gideon's Promise partner offices will provide an experienced public defender to serve as a supervisor for students.

V. Marketing and Public Relations

Partner and Host agree to work collaboratively on the release of any press releases, social media promotion, marketing and promotional materials, and media announcements regarding this partnership.

VI. MOU Renewal

This partnership will commence May 21, 2021 and will be automatically renewed annually in August prior to the start of each academic year. This MOU may be terminated, without cause, by either Party upon thirty (30) days written notice, which notice shall be delivered by hand, electronic mail, or by certified mail to the official business addresses listed above.

VII. Miscellaneous

Modifications of this MOU shall be made by mutual consent of all parties, through the issuance of a written modification signed and dated by all parties, prior to any changes being performed.

- A. Each Party takes legal and financial responsibility for the actions of its respective employees, officers, agents, representatives and volunteers ("Representatives"). Each Party agrees to indemnify, defend and hold harmless the other to the fullest extent permitted by law from and against any and all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorney's fees, arising out of or resulting from the indemnifying Party's acts or omissions (or the acts or omissions of its Representatives) related to its participation under this MOU and each Party shall bear the proportionate cost of any damages attributable to the fault of such Party and its Representatives. It is the intention of the Parties that, where fault is determined to have been contributory, principles of comparative fault will be applied.
- B. The construction, interpretation and enforcement of this MOU shall be governed by the laws of the State of Louisiana. The courts of the State of Louisiana shall have jurisdiction over any action arising out of this MOU and over the Parties.
- C. This MOU represents the entire and integrated agreement between the Parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.
- D. Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of this MOU shall continue in full force and effect, and either Party may renegotiate the terms affected by the severance.

IN WITNESS WHERE OF, the parties, intending to be legally bound, have executed the foregoing Memorandum of Understanding

By:

Ilham Askia
Executive Director
Gideon's Promise

Date

John K. Pierre
Chancellor
Southern University Law Center

Date