



**SOUTHERN UNIVERSITY
BOARD OF
SUPERVISORS'
MEETINGS**

Friday, March 26, 2010

J. S. Clark Administration Bldg., 2nd Fl.

Baton Rouge, LA

9:00 A.M.

A CADEMIC AFFAIRS COMMITTEE

9:00 a.m.

Friday, March 26, 2010

Board of Supervisors' Meeting Room
J. S. Clark Administration Building – Second Floor
Southern University and A & M College
Baton Rouge, Louisiana

AGENDA

1. Call to Order and Invocation
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items
 - A. Adoption of Election Policy for Academic Department Chairs (SUBR)
 - B. Approval of System-wide Grants Compensation Policy
 - C. Adoption of System-wide Intellectual Property Policy (SUS)
 - D. Approval of System-wide Post-Tenure Review Guidelines (SUS)
 - E. Establishment of the Charles Hatfield Endowed Professorship (SULC)
 - F. Reconsideration of the Termination of the AAS in Electronic Technology Program (SUSLA)
 - G. Authorization for Name Change of the Non-Master/Certification-Only Program in Elementary Education (SUNO)
 - H. Authorization for Name Change of the Non-Master/ Certification-Only Alternative Program in Early Childhood Education (SUNO)
 - I. Recommendations for Tenure and Promotion (SUNO)
 - J. Authorization to increase Admission Standards (SUBR)
6. Informational Items
 - A. Presentation on Cross Enrollment Agreement for SUS campuses
 - B. Update on Online Course Offerings, Systemwide
 - C. Report on Increased Admission Standards for SUNO
 - D. Update on Grants and Contracts
7. Other Business
8. Adjournment

MEMBERS

Atty. Patrick O. Jefferson – Chair; Mrs. Lea P. Montgomery - Vice Chair; Mr. Walter Guidry, Ms. Raushanah S. Hunter, Mr. Darren G. Mire, Mr. Achilles Williams, Atty. Tony M. Clayton - Ex officio



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Rationale for the requested action on the SUBR Policy and Procedure for Electing Academic Department Chairpersons

The attached policy and procedure for electing academic department chairpersons carries the approval of both the Faculty Senate and the Academic Council. This policy will stand until the new *Faculty Handbook* is completed. It will then be inserted into the *Handbook*. The rationale for requesting action on the election policy separately is to allow SUBR to move ahead with elections in the nine departments currently headed by interim chairpersons.

Kofi Lomotey, Chancellor

2. **Policy and Procedures for the Election/Selection of Chairperson of an Academic Department**—Chairpersons are **elected/selected** according to the procedure outlined below:
- a. The college/school dean or interim dean (hereinafter referred to as “the dean”) shall be responsible for announcing the vacancy of the chairperson’s position in any academic department. The announcement shall be made at least sixty days before the expiration of the term of the current chairperson. The announcement shall be made immediately, without delay, if the chairperson’s position is to become vacant within sixty days or it has become vacant due to other reasons. Summer, intersession, fall, and spring breaks shall not be counted toward aforesaid sixty-day period.
 - b. The chairperson’s position shall become vacant upon the expiration of his/her term, upon his/her resignation, or upon his/her removal from the office. The chairpersons whose terms have expired shall continue to serve until a duly elected/selected chairperson assumes the office of the chairperson. **Elections shall be held during the last two weeks of April in the year in which the chairperson’s term expires or as soon thereafter as feasible when there are extenuating circumstances. The Provost and Chancellor must approve the postponement of elections for any reason.**
 - c. Along with the announcement of the vacancy as provided in subparagraph (a), the dean shall solicit the nominations in writing from all interested faculty members for the chairperson’s position. The statement of solicitation shall include the date of the closing of the nominations. The nominations shall be due from interested faculty members in writing within ten working days of the vacancy announcement. A working day, for the purpose of this policy, refers to a working day for the faculty members during the fall and/or spring semester and excludes summer, intersession, fall, and spring breaks. The chairperson’s position shall be filled using the election process outlined in subparagraph (d) through (p) below.
 - d. Upon the closing of the nominations, the dean shall announce the time and location of the election. The election shall be held within five to ten working days from the closing of the nominations. The dean shall notify the Faculty Senate President of the time and location of the election. The Faculty Senate President or his/her designee shall observe the election process.
 - e. The election shall be held by secret ballot. The individual receiving a majority vote shall be recommended for the position of the department chairperson for a three-year term. A majority vote is defined as securing of more than half of the votes cast.
 - f. In case no candidate receives a majority vote, a run-off election shall be held immediately following the original election. In case of a tie, a repeat election shall be held immediately following the original election. If the tie is still unresolved, the dean shall break the tie.

- g. All faculty members who are eligible to vote shall be collectively referred to as the departmental faculty. Only full time tenured and tenure-track faculty members are eligible to vote or contest for the chairperson's position, subject to provisions of subparagraph (h) through (j) below.
- h. The faculty members with a joint tenured or tenure-track appointment in the department where the election is being conducted and in some other department/institution are eligible to vote for the chairperson's position.
- i. Administrators who have tenured or tenure-track faculty appointments shall not be eligible to vote or serve as the department chairperson.
- j. No tenure-track faculty member shall be elected as the department chairperson unless there are fewer than three tenured faculty members in that department. In the latter case (when a tenure-track faculty member is elected as the department chairperson), the dean shall provide the documentation of unavailability of the tenured faculty to serve in that position. If there are three or more tenured faculty members in the department, the chairperson shall be elected from amongst them.
- k. The dean shall announce the elected person immediately after the election and submit his/her recommendation in writing to the Provost within five working days. If the dean disagrees with the department's selection, then the dean may meet with the departmental faculty to explain in writing why he/she disagrees and may solicit another name from the departmental faculty to serve as the chairperson.
- l. The Provost shall submit his/her recommendation in writing to the Chancellor within five working days.
- m. The Chancellor shall send his/her recommendation within five working days to the President who, in turn, shall send his/her recommendation to the Board of Supervisors for approval in the next scheduled meeting. Upon approval by the Board, the Provost shall inform the concerned department chairperson.
- n. It is recommended that the departmental faculty rotate chairs to avoid entrenched interests and to cultivate future growth of leadership from amongst the faculty.
- o. It is recommended that the full time tenured full professors and full time tenured associate professors contest for the chairperson's position. It is required that the department chairperson meet the academic qualifications for program coordination in the field or discipline of the department as set forth by Commission on Colleges of the Southern Association of Colleges and Schools.
- p. In the interest of the principle of shared governance, it is critical that once the departmental faculty has arrived at a decision through electoral process, that decision should not be arbitrarily overturned. In the extenuating and exceptional circumstances when the departmental faculty's decision is to be overturned, the


- concerned administrative officer shall provide detailed reasons supported with proper documentation.
- q. When it is necessary or desirable to have an external search for the position of the chairperson, subparagraph (r) through (t) below shall be followed to select a chairperson.
 - r. The ~~college/school dean should~~ **shall** obtain, with input from ~~the faculty of the~~ concerned departmental **faculty**, a description of the position, including the minimum qualifications a candidate should possess and the duties of the position. A search committee shall be named by the dean, largely from among the departmental faculty. Opportunities for interviews of top candidates shall be arranged, with permission from the Chancellor. Viable candidates shall be recommended by a ~~simple~~ majority vote, in accordance with the charge to the search committee.
 - s. The names of the top three ranking candidates recommended for chairperson shall be submitted to the dean, who shall make a recommendation in writing through the ~~chief academic officer of the campus~~ **Provost** to the Chancellor. The Chancellor shall present his/her recommendation to the President for action.
 - t. Upon the approval of the President **and the Board, if necessary**, the ~~president~~ **Provost** shall cause to be issued a contract or contractual letter to the appointee setting forth the terms of the appointment, **such as** effective date, rank, salary, and tenure status.
 - u. The department chairpersons shall be evaluated annually by the departmental faculty and their deans on the basis of their performance of duties and responsibilities as outlined in the evaluation instrument.
 - v. ~~In addition to the annual evaluation by the full faculty every three years, the chairperson's performance shall be evaluated by the department's tenured faculty, who shall make recommendations as to whether the appointment should be renewed.~~ **At any time after one year into the newly elected/selected chairperson's term, the department's tenured faculty may at their own discretion evaluate the chairperson's performance and, if necessary, make a recommendation to remove the chairperson with a majority vote with at least three votes in favor of the recommendation to the dean to remove the chairperson. If there are fewer than three tenured faculty members in the department, the recommendation of the entire departmental faculty shall be taken into consideration. Such recommendation, upon approval of the dean with the consent of the Provost and Chancellor, shall cause the chairperson's position to become vacant.**
 - w. The deans shall keep the records of all election and selection processes and shall diligently perform actions with respect to this policy.
 - x. This policy takes effect upon approval by the Board of Supervisors. The terms of all department chairpersons, who would have served as the department chairperson for three or more years at the end of the semester in which this policy takes effect, shall expire at the end of the aforesaid semester. The terms of all department chairpersons

who are ineligible to serve as the department chairperson under the provisions of this policy shall expire at the end of the aforesaid semester.

Recommended March 17, 2010 by SUBR Faculty Senate
Approved March 18, 2010 by SUBR Academic Council



**PROPOSAL FOR
SYSTEM-WIDE EXTRA COMPENSATION POLICY**

<p>Name of Policy: Extra Compensation Policy</p> <p>Policy Number:</p> <p>Issuing Authority: SUS Board of Supervisors</p> <p>Initial Effective Date: 05/96</p> <p>Revision Date:</p>	 <p>proposed</p> <p>SOUTHERN UNIVERSITY SYSTEM POLICIES AND PROCEDURES</p>
<p><input type="checkbox"/> New Policy Proposal</p> <p><input type="checkbox"/> Major revision of existing policy</p>	<p><input checked="" type="checkbox"/> Minor revision to existing policy</p> <p><input type="checkbox"/> Reaffirmation of existing policy</p>

I. Policy Statement

This policy outlines procedures and establishes guidelines for determining the circumstances under which extra compensation is payable to faculty and/or staff for rendering services in excess of their normal workload, duties and/or responsibilities, including employment situations where release time is required for an employee who is approved to work on a sponsored project by an awarding or sponsoring agency which has entered into a sponsored agreement with one of the respective five (5) campuses within the Southern University System (hereinafter referred to as the "SUS").

II. Preamble

Administrators, faculty and professional staff with full-time employment in the SUS are accountable to the institution for 100 percent of the duties associated with their basic appointments. These professionals are committed to participation in a multitude of related activities including teaching, research, creative endeavors, university public service, and administrative duties. Their performance is measured based on their contributions to these activities, and they are free to determine the allocation of their time as long as no responsibility is diminished. Unlike classified employees, for whom overtime pay is required, there are no work hour limitations for SUS administrators, faculty and professional staff.

Time is a variable that must be applied to the accomplishment of tasks associated with the successful performance of a variety of regular duties. Employment contracts for administrators, faculty, and professional staff are duty-based, not time-based. Full compensation for the performance of all regular duties is stipulated in the professional employee's basic appointment. Compensation over and above the employee's institutional base salary, for a given base salary period regardless of the source of funds (sponsored or non-sponsored), is not allowed for performance of regularly contracted duties.

SUS
Extra Compensation Policy
Page—2

In certain situations, however, compensation in excess of the institutional base salary may be justified. It is the purpose of this policy to define extra compensation as it relates to various personnel and situations, and to establish the review criteria and procedure for the payment of such compensation, regardless of the source of funds. Extra compensation paid under these circumstances must be specifically provided for in the agreement or approved in writing by the sponsoring agency and appropriate SUS officials. The policy applies to all administrators, faculty and staff in the SUS and shall be incorporated in the published policies for each of the respective five (5) campuses.

III. Objectives

The SUS's Extra Compensation Policy is designed to fulfill the following objectives throughout its five (5) respective campuses as they each develop and implement this policy in compliance with applicable state and federal guidelines:

- To assist in a system-wide interpretation and implementation of extra compensation for overload responsibilities and prevent over compensation on contract and grant project accounts;
- To minimize the use of extra compensation in light of the fact that the responsibilities of faculty and staff employed by the SUS already have a full-time commitment to the institution's balanced program of teaching, research, extension, and service;
- To regulate unanticipated activities which do not become part of a regular load;
- To establish a means by which systemic and uniform authorization is received for activities requiring extra compensation and to establish procedures to monitor the time commitment required to perform the extra work; and
- To allow for the creation of some flexibility in making program modifications after normal planning processes have been completed.

IV. Definitions

The following definitions shall apply throughout the SUS's Extra Compensation Policy:

- A. **Academic Year**—the nine (9) month period covering the Fall and Spring Semesters.
- B. **Administrative Duties**—those duties involving the responsibility for administering the University and its ancillary units at all levels.
- C. **Administrative Personnel**—those persons who are charged with administering the University and its ancillary units at all levels. This classification includes Chancellors, Vice Chancellors, Deans, Departmental Chairpersons and certain Managers and Directors.
- D. **Appointment**—the designation by the University of the position, rank, and salary of an employee.
- E. **Assistant Professor**—one who has been awarded the rank of Assistant Professor at one of the respective five (5) campuses by the Southern University System Board of Supervisors and is engaged in professional work related to the instructional, research, extension or public service functions of the University.
- F. **Associate Professor**—one who has been awarded the rank of Associate Professor at one of the respective five (5) campuses by the Southern University System Board of Supervisors and is engaged in professional work related to the instructional, research, extension, or public service functions of the University.
- G. **Classified/Civil Service Employee (full or part-time)**—personnel with employment and related compensation governed by the Louisiana Civil Service laws and regulations which have to be followed for the assignment of extra-work (i.e. overtime) and for the compensation of same. The Director of the Personnel Office or his/her designee is responsible for ensuring consistent and uniform compliance with Civil Service laws and regulations.
- H. **Continuing Education**—a program designed to allow for special courses to be offered in the evenings and on weekends in certain Southern University Centers located in various parishes throughout the State.
- I. **Department**—a department is a functional and administrative unit, generally led by a chairperson or a director. A typical department is an academic department (i.e. Department of Physics, Department of English, etc). For the purpose of this document, functional and administrative units like centers and institutes, that are generally led by a director, are also considered to be departments.

SUS
Extra Compensation Policy
Page—4

- J. Extra Compensation**—salary or compensation earned by an employee, and paid from a SUS source, for the performance of extra-work as defined below. Explicitly, excluded from this definition are earnings, that may be paid to an employee from an SUS source, and from the following:
- (1) Patent, copyright, licensing right, or royalty as stipulated by RS 42:1123 (9)(a);
 - (2) Supplements to salary usually paid from private funds for which retirement contributions may not be payable, monetary awards pursuant to the annual employee recognition/excellence awards from the SUS fall in this category;
 - (3) One-time supplements to salary as dictated by General Circular #1189 approved by the Louisiana Civil Service Commission (i.e. the one time 4.176% salary not to exceed \$1002.24 paid to eligible SUS employees); or that
 - (4) Fall in an exceptional category, partly specified by a grant or contract instrument, where the nature or site of performance of a sponsored work may lead to payments, to an employee from SUS sources, that are not comparable to the regular SUS salaries and that generally are governed by special instruments. Exceptional categories currently known include long time (usually a month or more) of physics research in Antarctica or international project execution overseas. In these cases, affected employees are generally placed on a leave of absence—relative to their regular employment which would allow them to enter into another employment or contractual agreement with the SUS, however their salary rate would be unrelated to the Regular Salary Rate (RSR) defined below for which other payments (stipends, fees) may be paid for hardship, housing assistance, etc.
- K. Extra Work**—work assigned to (or duties and responsibilities assumed by) an employee and that is unrelated to, or independent of, and in excess of his/her normal workload (nature, quantity, separate operation, remote site of execution, etc.) as specified in the basic employment contract or agreement with the SUS.
- L. Faculty Personnel (full or part-time)**—are those persons directly associated with the educational processes serving as an instructor, a teacher, a researcher or an associate. For the purpose of this document, deans, directors, and other administrators with faculty appointments and ranks, will be considered as full-

time unclassified employees as long as less than 50% of their work or specific duties and responsibilities are devoted to actual research and teaching.

- M. Fiscal Year**—the twelve (12) month period from July 1 of a year to June 30 of the following consecutive year; a continuous twelve (12) month period (with about 365 consecutive days).
- N. Fringe Benefits**—employment benefits made available to employees through the SUS that are considered to be of particular interest and benefit to its employees. These benefits include retirement, group insurance, sick leave, annual leave, workman's compensation, unemployment compensation, etc.
- O. Full-time Workload (Classified and Unclassified)**—a full-time workload is forty (40) hours per week for full time employees. However, there is no requirement for academic personnel (instructors, teachers, assistants, associates, and full professors) to be physically present in their classrooms, laboratories, or offices when their duties are performed for a period of forty (40) hours per week.
- P. Graduate Teaching**—teaching of courses as outlined in the Graduate curricula where applicable throughout the respective (5) campuses within the SUS.
- Q. Institutional Base Salary (IBS)**—is the total salary amount to be paid to an employee over the applicable base salary period for a particular fiscal year, and may be referred to as "base salary".
- R. Institutional Base Salary (IBS) Period**—the period of time during which an employee is under contractual obligation to the SUS and for which that employee receives a stipulated salary for the particular fiscal year. For the purposes of calculating faculty salary rates, the base salary period is nine (9) months, even though the actual number of days of contractual obligation may vary each year. For professional staff, the base salary period is the full twelve (12) months of the fiscal year.
- S. Instructor**—one who has been awarded the rank of Instructor at one of the respective five (5) campuses by the Southern University System Board of Supervisors and is engaged in professional work related to the instructional, research, extension or public service functions of the University.
- T. Organized Research**—systematic planning and investigation by an individual or by the united efforts of a group of University employees.

- U. Professor**—one who has been awarded the rank of Professor at one of the respective five (5) campuses by the Southern University System Board of Supervisors and is engaged in professional work relative to the instructional, research, extension or public service functions of the University.
- V. Regular Salary Rate (RSR)**—the amount of compensation paid to an employee per unit time (i.e. month) and that is based solely on the compensation in the basic contract or employment agreement between that employee and his/her respective campus. For a one month period, this rate will be computed as 1/9th of the nine (9) month academic year salary for faculty members and 1/12th of the fiscal year salary for employees whose employment contracts or agreements cover a twelve (12) month period. Regular hourly compensation rates shall be based on 1560 hours for nine (9) month employees and 2080 hours for twelve (12) month employees.
- W. Research Activities**—those activities engaged in or by an employee for the primary purpose of investigating or experimenting, aimed at the discovery of new knowledge, the interpretation of facts, the practical application of new or revised facts and the opportunity to be creative and to stay abreast in the employees' field or discipline.
- X. Research Agreement**—an agreement between the University and a funding agency for the purpose of supporting research and research related activities during a designated time period. The basic instrument for a research agreement includes a grant, a contract, a cooperative agreement or other similarly related documents.
- Y. Research Professor**—a person holding the rank of Professor or other recognized rank at one of the respective five (5) campuses within the SUS whose duties and responsibilities are devoted primarily to research and related activities.
- Z. Salary**—fixed compensation paid to employees for services rendered to the SUS.
- AA. Sponsored Project Agreement**—an agreement between the University and a funding agency for the purpose of supporting a project and related activities during a designated time period. The basic instrument for a sponsored project agreement may include a grant, a contract, a cooperative agreement or other similarly related documents. Typical types of projects include research, instructional, training, outreach, or service projects.

- BB. Sponsored Project/Program**—a project/program whose implementation is paid for, entirely or in part by funds awarded to one of the respective five (5) campuses within the SUS from public (federal, state or city) and/or private (industry, private foundation, etc.) sources. Externally funded research or instructional projects are typical sponsored projects.
- CC. Sponsored Project/Program Instrument**—a sponsored project or program instrument is the complete collection of all written agreements between one of the respective five (5) campuses within the SUS and an awarding or funding agency relative to a project. It includes the approved proposal and its budget, the award agreement (contract, grant, cooperative agreement, etc.) and any subsequent written agreement pertaining to that project or program between the funding agency and one of the respective five (5) campuses within the SUS.
- DD. Tenure**—the expectation of continuing employment in a position of a faculty person. It is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Tenure provides the traditional protection against unwarranted dismissal of teachers or faculty persons.
- EE. Total Allowable Compensation**—the total amount of compensation which can be earned by an employee, from campus sources, and is defined as the sum of the regular compensation possible, pursuant to the regular (or base) employment of that employee over a twelve (12) month period, and of the *maximum extra-compensation* that employee can earn over the same twelve (12) month period. This period is ordinarily defined from July 1 of a year to June 30 of the following year. Excluded from this definition of "total allowable compensation" are earnings that fall in one of the four exceptions delineated above in the definition of extra compensation.
- FF. Unclassified Employees**—are those persons whose employment appointments are at the pleasure of the Southern University System Board of Supervisors and those persons who are appointed at the University to the faculty with academic rank.
- GG. Undergraduate Teaching**—teaching of courses outlined in the undergraduate curricula where applicable throughout the respective (5) campuses within the SUS.

V. Authority

The SUS Board of Supervisors' policies and guidelines approved by the Office of the President state that administrators, faculty and professional staff members may receive additional compensation for activities beyond traditional expectations, including federally-funded research, provided the payments are consistent with federal rules and regulations. Specifically, the applicable federal regulations concerning payments of additional compensation to faculty members, whether during the academic year or the summer for work performed on sponsored programs, including federal flow-through awards to the institution from non-federal sponsors, are set out in § J10d of the U.S. Office of Management and Budget Circular A-21: *Principles for Educational Institutions*.

Federal rules and regulations including OMB Circular A-21 and the National Institutes of Health (NIH) Grants Policy Statement do not allow for an individual's institutional base salary to be increased as a result of obtaining grant funding. These federal rules and regulations also restrict the payment of overload, bonus or other payments outside the individual's institutional base salary.

In accordance with SUS regulations, payment of extra compensation from federal and/or state funded contracts and grants as governed by OMB Circular A-21 which allows for such payments when all of the following conditions are met:

1. The work performed must be in addition to the faculty member's regular departmental load;
and
2. One of two circumstances must exist:
 - a. The consultation is across departmental lines; or
 - b. The work involves a separate or remote operation**and**
3. The work performed cannot conflict with the faculty member's regular University duties and assignments.
and
4. The consulting arrangement that specifies the activities and individuals for which extra compensation may be paid is specifically provided for in the written agreement with the sponsoring federal agency or otherwise approved in writing by an authorized representative of the sponsoring federal agency. (Obtaining this approval may prove challenging in the case of federal flow-through grants from non-federal agencies, but

**SUS
Extra Compensation Policy
Page—9**

federal approval is required nonetheless.) If not specifically and explicitly provided for in the approved budget, this approval should be requested as soon as practical after receipt of the award, and before any work is done on an extra compensation basis.

The rules are not applicable to summer salary for nine (9) month faculty. See OBM Circular A-21 §J10(2)(a). Research compensation during the summer months or other periods not included in the base salary period is to be calculated for each faculty member at a rate not in excess of the base salary divided by the period to which the base salary relates.

VI. Approval Process

- A.** If the prospective consultant, a university employee, determines that he/she is eligible for extra compensation, a request (with prior extra compensation documentation for the fiscal year) should be made to the head of the unit who will apply the Priority Ordering Test (POT—see attached form). This should also be done for new proposals being submitted to funding agencies.
- B.** If it is determined by the unit head that the request passes the POT, then a request should be made by the unit head to the Dean of the College. If the Dean approves the request, then it is forwarded to the Vice Chancellor for the Office of Research and Strategic Initiatives (VC-ORSI) or designated campus officer who will review the request and justifications, including the interdisciplinary nature of the project and approve or disapprove said request. For new proposals with extra work and/or extra compensation, it must be stated explicitly in: (a) the proposal routing cover, and (b) the budget figures and explanation sections. ORSI or designated campus officer will check proposals to make sure that these provisions are appropriately stated and that the POT requirements have been met as evidenced by a transmittal letter from the Dean to ORSI or designated campus officer requesting approval of the proposed work.
- C.** Approval of the request by the (VC-ORSI) or designated campus officer should precede the initiation of a *Personnel Action Form (PAF)* which must be approved by the respective campus Personnel Office and the Chancellor.

The main difference between these PAFs (involving extra work) and other regular PAFs is that the expression "extra-work assignment for extra compensation" will be the required first terms in the "comments" section of any PAF that entails extra compensation for extra work. The head of the budget unit where such a PAF is to be initiated is responsible for ensuring

that this information is provided and that appropriate approvals have been obtained.

VII. Monitoring and Reporting

- A.** A unit head should maintain a log of all faculty or personnel receiving extra compensation in his/her area and submit same as part of the annual report from that unit.
- B.** For each PAF that entails an extra work assignment for extra compensation, the responsibility for verifying that extra compensation is allowable, as per the instrument of a sponsored project, if any is involved, primarily rests with the Office of Grants and Sponsored Programs (OGSP) or designated campus officer who normally receives the award letter and/or the Comptroller's Office, through an accountant/analyst who is in charge of the applicable sponsored project. *As a rule, an extra work assignment involving a sponsored project has to be allowable as per the award instrument, before approval is granted.* The sponsored project instrument to be reviewed includes the approved proposal and budget for the applicable sponsored project, the award letter (or contract, agreement, etc.) and accompanying regulations or documents, and any subsequent written agreement between the respective campus and the funding organization.
- C.** The office in charge of the computerized PAF tracking system at the campus level (including Personnel and Budget Offices) will track the instances of extra work assigned and the amounts of extra compensation paid to an employee. The resulting data, *to be compiled by the Personnel Office in an annual report*, will allow not only the documentation of compliance with the limits and rates of extra compensation but also will assist the University in avoiding routing involvement in extra work by any employee, from one year to the next, beyond that which is permitted by this policy or by RS 42:1123 (10)(a) and (b). Similar data will be collected by the Personnel Office pursuant to the implementation of RS 42:1123 (10)(a) and (b), even though some instances of this implementation may be unrelated to extra work and extra compensation as defined here.

VIII. Employee Eligibilities

- A. Classified Employees:** Personnel with employment and related compensation governed by the Louisiana Civil Service laws and regulations will have to follow Civil Service regulations for the assignment of extra work (i.e. overtime) and for the compensation of same. The Director of Personnel or his/her designee is responsible for ensuring consistent and uniform compliance with Civil Service regulations.
- B. Unclassified Employees:** Typically, extra compensation is earned by an unclassified employee from departments other than his/her department (i.e. in cases across departmental lines). The home department is generally the department where (or for which) over 50% of the employee's regular work is to be performed as per the basic employment contract or agreement. Extra work for extra compensation may include instruction, research, or public service activities which are generally short term in nature. On an incidental basis, as opposed to a routine practice, the home department of a given faculty member may assign him/her extra teaching for extra compensation if (a) such extra compensation entails no externally sponsored funding or (b) the extra work assignment involves "a separate or remote operation."

Extra compensation for instruction may include teaching courses for college credit (i.e. evening school/continuing education courses), reviewing or administering examinations or tests (i.e. CPA/GRE), serving as supervisory teachers or grading independent study courses. Extra compensation assignments may also include special teaching assignments in other non-credit courses (i.e. short courses, Summer Science Institute or Engineering Summer Institute courses).

Faculty personnel and staff members are generally given *release time* for the execution of sponsored projects (i.e. research, instruction, public service, etc.). Extra compensation will generally not be allowed for any employee that is on released time unless dictated by special circumstances. Special circumstances can be invoked only when the extra work is to be necessarily performed after 5:00 P.M. and before 8:00 A.M. (on regular work days) and on weekends and holidays. Typical situations where these circumstances can be invoked include after 5:00 P.M. teaching or tutoring, Saturday teaching or workshops as in Saturday Academies, two or more hours of required monitoring of an experimental setup or sample on weekends and holidays.

Additional specific requirements, aimed at avoiding double compensation for essentially the same work, are delineated below for different groups of

SUS
Extra Compensation Policy
Page—12

employees. These groups are distinct by the length and nature of their employment.

1. Full Time Faculty Personnel (Unclassified):

For a full time faculty member, not on release time, extra work may be assigned and extra compensation may be paid in accordance with this policy.

Whenever a full time faculty member *on release time* is to be assigned extra work for extra compensation, not only the above noted justifications must be made before approval, but also the extra work and the release time work must be properly documented [including location, date, time of performance, tasks accomplished and signatures]. This documentation, for a given month, will be attached to the payroll for the payments to the affected employees for the extra work for the release time work.

2. Full Time (Twelve Month) Unclassified Employees:

Full time fiscal year employees may earn extra compensation. However, if the extra work to be performed falls within the employee's normal work week (8:00 A.M. to 5:00 P.M. Monday through Friday), then the employee must be charged annual leave or leave without pay for the period of the activity. If the employee works a non-standard work week, this must be documented with the respective campus Personnel Office in advance of any extra work assignment. *Deans, Directors and other administrators, 50% of whose regular work or duties and responsibilities do not consist of actual research and teaching, will be considered "full time fiscal year employees" for the purpose of this document.* If and when a dean or an administrator resigns from her/his administrative position, the faculty member's status, if any, will prevail for the purpose of this document. This disposition is dictated by OMB Circular A-21 that requires assessment and evaluation, for the purpose of extra compensation, to take into account the actual job description that is applicable at the time of performance of the extra work.

3. Other Full Time and Unclassified Employees:

Employees whose regular appointments are on nine (9) or ten (10) month fiscal bases may also be assigned extra work and may be paid extra compensation. Any such assignment will follow the policy outlined above for twelve (12) month, unclassified employees. The rate of compensation for

**SUS
Extra Compensation Policy
Page—13**

such extra work will not exceed the respective salary rates for the regular nine (9) or ten (10) month employment for that employee.

Assignments of work to such employees, outside their regular nine (9) or ten (10) month employment period, may not constitute extra work for extra compensation if these assignments are respectively limited to three (3) or two (2) month periods not covered by their regular employment and if no compensation beyond the regular rate defined above is involved. The latter assignments are simply "continuations" or "extensions" of employment beyond the regular "nine (9) or ten (10)" employment period. This situation is similar to the employment of faculty members, with nine (9) month academic year appointments, during summer periods not covered by their contracts and where the compensation rate does not exceed the regular academic year salary rate.

4. Part-Time Employees:

Extra compensation may be paid to part-time employees for short term or intermittent services. If the additional duties are recurring, the part time employee should be compensated by appropriately increasing the percentage of effort and/or budgetary cross charge, if feasible.

IX. Applicable Rates

Pursuant to the OMB Circular A-21, the rate at which an unclassified employee is compensated for extra work cannot exceed the regular salary rate or compensation rate (RSR or RCR) for that employee for the period of performance of the extra work. If the regular salary rate of an employee changes during the period of execution of an assigned extra work, the rate for extra compensation may be charged in such a way that it does not exceed, for any given time period, the regular rate of compensation for that time period. The monthly regular salary rate of a faculty member whose contract covers the nine (9) month period of the academic year is simply his/her academic year salary divided by nine (9).

The total amount of extra compensation earnings from SUS sources, in a *given, continuous twelve (12) month period*, cannot exceed the following limitations. The formulas for calculating individual extra compensation earning limits are shown below:

Academic Year (AY) Employees, Faculty Members (unclassified): the maximum extra compensation within a continuous, 12 month period is <AY Salary x 0.20.

SUS
Extra Compensation Policy
Page—14

Academic year (AY) salary is the nine (9) month compensation specified in the employment contract or agreement. The above limit for allowable extra compensation in a given, continuous twelve (12) month period (i.e. a fiscal year) is 20% of the possible nine (9) month salary computed at the rate applicable for the nine (9) month basic employment period.

Fiscal (FY twelve (12) months) Employees (unclassified): the maximum extra compensation within a continuous, 12 month period is:

<Regular FY Salary> X 0.20

The regular fiscal year (FY) salary of an unclassified twelve (12) month employee is the salary specified in the employment contract or agreement for the period spanning July 1 of a given year to June 30 of the following year. This limit for a twelve (12) month employee is 20% of the employee's regular twelve (12) month (FY) salary.

If the employee's salary changes during the fiscal year, the allowable limit of extra compensation is adjusted accordingly in such a manner that the rate of compensation for a given time period does not exceed the regular salary rate for that period.

For all groups of employees identified above, the maximum amount of extra compensation an employee may earn in a month (i.e. 30 days) is generally his/her regular monthly salary multiplied by 0.20. This represents a 1/5th effort level which will generally result in a decrease in the quantity of the regular work. Only in exceptional cases will extra work assignments over 1/5th effort level be approved. *In all cases, however, no more than one half of the maximum allowable extra compensation for a twelve (12) month period may be earned in less than a five-month, continuous time period.*


X. Implementation

- A. Limits of Application to Contract.** Nothing contained in this policy shall be construed as imposing any obligations on faculty members of the SUS beyond those required by law or contract, nor as adding any grounds for termination beyond those stipulated in the policies governing faculty appointments, ranks, and tenure, as approved by the Board of Supervisors.

B. Procedures at Each Campus. Each campus of the SUS shall develop and publish procedures to implement this policy. Such procedures shall include provisions for regular reporting by faculty members to the SUS on all outside professional consulting or teaching and substantial external professional services, whether paid or unpaid.



**PROPOSAL FOR
SYSTEM-WIDE INTELLECTUAL PROPERTIES POLICY**

<p>Name of Policy: Intellectual Property Policy</p> <p>Policy Number:</p> <p>Issuing Authority: SUS Board of Supervisors</p> <p>Initial Effective Date: 07/30/05</p> <p>Revision Date:</p>	 <p>proposed</p> <p>SOUTHERN UNIVERSITY SYSTEM POLICIES AND PROCEDURES</p>
<p><input type="checkbox"/> New Policy Proposal</p> <p><input checked="" type="checkbox"/> Major revision of existing policy</p>	<p><input type="checkbox"/> Minor revision to existing policy</p> <p><input type="checkbox"/> Reaffirmation of existing policy</p>

I. Policy Statement

The Southern University System's Intellectual Property Policy provides guidance on the necessary protections and incentives to encourage both the discovery and development of new knowledge and its transfer for the public interest . This policy is further designed to enhance the generation of revenue for respective campuses and affiliated creators.

II. Preamble

The Southern University System's (hereinafter referred to as the "SUS") policy governing the ownership and disposition of intellectual property which includes, but is not limited to, inventions, copyrights (including computer software), trademarks, and tangible research property such as biological materials is based on the following principles.

First, the policy is designed to encourage the viewpoint that ideas or creative works produced by the SUS should be used in ways that are meaningful to the public interest. This may be accomplished through widespread dissemination. Thus, dissemination and use of ideas and creativity should be encouraged throughout the SUS community. In other circumstances, the public may benefit from a stronger application of legal protection to the innovations and creative works of inventors and authors so that they may be developed into useful products. Although this policy recognizes that public benefit should be placed before financial gain, it is appropriate and often desirable for the SUS and inventors and authors to benefit financially from the use of a particular invention or creative work. In deciding how to proceed in regards to a particular invention or creative work covered by this policy, the SUS will consider the benefits and consequences to the public and the institution, as well as for individual inventors and authors.

Second, the policy is designed to protect the traditional rights of scholars with respect to the products of their intellectual endeavors. For instance, the policy should not interfere with the rights of a scholar to publish a book or an article. Where the SUS takes ownership or control over scholarly works, it will consult with authors on their plans for publication.

Third, where financial or other support in terms of facilities, equipment or staff for development of intellectual property has been provided or administered by or through the SUS, this institution may have outside contractual commitments which must be recognized or may have made financial investments for which reimbursement through commercial application is appropriate.

The SUS also has a compelling interest in ensuring that its name and insignias are properly used, especially when the use of its name or insignia implies an association with the institution. Such use must be accurate and appropriate, and must ensure that the institution receives a fair share of any commercial fruits from the use of its name.

The following policy is applicable to all full and part-time faculty, staff and employees, students, postdoctoral fellows and non-employees who use SUS funds, facilities or other resources, or participate in SUS-administered research, including visiting faculty, industrial personnel and fellows, regardless of their obligations to other companies or institutions.

And finally, from time to time, it may be in the best interest of the SUS to enter into agreements with third parties that are exceptions to the policies reflected in this document and the persons covered by this policy.

III. Objectives

The Southern University System's Intellectual Property Policy provides the following objectives for its five (5) campuses as they develop and implement their intellectual property policies in compliance with applicable state and federal guidelines:

- To encourage research and scholarship as creative academic endeavors while recognizing that commercially valuable intellectual property may result from such endeavors;
- To delineate procedures that encourage creators to report discoveries with broad commercial potential and public benefit and to assist them, while at the same time safeguarding the interests of all concerned parties;
- To make intellectual property developed in the course of academic research available to the public under conditions that will promote its effective and timely use and development;

- To optimize the environment and incentives for research and scholarly activity and for the creation of new knowledge throughout the SUS; and
- To ensure that the educational mission of the SUS and its five (5) campuses is reinforced.

IV. Definitions

The following definitions shall apply throughout the Southern University System's Intellectual Property Policy:

- A. Computer Software**—shall include one or more computer programs existing in any form or any associated operational procedures, manuals, or other documentation, whether protectable or protected by patent or copyright.
- B. Conflict of Interest**—occurs whenever two or more goals or ends might not be advanced simultaneously, placing them in potential competition with each other.
- C. Contract**—is a legally binding mutual agreement between two or more parties in which an exchange of value (consideration) occurs, and which obligates each party to certain duties covering this exchange. Those signing such an agreement must be authorized to bind the entity that they represent.
- D. Copyright**—is the intangible property right granted by federal statute for an original work fixed in a tangible form of expression. Copyright provides the owner with the following exclusive rights in a work: to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly, and to display publicly.
- E. Copyrightable Works**—include, but are not limited to, the following: books, periodicals, lectures, dramatic compositions, musical compositions, maps, works of art, drawings or plastic works of a scientific or technical character, computer programs, programmed instructional material, photographs, pictorial illustrations, motion pictures and video tapes, and audio recordings. Copyright protection does not extend to an idea, process, concept or discovery but only to the work in which it may be embodied, illustrated or explained.

- F. Creator**—shall be defined as an individual or group of individuals who make, conceive, reduce or practice, author, or otherwise make a substantive intellectual contribution to the creation of intellectual property. This term shall include, but not be limited to, faculty, professional staff, administrative and support staff, and students. "Creator" shall also include the definition of "inventor" as used in the U.S. patent law and the definition of "author" as used in the U.S. Copyright Act.
- G. Employee**—includes, but are not limited to, faculty as defined in this policy, full-time and part-time classified and unclassified staff, student employees, appointed personnel, graduate assistants and associates, persons with "no salary" appointments. An employee shall also include visiting faculty, persons on leave, and academic professionals, such as post-doctoral persons, who develop Intellectual Property using University resources and facilities unless there is an agreement providing otherwise. Persons who are not otherwise SUS employees and who come to the institution as guest lecturers, or to teach colloquia, seminars or short courses are not SUS employees for purposes of this policy to the extent of their teaching and classroom activities.
- H. Faculty**—means all employees who meet the definition of "faculty members" contained in the most recent version of the faculty handbooks issued by the respective five (5) campuses. This designation also includes instructors and special faculty appointments such as joint faculty members and part-time faculty.
- I. Five (5) Campuses**—refers to the Southern University System which includes the following campuses: Southern University and A & M College at Baton Rouge (SUBR); Southern University at New Orleans (SUNO); Southern University at Shreveport, Louisiana (SUSLA); Southern University Law Center (SULC); and the Southern University Agricultural Research and Extension Center (SUAREC).
- J. Institutional Work**—except as otherwise provided in this policy, this term means that the SUS shall own all copyrighted works made by SUS employees while in the course and scope of their employment and shall give the SUS ownership of all copyrighted works made or created with the use of University resources.

- K. Intellectual Property**—shall be defined as inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works, original data, and other creative or artistic works which have value. Intellectual Property includes that which is protected by statute or legislation, such as patents, copyrights, trademarks, service marks, trade secrets, mask works, and plant variety protection certificates. It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter, plants, and records of research.
- L. Invention**—an invention is any new or useful process or discovery, art, method, technique, machine, device manufacture, software, composition of matter or improvement thereof.
- M. Inventor**—any employee or individual associated with the SUS who is the originator(s) of an Intellectual Property.
- N. License**—is a contract which awards to a party other than the owner(s) of the Intellectual Property the right to make, use, sell or import products or services based on the owner's Intellectual Property. Licenses may be awarded on an exclusive or non-exclusive basis and may provide for payment of license fees, milestone fees, royalties, equity, or other income to the owner(s) of the Intellectual Property.
- O. Originator**—one who produces a work by his or her own intellectual labor. When there is more than one originator, the ownership of each originator's contribution shall be considered separately pursuant to this policy.
- P. Patent**—a form of protection provided by the laws of the United States (through a grant of "letters patent") for a term of years giving an inventor the right to exclude all others from making, using, or selling his or her invention within the United States, its territories and possessions. A patent may be granted to the inventor or discoverer of any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof, or any distinct and new variety of plant, (other than a tuberpropagate plant) or any new, original, and ornamental design for an article of manufacture.

- Q. Royalties**—all compensation of whatever kind received from the sale, license, or other transfer of Intellectual Property right by the SUS to a third party. This includes, but is not limited to, percentage payments, up-front fees, milestone fees, shares of stock, and any other financial or in-kind consideration.
- R. Sponsor**—an organization or agency which provides funding, equipment, or other support to the SUS to carry out a specified project in research, training or public service pursuant to a written agreement. Sponsors include federal, state, local and other government entities as well as private industry, educational institutions, and private foundations.
- S. Sponsored Research Agreement**—a contract, grant, cooperative agreement, or other funded research instruments between the SUS and a sponsoring organization that sets the terms and conditions for the conduct of a faculty or student research or training project. A Sponsored Research Agreement typically includes a description of the work to be performed, the terms of payment, ownership of Intellectual Property, publication rights, and other legal assurances.
- T. Trademark**—any word, name, symbol, or device, or any combination thereof adopted and used by persons in commerce to identify their goods and distinguish them from those manufactured or sold by others.
- U. University Resources**—all tangible resources, including facilities, provided by the SUS to authors, creators, and inventors, (originators) including, but not limited to, office laboratory, studio space and equipment, computer hardware, software, and support, secretarial service, research, teaching, and laboratory, assistants, supplies, utilities, funding for research and teaching activities, travel, and other funding or reimbursement. University Resources do not include salary, insurance, or retirement plan contributions paid to, or for the benefit of the author, creator or inventor.

V. Ownership Rights of Intellectual Property

A. Copyrights: Except as provided below, copyrightable works authored by a member of the SUS faculty shall be presumed to be owned by that faculty member. Such works may be registered, sold and licensed by the author without permission or payment to the SUS. Works authored by non-faculty employees, however, shall be presumed to be "works for hire" as described below.

1. SUS Assertion of Ownership Rights to Copyrightable Works

- a. Works created pursuant to agreements with governmental or private entities shall be governed according to such agreements. Where the agreement does not specify the disposition of the work, or refers to disposition pursuant to SUS policy, such work shall be considered subject to a claim of ownership by the SUS.
- b. "Works for hire" shall be considered the property of the SUS. Works for hire as defined in the Copyright Act of 1976, as amended, and generally arise in the following situations where:
 - i. The author is an employee of the SUS and the creation of the copyrightable work is within the scope of the author's employment; or
 - ii. The SUS specifically commissions a work from a faculty or staff member. Agreements for such works should generally be in writing and executed prior to commencement of the work.
- c. The creation of the copyrightable work involves the use of substantial University resources as determined by the Intellectual Property Committee (IPC). The use of SUS libraries, classrooms, office space, word processors or other minor uses of SUS computers shall not, by themselves, be considered use of substantial University resources.

2. Student Works

- a. Ownership of copyrights to works produced by enrolled students that are produced outside any SUS employment and are not sponsored or commissioned works, shall reside with the student creator(s). In all cases a student's graduate thesis or dissertation shall be deemed a student work under this policy, but as a condition of enrollment and awarding a degree, the SUS reserves an irrevocable, non-exclusive, free-of-cost and world-wide right to reproduce in any media and distribute to the public, on a non-commercial basis, copies of said theses and dissertations, unless to do so would impair the ability of the creator to commercially or professionally exploit the work. If a use of the work by the SUS is reasonably determined by the originator to impair the exercise of such rights, the SUS shall discontinue the impeding use but otherwise shall remain free to use the work.

3. Computer Software

- a. Computer software as defined herein is a form of Intellectual Property covered by this policy. It differs considerably from inventions due to the fact that it may be copyrighted. Some computer software can also be the subject of a patent. The latter option may provide broader protection for the Intellectual Property, but at a greater expense.

B. Patents: In general, patentable works created by SUS employees while employed by this institution shall be presumed to be subject to a claim of ownership by the SUS. Patentable works shall not be subject to ownership claims by the SUS, except where the creation of the work involves the use of substantial University resources, as determined by the Intellectual Property Committee (IPC). The use of SUS libraries, classrooms, office space, word processors or other minor uses of SUS computers shall not, by themselves, be considered use of substantial University resources.

1. Sponsored Efforts

- a. Sponsored project agreements often contain specific provisions with respect to ownership of Intellectual Property developed during the course of such work, in which case the terms of the sponsored project agreement shall establish ownership.
- b. The SUS may enter into a contract or contracts with an external sponsor covering specific inventions or discoveries believed to be patentable and patents developed therefrom or covering all such inventions/discoveries in which the SUS has an interest.

C. Trade and Service Marks: In general, trade and service marks created by a member of the faculty shall be presumed to be owned by the faculty member. Such marks may be registered, licensed or sold without permission or payment to the SUS. (Marks created by non-faculty employees, however, shall be presumed to be "works for hire").

1. SUS Assertion of Ownership Rights to Service or Trademarks

- a. Works created pursuant to agreements with governmental or private entities shall be governed according to such agreements. Where the agreement does not specify the disposition of the works, or refers the disposition to SUS policy, such works shall be considered the property of the SUS.
- b. "Works for hire" shall be considered the property of the SUS. Works for hire generally arise in the following situations:
 - i. The creator of the trade or service mark is a non-faculty employee and the creation of the work is within the scope of the creator's employment; or
 - ii. The SUS specifically commissions a work from an employee. Agreements for such works should generally be in writing and executed prior to commencement of the work.

- c. The creation of the work involves substantial University resources as determined by the Intellectual Property Committee (IPC). The use of SUS libraries, classrooms, office space, word processors or other minor uses of SUS computers shall not, by themselves, be considered the use of substantial University resources.

VI. Individual Efforts: Ownership of Intellectual Property developed by faculty, staff or students of the SUS as a result of their individual efforts shall reside with the creator and inventor of such Intellectual Property provided that:

- A. Use of resources is limited to use of common resources such as the libraries, office, desktop computer and SUS computer infrastructure, secretarial staff and supplies, afforded to other faculty or employees of equal rank;
- B. The Intellectual Property was not developed in accordance with the terms of a sponsored project agreement; and
- C. Faculty, staff or students did not develop the Intellectual Property using substantial University resources not commonly available to others of equal rank.

It shall be the responsibility of the originator of the Intellectual Property to demonstrate which ownership classification is applicable.

VII. Consulting

- A. An employee who anticipates engaging in off-campus consulting shall inform the appropriate dean and department chair in writing prior to commencing the endeavors. The employee must communicate the scope of such off-campus endeavors to the dean and chair from whom the approval is requested. These activities include: independent off campus research, or consultation and other related activities in which a third party may claim an ownership interest.

- B.** Employees of the SUS engaging in consulting agreements or otherwise employed by an external company shall ensure that the company is either anticipating or has executed a license agreement with the SUS. The consulting or other agreement shall be submitted to the President, Chancellor, Vice Chancellor for Academic Affairs, Dean and Chair of the unit to which the consultant reports routinely.
- C.** The SUS does not ordinarily assert ownership to Intellectual Property produced by those involved with consulting. In cases where use of University resources occurs to support the consulting activity, there should be negotiation between the consultant and the SUS campus Chancellor, Vice Chancellor, Vice Chancellor for Academic Affairs, Dean and Chair of the unit or units wherein the resources are housed to determine disposition of the Intellectual Property.

VIII. Jointly Originated Works

Collaboration between SUS employees or students and persons not employed or associated with the SUS, including researchers at other universities or companies, can result in the development of Intellectual Property jointly owned by the SUS and other persons or their employers. Protection and commercialization of such joint Intellectual Property can be difficult without extensive cooperation and agreement among the owners. SUS employees involved in or contemplating collaborative activities that may result in the development of Intellectual Property will advise the SUS of such activities. Ownership of jointly originated works shall be determined by separately assessing the category and level of work of each originator as provided for in this policy and Intellectual Property laws.

IX. Other Intellectual Property

- A.** The SUS owns all other forms of Intellectual Property arising from SUS research, including trademarks, and know-how unless the know-how is related to Intellectual Property otherwise not owned by the SUS.

B. Other Intellectual Property may exist in the form of material that is not patentable, but which by its nature can be protected. An example of this would be anything produced from a biological material harvested from a unique continually growing culture. This type of Intellectual Property may be protected and licensing agreements with parties interested in commercial production may generate revenue. This type of Intellectual Property is to be treated by its originator and the SUS in the same fashion as described for the management of Intellectual Property as contained in this policy.

X. Distribution of Income from Intellectual Property

- A.** In the event that royalties are generated by Intellectual Property rights assigned or licensed to the SUS, an appropriate share of such royalties shall be paid to the creator. The SUS may recover its costs before certain conditions apply. The creator's share shall be determined by the following:
1. In cases where the SUS or creator, as the case may be, assigns such Intellectual Property rights to a research corporation under contract to the SUS, the share of royalties to be paid to the creator shall be governed by the terms of the contract between the SUS and the research corporation.
 2. In cases where the Intellectual Property is covered by a contractual agreement with a sponsoring agency, the financial arrangements shall be in accordance with the contractual agreement as negotiated between the SUS and the contracting agency.
 3. In cases of sponsorship by federal agencies, compliance with the appropriate federal regulations shall be effected in the ultimate agreement.

4. In cases where the SUS retains ownership of an Intellectual Property from a creator or creators, and/or expends funds to develop and market the Intellectual Property, any royalties generated will be used first to cover the expenses of filing, procuring, maintaining, and marketing the Intellectual Property. Forty percent (40%) of the net royalties will be paid to the creator, and sixty percent (60%) will be retained by the campus from which the Intellectual Property originated.
5. Net royalties on Intellectual Property available to campuses shall be used for research, development, and other scholarly activities and allocated one hundred percent (100%) to the campus where the Intellectual Property originated.
6. In instances where the SUS chooses not to retain ownership of the Intellectual Property, the creator shall obtain permission from the President, or his or her designee, before associating the SUS name, logo, etc., with the Intellectual Property.
7. The SUS Board may approve exceptions to the established distribution in extraordinary circumstances.

XI. Management of Intellectual Property

A. Acknowledgement of Institutional Impact and Authority

The SUS recognizes that the evaluation of inventions and discoveries and that the administration, development, and processing of patents and licensable inventions involve substantial time and expense and require special talents and experience. Therefore, the SUS leaves to the individual campuses under its governance the task of establishing an organizational structure for the administration of Intellectual Property appropriate to its campus activities. The Chancellor of each campus has the ultimate authority for the stewardship of Intellectual Property developed at their respective campus. Each campus is responsible for establishing operational guidelines and procedures for the administration of Intellectual Property consistent with this policy and including, but not limited to, determination of ownership, assignment, protection, licensing, marketing, maintenance of records, oversight of revenue or equity

collection and distribution, and resolution of disputes among creators and/or unit executive officers.

B. Campus Administration

Each campus shall establish a committee which has responsibility for administering SUS policies regarding Intellectual Property as defined herein. This committee shall be identified as the Intellectual Property Committee (IPC) which, among other things, will encourage research and scholarly activity, review and recommend to the President, or a designated entity changes in procedures, resolve questions of Intellectual Property ownership, and make such recommendations as are deemed appropriate to encourage disclosures and ensure prompt and effective handling, evaluation, and prosecution of Intellectual Property opportunities and protect the interests of the SUS, its campuses and the public.

1. Intellectual Property Committee—Composition and Duties

- a. Each campus shall establish an Intellectual Property Committee (IPC) of which no less than one-third ($\frac{1}{3}$) shall be appointed by the Faculty Senate.
- b. This Intellectual Property Committee (IPC) shall be comprised of members of constituent groups such as the faculty, students, and administration deemed acceptable and appropriate by the campus whose credentials are germane to the Committee's purposes. This Committee shall be charged by the Chancellor to address any issues concerning the proper interpretation of this policy and to resolve any disputes between creators and the campus concerning ownership of institutional works and what constitutes substantial use of University resources. Members of the SUS community may obtain advice from this Committee. The creator of a work may appeal the decision of the Committee to the SUS Board of Supervisors through the President. The decision of the Board of Supervisors shall be final. Decisions of the Committee and the President will be made publicly available.

- c. In order to ensure continuity of the activities of all Intellectual Property Committees at the respective five (5) campuses, individual members thereof shall be appointed initially for varying terms of service, provided that any member may be reappointed upon the expiration of his or her term of service. Vacancies occurring on the Committee, whether by reason of expiration of a term of service, resignation, death, retirement, or otherwise shall be filled by appointments made by the Chancellor and Faculty Senate.

C. Disclosure of Intellectual Property

All faculty, staff, students and employees of the SUS who, during their associations with this institution, develop or originate any Intellectual Property whether or not on SUS time or with SUS facilities, shall cooperate with the institution in defining the rights to such properties by promptly reporting to the Intellectual Property Committee (IPC). This disclosure obligation shall apply to all works where there is a reasonable basis for the assertion of SUS ownership. The information included in such disclosure is confidential and should not be revealed to others until reviewed by the Intellectual Property Committee (IPC). The disclosure should be in the form of a written report and should identify the contract, if any, under which the invention was made and the inventor(s).

The disclosure should also identify any publication or sale or public use of the invention and whether a manuscript describing the invention has been submitted for publication and, if so, whether it has been accepted for publication at the time of disclosure. In addition, after disclosure, the inventor will promptly notify the Intellectual Property Committee (IPC) of the acceptance of any manuscript describing the invention for publication or of any sale or public use planned by the seller.

D. Protection, Development and Exploitation of Intellectual Property

After evaluation of the Intellectual Property and review of applicable contractual commitments, the SUS may develop the property through licensing, may release it to the sponsor of the research under which it was made (if contractually obligated to do so), may release it to the creator if permitted by law, or may take such other actions as are determined to be in the public interest. Exploitation by the SUS may or may not involve statutory protection of the Intellectual Property rights, such as filing for patent protection, registering the copyright, or securing plant variety certification.

In respect to Intellectual Property not owned by the SUS, or owned by it but not retained by it, or owned and retained but subsequently abandoned by it, the SUS may assist the individual creator in taking at his or her own expense, the measures necessary for the protection, exploitation and development of the property.

1. Abandonment of Intellectual Property

Should the SUS decide to abandon development or protection of SUS owned Intellectual Property, ownership may be assigned to the creator as allowed by law subject to the rights of sponsors and to the retentions of a license to a practice for institutional purposes. The minimum terms for such license shall grant the institution the right to use the Intellectual Property in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The SUS may retain more than the minimum license rights, and the assignment or license may be subject to additional terms and conditions, such as revenue sharing with the institution or reimbursement of the costs of statutory protection, when justified by the circumstances of development.

E. Commercialization by Creator

The SUS may, at its discretion and consistent with the public interest, license Intellectual Property to the creator on an exclusive or non-exclusive basis. The creator must demonstrate technical and business capability to commercialize the Intellectual Property. Agreements with creators will be subject to review and approval of conflict-of-interest issues in accordance with applicable policy.

XII. Dispute Resolution

A. General Provisions

1. The designated campus representative or designee shall attempt to resolve any claim, dispute or controversy involving the right to any type of Intellectual Property originating at that campus. Any dispute that cannot be settled through informal discussion shall be submitted to the Intellectual Property Committee (IPC) which will investigate the dispute and make a determination as to the rights of the parties.

2. Following a determination by the Intellectual Property Committee (IPC), a party interested in the assignment of rights may seek a review by submitting a written notification of appeal which is forwarded to the SUS Executive Counsel. Counsel shall review the determination of the IPC to establish whether the determination is in contradiction with written policy, or is otherwise flawed or unsubstantiated. If this review finds that the determination of the IPC is in contradiction to written policy, or is otherwise flawed or unsubstantiated, the matter may be referred for a judicial hearing before the respective campus Chancellor, Executive Counsel, chairperson of the IPC, the aggrieved individual and his/her legal representative and any other person who can offer "expert testimony" or contribute significantly to the procedure. The aggrieved individual and his/her legal representative may appeal the decision of the IPC to the SUS Board of Supervisors through the President. The decision of the SUS Board of Supervisors shall be final and binding upon all parties.

3. IPC members or administrators who are directly involved with the Intellectual Property in question must withdraw from the Committee at such times as necessary to avoid conflicts of interest.

XIII. Official Acceptance of Intellectual Property Policy

All SUS faculty, staff and students are expected to adhere to the provisions of this policy. Students and others working on research projects and all other persons associated with the SUS who use University resources shall be required to agree to this policy and its related procedures.

RECOMMENDED REVISION TO
CHAPTER IV, SECTION 4.10.VI
SU SYSTEM FACULTY HANDBOOK AND
ON-LINE EDITION AT WWW.SUS.EDU

VI. Post-Tenure Review

The System's Office of the Vice President for Academic Affairs has been charged by the System President to work collaboratively and expeditiously with campus administrators and faculty to develop a System policy on post-tenure review for use in the up-coming academic year and for inclusion in the next faculty handbook, when completed. Each institution's policy and procedures shall conform to the following guidelines:

POST-TENURE REVIEW GUIDELINES

1. Each institution shall have a post-tenure review process for all tenured faculty members. Post-tenure review criteria shall be consistent with the institution's mission and priorities.
2. Institutional post-tenure review policies and procedures shall be linked to faculty annual review policies and procedures. Institutional post-tenure review policies and procedures shall require the periodic review of all tenured faculty members consistent with accreditation principles regarding faculty development and qualification. Post-tenure review of individual faculty shall also be triggered by one or more unsatisfactory annual review, or by a combination of periodic and triggered post-tenure reviews.
3. Institutional post-tenure review policies and procedures shall provide for systematic and comprehensive assessments of performance, peer involvement in the post-tenure review process, and opportunities for faculty development. The policies and procedures shall specify the consequences of repeated unsatisfactory performance, up to and including provisions for termination of employment as provided for in the Regulations of the Board of Supervisors as applicable to tenured faculty members. The policies and procedures shall provide for due process and appeals by aggrieved faculty.
4. Institutional post-tenure review policies and procedures shall be filed with the president of the Southern University System by the date set for this submission. The president or his designee shall review the submitted policies and procedures for consistency with these guidelines and Board policy and recommend to the Board of Supervisors modifications as appropriate.
5. Each institution shall prepare an annual report of post-tenure reviews. The campus chancellor shall transmit a report of the results of the institutional post-tenure

reviews of faculty to the System president or his designee annually. At regular interval set by the System president or his designee, these guidelines and the campuses post-tenure review policies and procedures shall be reassessed and/or modified to insure fairness, equity and due process.

6. The annual post-tenure review report shall be in a format specified by the President, and shall be submitted by August 1 for the preceding academic year. The report will be submitted to the Board of Supervisors at its August meeting.
7. The post-tenure review policy and procedures shall incorporate the following:
 - A. Post-tenure review must ensure protection of academic freedom;
 - B. Post-tenure review must not be a re-evaluation or re-validation of tenured status;
 - C. Written standards and criteria by which faculty members are evaluated in the post-tenure review should be developed in consultation with the faculty and periodically reviewed by the faculty and vice chancellor for academic affairs. Tenured faculty appointed by the vice chancellor for academic affairs should also conduct the actual review process;
 - D. Post-tenure review should be developed and supported by institutional resources;
 - E. Post-tenure review should be flexible enough to acknowledge different expectations at different stages of a faculty member's career;
 - F. The outcome of evaluations should be confidential, that is, confined to appropriate university personnel who "need to know" to perform their duties effectively, and the faculty member being evaluated. They should be released only at the discretion or consent of the faculty member;
 - G. Post-tenure review developmental efforts and plans, designed with the goal of restoring the faculty member to productivity and satisfactory performance, cannot be imposed on the faculty member unilaterally, but must be a product of mutual negotiation;
 - H. A faculty member should have the right to comment in response to evaluations, and to challenge the findings and correct the record by appeals to an elected faculty governance committee;
 - I. If post-tenure review developmental efforts and plans are unsuccessful, the administration should invoke peer [faculty] consideration regarding any contemplated sanctions, including, but not limited to, termination of employment; and

J. The standard for dismissal or severe sanction remains that of adequate cause, and the mere fact of successive negative reviews does not in any way diminish the obligation of the institution to show such cause for dismissal in a separate forum before an appropriately constituted body of peers convened for that purpose.

SAMPLE DRAFT

SOUTHERN UNIVERSITY at _____

POST TENURE REVIEW POLICY

1. EXECUTIVE SUMMARY

Southern University is a dynamic public institution that serves the society by educating its young and contributing through scholarship and research to the body of knowledge necessary to make the society better. To continue to discharge its obligations to the society, the Southern University System encourages its faculty to maintain standards of excellence in the triad of teaching, scholarship and public service. The various departments, faculties and units of the System emphasize excellence in the areas of teaching, scholarship and public service as necessary requirements for tenure and promotion standards. To revitalize its commitment to excellence and to further bolster efforts to enhance faculty productivity, the Southern University System will introduce a Post Tenure Review Process effective in 2009/10 academic year

Post Tenure Review entails a comprehensive, formal periodic evaluation of faculty performance with the aim of promoting faculty development. Post Tenure Review will benefit both the system and individual professors. It will enable the System to develop a coherent and consistent strategy for promoting and maintaining standards of excellence necessary to meet its obligations to the students and the larger society. It will assist individual professors in their professional growth and development by providing professors the necessary information, opportunities and resources to enhance their competence and productivity.

2. PURPOSES

- a. To facilitate continued faculty development consistent with the academic needs and goals of Southern University;
- b. To ensure professional accountability by a regular, comprehensive evaluation of every tenured faculty member.
- c. Post Tenure Review is neither punitive nor designed to intimidate or harass tenured faculty. Rather it seeks to recognize, reward, and enhance faculty productivity by providing opportunities and resources for professors to meet and maintain standards of excellence expected of Southern University professor

3. TIMETABLE

Every tenured faculty member, regardless of rank, will be reviewed every three years. Administrators below the rank of Dean or Vice Chancellor who teach more than one class will also be reviewed. The Post Tenure Review clock begins when the date of tenure or date of appointment for a new faculty member whose appointment comes with tenure. When a faculty member is reviewed for promotion or appointment to an endowed professorship, the review will satisfy the requirements of Post Tenure Review and the faculty member's clock for post tenure review will begin to run from the date of promotion or elevation to an endowed chair.

4. EXPECTATIONS

The Southern University System expects tenured faculty, throughout their careers to maintain standards of excellence in the triad of Teaching, Scholarship and Service as defined by their respective departments and units.

5. PROCEDURE

A. Faculty members who are to undergo Post Tenure Review will be notified by their academic heads at least 6 (six) months before the start of the review.

B. Professors under review will be required to provide the following to their department heads:

1. Updated Curriculum Vitae
2. Annual Activity Reports
3. Performance evaluation by students and peers
4. Evidence/copies of publications and other scholarly activities
5. Other documentation of accomplishments in the areas of teaching, scholarship and service
6. A professor may also submit a personal statement containing accomplishments in the areas of teaching, scholarship and service

C. Post Tenure Review Committee

Post Tenure Review will be conducted by an ad hoc Post Tenure Review Committee (PTRC). Campuses must determine the composition, size, membership and appointment of members of the committee. The committee shall be comprised of faculty who have achieved tenure and/or the rank of Full Professor with the requisite integrity, independence and academic standing to engage in a fair and objective evaluation of candidates for Post Tenure Review. In appointing members of the post tenure review committee, emphasis should be placed on professors who

have demonstrated competence in the areas of teaching, scholarship and public service. However, the Post Tenure Review Committee shall not necessarily consist of all tenured full professors in the unit.

D. Report

The PTRC will evaluate the documentation described above and prepare a written report clearly detailing its assessment of the faculty member in the areas of teaching, scholarship and service, and a record of the committee's vote. Copies of the report shall be forwarded to the faculty member under review, the Department Chair, Dean and Chief Academic Officer.

6. OUTCOMES

Post Tenure Review Committee will evaluate performance as follows:

A. Outstanding Performance

This indicates the highest level of performance and may form the basis for recognition, award and/or merit pay decisions.

B. Satisfactory Performance

This indicates that the faculty member has met the standard of performance expected of Southern University professors.

C. Unsatisfactory Performance

This means that the faculty member's work fails to meet Southern University standards. The PTRC will include in its report, recommendations and suggestions that will help the faculty member improve his/her performance. A faculty member who receives an unsatisfactory review and does not contest the evaluation or the performance improvement plan suggested by the PTRC will be assigned a mentor/supervisor to help him or her to address the deficiencies and meet acceptable standards of performance. The performance improvement plan will contain specific strategies for addressing deficiencies, resources and support to be provided and a time table for performance improvement. The Department chair will monitor the faculty member's progress and provide feedback to the faculty member as needed. A faculty member who disagrees with the findings of the Post Tenure Review Committee will have the right to appeal.

D. Dean

Deans are expected to engage in an independent substantive and procedural review of the findings of the Post Tenure Review Committee to ensure compliance with Southern University standards and guidelines and also to ensure that the due process rights of faculty members are respected and protected. Deans are expected to forward to the Vice Chancellor for Academic Affairs, written reasons for concurring with or rejecting the findings of the Post Tenure Review

Committee along with all the supporting documents including the initial decision and recommendations of the Post Tenure Review Committee.

E. Vice Chancellor Academic Affairs

The Vice Chancellor for Academic Affairs is expected to undertake a comprehensive review of the entire process and make his/her independent assessment of the package provided by the Dean and make written recommendations to the Chancellor who will in turn submit the review results to the Vice President of the System. The Vice President will make recommendations to the President who will make recommendations to the Board.

F. TIME LINES

Each campus may determine the times for notifying professors scheduled for post tenure review, the date for submitting their portfolios, the time period within which the Post Tenure Committee and the Appeal Committee must commence and finish their assignments provided that all the above listed tasks be completed and the decisions forwarded by the Chancellors to the Vice President for Academic Affairs on or before March 1.

7. APPEAL PROCESS

Each campus must have an appellate mechanism for dissatisfied faculty members to challenge the findings of the Post Tenure Review Committee. Campuses may adopt the same appellate procedure used for tenure and promotion matters. A campus that does not have an appellate process must establish one.

B. Time Line

A faculty member who is dissatisfied with the findings of the Post Tenure Review Committee may appeal the decision within 10 (ten) days of the faculty members written notification of a negative review. The Appeal Committee shall complete its work and forward its decision to the Vice Chancellor for Academic Affairs and the affected faculty member within 20 (twenty) days from the date of its first meeting. The Appeal Committee shall have the power to review all documents pertaining to the matter appealed and may at its discretion hold a formal hearing to reconsider the decision of the Post Tenure Review Committee. The Appeal Committee may render any decision it deems necessary, including reversing the unsatisfactory evaluation, remanding the matter back to the Post Tenure Review Committee for further evaluation, and amending the performance improvement plan. The Appeal Committee is required to issue a written report explaining the basis for its decision. Copies of the decision shall be forwarded to the affected faculty member, the Department Chair, the Dean and the Vice Chancellor for Academic Affairs.

8. Sanctions

Where it becomes apparent that a faculty member is unwilling or unable to take remedial steps suggested by the committee to improve performance, sanctions may be imposed. Sanctions

include salary reduction, demotion in rank, revocation of tenure and dismissal for cause. The appropriate sanction will be recommended by the Post Tenure Review Committee.

Each campus is expected to submit to the office of the Vice President for Academic Affairs on or before September 15, 2009, a detailed post tenure review policy applicable to faculty on its campus. The campus-wide Post Tenure Review policy must be consistent with the broad guidelines contained in this policy.



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 - 2174

March 12, 2010

Dr. Kassie Freeman
Interim President
Southern University System
J.S. Clark Administration Bldg., 4th Floor
Baton Rouge, Louisiana 70813

Re: Request Authorization to Establish New Endowed Professorship at the Southern University Law Center

Dear Dr. Freeman:

The Southern University Law Center recently received the sum of \$60,000 in Cy Pres settlement funds from the 18th Judicial District Court. The Court instructed that the funds were to be used to establish an Endowed Professorship, but did not specify a branding for the Professorship and left the naming to us. We propose to name the Professorship after Mr. Charles Hatfield, the gentleman who courageously filed suit against the State of Louisiana and LSU to enroll in the LSU Law School. His lawsuit resulted in the establishment of the Southern University Law Center. Because of threats to his life, Mr. Hatfield never got a chance to attend law school.

We feel, therefore, that an Endowed Professorship would be a lasting testament to Mr. Hatfield's sacrifice – a sacrifice that has created opportunity for a legal education for over three thousand individuals, two thousand of whom are African Americans.

On behalf of the faculty, staff, students, and grateful alumni, we solicit your concurrence and request that this matter be forwarded to the Southern University Board of Supervisors for its approval and authorization to seek matching funds from the Louisiana Board of Regents.

Thank you for your assistance and support.

Sincerely,

Freddie Pitcher, Jr. (Judge Ret.)
Chancellor SULC

Enclosure



Excellence • Integrity • Accountability • Service

Office of the Chancellor

March 11, 2010

Dr. Kassie Freeman, Interim President
Southern University System Office
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA. 70813

RE: Request for Reconsideration of the Termination of The Associate of Applied Science in Electronic Technology

Dear Dr. Freeman:

This correspondence comes to request your consideration and approval on the attached request for reconsideration of the termination of the Associate of Applied Science in Electronic Technology. The documented contents of the attached request will indeed show justification why this program should continue being a part of the SUSLA's curriculum, more specifically a part of the Southern University at Shreveport Science and Technology Division.

Thank you in advance for your continuous support and approval of this request.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Ray L. Belton".

Ray L. Belton, Ph.D.
Chancellor

RLB/lw

Attachments

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-6312 – FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #6312
WWW.SUSLA.EDU



SOUTHERN UNIVERSITY AT NEW ORLEANS
Department of Business Entrepreneurship
 6801 Press Drive • New Orleans, LA 70126
 (504) 286-5331

MAR - 8

SB

MEMORANDUM

To: Dr. David Adegboye
 Vice Chancellor for Academic Affairs

From: Frank Martin, Chair *FMartin*
 University Curriculum Committee

Date: March 1, 2010

Re: **Education Proposal Approved by the University Curriculum Committee**

In meeting on Friday, February 26, 2010, the University Curriculum Committee unanimously approved the following proposals presented by Dr. Louise Kaltenbaugh:

1. In accordance with the mandate from the Board of Elementary and Secondary Education, the name of the Non-Masters/Certification-Only Alternative Program in Elementary Education will be changed to *Certification-Only Program Alternative Path to Certification*. This is only a name change; everything else remains the same (See attachment). After June 30, 2010, any new students must enroll in newly named program.

Approved: _____

DA Adegboye 03-04-10
 Vice Chancellor for Academic Affairs

Approved: _____

W. Martin 3/8/10
 Chancellor

2. In according with the mandate from the Board of Elementary and Secondary Education, the name of the Non-Masters/Certification-Only Alternative Program in Early Childhood Education (PK-3) will be changed to *Certification-Only Program Alternative Path to Certification* in Early Childhood Education. Program has been re-structured; however, course requirements are the same (See attachment). After June 30, 2010, any new students must enroll in newly named program.

Approved: _____

DA Adegboye 03-04-10
 Vice Chancellor for Academic Affairs

SOUTHERN UNIVERSITY AT NEW ORLEANS

Department of Business Entrepreneurship

6801 Press Drive + New Orleans, LA 70126

(504) 286-5331

Approved: _____

Chancellor

WCB 3/8/10

Attested by Committee members:

[Signature]

David Alijani

[Signature]

Gilda Davis

[Signature]

Romanus Ejiaga

[Signature]

Carl Johnson

[Signature]

Ron Mancoske

[Signature]

Katherine Robinson



SOUTHERN UNIVERSITY AT NEW ORLEANS
6801 PRESS DRIVE
NEW ORLEANS, LOUISIANA 70126
(504) 286-5351 or 286-5546

College of Education
Teacher Education and Certification Program

February 24, 2010

TO: University Curriculum Committee

FROM: Mary Minter, Dean
College of Education

Louise Kaltenbaugh, Director
Alternative Teacher Certification Program

SUBJECT: Request Approval for State Mandated Change in Alternative Certification Program

The Board of Elementary and Secondary Education amended the Alternative Teacher Certification Programs as follows: from the Non-Masters/Certification-Only Alternate Program to Certification-Only Program Alternative Path. To comply with the change of structure, the College of Education is submitting the following Certification-Only Program Alternative for both Early Childhood Education (PK-3) and Elementary Education (1-5).

Each program of study meets state certification requirements per category(see attached excerpts from Bulletin 746 – Knowledge of the Learner and Learning Environment, Methodology and Teaching, Reading Courses, and Internship or Student Teaching).

SUNO's Non-Masters/Certification-Only Alternate Program already includes the required content/courses per area; however, as a result of the amendment, this program is scheduled to be phased out beginning June 30, 2010 and no further candidates will be admitted to it. Thus, each Certification-Only Program Alternative Path is primarily a change in program structure, not in course content, but is required if our institution is to continue offering an Alternative Teacher Certification Program.

Thank you for your support in this endeavor.

CC: David Adeboye

APPENDIX A

Bulletin 746—Louisiana Standards for State Certification of School Personnel

§237. Certification-Only Program Alternative Path to Certification

A. State approved private providers and Louisiana colleges or universities with an approved teacher education program may choose to offer a Certification-Only Program for certification in Grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music), Early Interventionist Birth to Five Years, Hearing Impaired K-12, Significant Disabilities 1-12, and Visual Impairments/Blind K-12. This program offers flexibility in delivery (e.g., face to face and/or online) and is designed to serve candidates who may not elect participation in or be eligible for certification under either the Practitioner Teacher Alternate Certification Program or the Master's Degree Alternate Certification Program.

B. All programs must address the state and national standards, including the performance-based standards for accreditation and licensure (e.g., CEC, NCTE, NCTM, NCSS, NAEYC, etc.).

C. Admission to the Program

1. Screening. The selection process will identify candidates that possess critical thinking skills, proven track records of achievement, a belief that all students can achieve, and a strong desire to teach in schools that educate under-served children.

2. Degree Requirements. Possess a non-education baccalaureate degree from a regionally accredited university.

3. GPA Requirements. The GPA may be calculated using the last 60 hours of coursework earned from a regionally accredited university:

a. have 2.50 or higher grade point average (GPA) on a 4.00 scale to enter a private provider program;

b. have 2.20 or higher grade point average (GPA) on a 4.00 scale to enter a college or university program;

4. Testing Requirements

a. Pass the Praxis Pre-Professional Skills Tests (PPSTs). Candidates who already possess a graduate degree will be exempted from this requirement. An ACT composite score of 22 or a SAT combined verbal/critical reading and math score of 1030 may be used in lieu of Praxis I PPST exams.

b. Pass the Praxis content-specific subject area examination:

i. candidates for PK-3 (regular education)—Elementary Education: Content Knowledge (#0014);

ii. candidates for Grades 1-5—Elementary Education: Content Knowledge (#0014);

iii. candidates for Grades 4-8—Pass the middle school subject-specific examination for the content area(s) to be certified;

iv. candidates for Grades 6-12—Pass the secondary subject-specific examination for the content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area;

v. candidates for All-Level K-12 areas of art, dance, foreign language, health and physical education, and music—Pass the subject-specific examination for the content area(s) to be certified. If no examination has been adopted for Louisiana in the certification area, candidates must present a minimum of 31 semester hours of coursework specific to the content area for admission to the program. Provider must develop a process to ensure that candidates demonstrate necessary performance skills in the all-level certification area;

vi. candidates for special education Early Interventionist Birth to Five Years, Significant Disabilities 1-12, Hearing Impaired K-12, and Visual Impairments/Blind K-12—Elementary Education: Content Knowledge (#0014).

D. Program Requirements and Structure

1. Eighty contact hours of classroom readiness training will focus on instructional design and delivery as well as classroom environment and classroom management. Candidates will be provided with professional guidance, support and opportunities to observe classroom teachers.

2. Knowledge of the Learner and the Learning Environment—12 hours or equivalent contact hours. All courses/contact hours for regular and special education will integrate effective teaching components, content standards, technology, reading, and portfolio development. Field-based experiences will be embedded in each course or contact hour. Courses/contact hours must address the following:

a. Grades PK-3, 1-5, 4-8, 6-12—child/adolescent development or psychology, the diverse learner, classroom management/organization/ environment, assessment, instructional design, and reading/instructional strategies that are content and level appropriate;

b. All-Level K-12 areas—child psychology and adolescent psychology; the diverse learner; classroom management/organization/environment; assessment; instructional design; and reading/instructional strategies (all coursework/contact hours should address grade levels K-12);

c. Special Education Early Interventionist birth to five years (coursework/contact hours specific to infants, toddlers, and preschoolers)—child development or psychology; foundations in early childhood education; teaming, physical, and medical management; understanding and working with families; communication and literacy in early intervention;

d. Special Education Significant Disabilities 1-12 (coursework/contact hours specific to needs of children with significant disabilities)—assessment and evaluation; communication strategies; behavior support;

collaborative techniques and family partnerships; physical support, health and safety; special education law; characteristics of individuals with significant disabilities;

e. Special Education Hearing Impaired K-12 (coursework/contact hours specific to the needs of hearing impaired students)— assessment and evaluation; special needs of students with disabilities; transition; instructional strategies and planning in the content areas; instructional strategies in literacy; education law, special education law, school structure; technology in schools; diversity in schools;

f. Special Education Visual Impairments/Blind

K-12 (coursework/contact hours specific to the needs of visually impaired students)—educational implications of low vision and blindness; orientation and mobility for the classroom teacher; assessment/evaluation techniques, including functional vision evaluation and reading media assessment; assistive technology for the visually impaired; education law, special education law, school structure; transition.

3. Methodology and Teaching: Six semester hours or equivalent contact hours of content-specific methods courses and field/clinical experiences.

a. For Grades PK-3, 1-5, 4-8, 6-12, All-Level K-12 (art, dance, foreign language, health and physical education, and music), - methods courses/contact hours to include case studies and field experiences.

NOTE: For All-Level K-12 areas (Art, Dance, Foreign Language, Health and Physical Education, and Music), experiences should be provided across grades K-12.

b. For Special Education Early Interventionist Birth to Five Years (coursework/contact hours specific to needs of infants, toddlers, and preschoolers)—curriculum; assessment; early intervention methods (including understanding and facilitating play); teaching of reading and mathematics.

c. For Special Education Significant Disabilities

1-12 (coursework/contact hours specific to the needs of children with significant disabilities)— curriculum development and modifications; transition planning; instructional strategies; inclusive education practices.

d. For Special Education Hearing Impaired K-12 (coursework/contact hours specific to needs of children with hearing impairments, across grades K-12)—language development and linguistic principles in language acquisition; speech development, speech reading, audition training; assessment and evaluation; instructional strategies; audiology and audiology training; anatomy and physiology of the hearing mechanism; auditory assistive devices; history and psychology of deafness; assistive devices and technology; proficiency in either signed, cued, or oral communication.

e. For Special Education Visual Impairments/Blind K-12 (coursework/contact hours specific to needs of visually impaired students, across grades K-12)—instructional strategies; Braille code, teaching Braille

reading (with proficiency as defined in LA State Competencies); Nemeth code, teaching Braille mathematics; using slate and stylus.

4. Reading Requirements. Candidates completing an alternate certification program after May 1, 2004, are required to demonstrate proficiency in the reading competencies as adopted by BESE through one of the following options:

a. successfully complete same number of semester hours in reading as required for undergraduate teacher preparation programs:

i. early childhood PK-3 or elementary 1-5 programs, nine hours;

ii. middle grades 4-8 programs, six hours;

iii. secondary 6-12 or all-level K-12 programs, three hours;

iv. special education areas (Early Interventionist, Hearing Impaired, Significant Disabilities, or Visually Impaired), nine hours; or

b. pass a reading competency assessment.

5. Internship or Student Teaching—six hours, to include participant-oriented methodology seminars.

a. For all-level K-12 areas (art, dance, foreign language, health and physical education, and music), internship or student teaching experiences should be provided across grades K-12.

b. If the candidate has accumulated three years of successful teaching experience in an approved Louisiana school in the area(s) of certification, the private provider/university may substitute the three years of successful teaching experience for the required internship or student teaching portion of the program. Experience accumulated by elementary education certification candidates must be in core content areas at appropriate grade levels.

6. Mentoring and Support. Participants will receive content and/or pedagogy support during the school year through small group seminar meetings. The support will be provided by a master teacher who has experience teaching in the same or similar content area and grade level. The master teacher should focus on student achievement and instructional strategies with the program candidate. The master teacher can give the candidate one-on-one support and offer specific ways that the teacher can improve instruction techniques.

7. Total hours required in the program—27-33 credit hours or equivalent contact hours (405-495). Program requirements must be met within three years.

E. Licensure Requirements

1. Practitioner License (PL2)—a program candidate that is hired as a full-time teacher in an approved Louisiana school will be issued a Practitioner License 2. This license is issued at the request of the Louisiana employing school system for a specific grade level and content area once successful

completion of the classroom readiness component has been verified. The teacher is restricted to the specific grade level and content area as designated on the Practitioner License 2.

2. Standard Professional License—a standard Level certificate may be issued after the applicant has:

a. completed all program requirements with a 2.50 or higher GPA (this applies to candidates in a university program); and

b. passed the pedagogy examination (Praxis):

i. grades PK-3—Principles of Learning and Teaching Early Childhood (#0521);

ii. grades 1-5—Principles of Learning and Teaching K-6 (#0522);

iii. grades 4-8—Principles of Learning and Teaching 5-9 (#0523);

iv. grades 6-12—Principles of Learning and Teaching 7-12 (#0524);

v. all-level K-12 certification—Principles of Learning and Teaching K-6, 5-9, or 7-12;

vi. Special Education Early Interventionist Birth to Five Years—Education of Exceptional Students: Core Content Knowledge (#0353) and Principles of Learning and Teaching Early Childhood (#0521);

vii. Special Education Significant Disabilities

1-12—Education of Exceptional Students: Core Content Knowledge (#0353) and Education of Exceptional Students: Severe to Profound Disabilities (#0544);

viii. Special Education Hearing Impaired K-12—Education of Exceptional Students: Core Content Knowledge (#0353) and Education of Exceptional Students: Hearing Impairment (#0271);

ix. Special Education Visual Impairments/Blind K-12—Education of Exceptional Students: Core Content Knowledge (#0353);

c. completed all requirements of the Certification-Only alternative certification path as verified to the Louisiana Department of Education by the program provider.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1794 (October 2006), amended LR 35:1482 (August 2009).

**REQUEST FOR ADDITION OF A CERTIFICATION-ONLY
ALTERNATE PROGRAM**

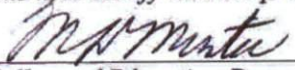
Name of University:	Southern University at New Orleans
Type of Existing Baccalaureate Degree or Alternate Pathway (e.g., Non-Master's / Certification-Only Alternate Program, Practitioner Teacher Program, Master of Arts in Teaching-Alternate Certification):	Non-Master's Certification Only
Grade Level (e.g., Grades 6-12):	Elementary Education (1-5)
(If Appropriate) Area(s) of Certification (e.g., Physics)	

Directions: Please respond to each of the following questions.

ITEMS	RESPONSES								
Have you attached a copy of your new Official Plan and a copy of the Official Plan for the baccalaureate degree or alternate certification program already approved?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If NO, please attach your new Official Plan and the Official Plan that has already been approved.								
Will Candidates complete courses in the new Official Plan that are the same as the alternate certification program already approved or the same as the baccalaureate teacher preparation program already approved?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If NO, please attach a copy of the two-page narrative descriptions of all courses that were not previously approved during the redesign process.								
Please describe how you will determine if candidates have completed 80 contact hours of classroom readiness training that focuses on instructional design and delivery as well as classroom environment and classroom management.	<table> <tr> <td>Knowledge of the Learner and Learning Environment</td> <td align="right">40 hours</td> </tr> <tr> <td>Methodology and Teaching</td> <td align="right">50 hours</td> </tr> <tr> <td>Reading courses</td> <td align="right"><u>70 hours</u></td> </tr> <tr> <td align="right">Total:</td> <td align="right">160 hours</td> </tr> </table>	Knowledge of the Learner and Learning Environment	40 hours	Methodology and Teaching	50 hours	Reading courses	<u>70 hours</u>	Total:	160 hours
Knowledge of the Learner and Learning Environment	40 hours								
Methodology and Teaching	50 hours								
Reading courses	<u>70 hours</u>								
Total:	160 hours								
Please identify the types of settings in which your candidates will participate in field-based experiences that will be appropriate for the Grade Level and/or Area of Certification.	<p>Types of Settings: Candidates in the Non-Master's Certification Only Program of study will (and currently do) participate in the following field-based experiences appropriate for the Grade Level and/or Area of Certification:</p> <p>Urban: Orleans (Recovery School District and Charters)</p> <p>Suburban: Jefferson, St. Charles, upper St. Bernard, and upper Plaquemines</p> <p>Rural: St. Charles, lower Plaquemines, and lower St. Bernard</p>								

APPROVAL:

This is to certify that the program is approved:


 College of Education Dean (or designee) _____ Date 02/24/2010


 Campus Head (or designee) _____ Date 03-08-2010

 Board of Regents Designee _____ Date

 Louisiana Department of Education Designee _____ Date

**CERTIFICATION -ONLY ALTERNATE
CERTIFICATION PROGRAM
OFFICIAL PLAN**

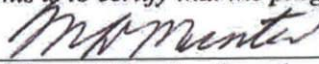
Name of University:	Southern University at New Orleans
Grade Level (e.g., Grades 6-12):	Elementary Education (1-5)
(If Appropriate) Area(s) of Certification (e.g., Physics)	


Directions: Please list the course hours, prefixes, numbers and titles that have been approved by your university for the Certification Only Alternate Program.

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT (12 credit hours)	3	EDUC 230	Child Psychology
	3	EDUC 275	Foundations of Multicultural Education
	3	EDUC 310	Educational Psychology
	3	EDUC 315	Diverse Learner
METHODOLOGY AND TEACHING (6 credit hours)	3	ELED 466	M/M Teaching Science and Mathematics in Elementary School
	3	ELED 467	M/M Teaching English/Language Arts and Social Studies in Elementary School
READING COURSES (3-9 credit hours) Grades PK-3: 9 credit hours Grades 1-5: 9 credit hours Grades 4-8: 6 credit hours Grades 6-12: 3 credit hours Grades K-12: 3 credit hours	3	ELED 332	Elementary Reading Methods
	3	ELED 352	Diagnostic and Prescriptive Reading
	3	ELED 441	Reading Practicum
INTERNSHIP OR STUDENT TEACHING (6 credit hours)	3	ELED 498	Internship I
	3	ELED 499	Internship II
	9	ECED 470	-or- Student Teaching
	3	EDUC 480	Student Teaching Seminar
PRESCRIPTIVE PLAN (IF APPROPRIATE) (0-9 credit hours)			
TOTAL HOURS (24-33 credit hours)	33 or 39 (with Student Teaching/Seminar)		

APPROVAL:

This is to certify that the program is approved:


College of Education Dean (or designee)


Campus Head (or designee)

Board of Regents Designee

Louisiana Department of Education Designee

02/24/2010
Date

03-08-2010
Date

Date

Date

REQUEST FOR ADDITION OF A CERTIFICATION-ONLY ALTERNATE PROGRAM

Table with 2 columns: Question/Field and Answer. Fields include Name of University, Type of Existing Baccalaureate Degree or Alternate Pathway, Grade Level, and Area(s) of Certification.

Directions: Please respond to each of the following questions.

Table with 2 columns: ITEMS and RESPONSES. Contains questions about Official Plan approval, course completion, classroom readiness training hours, and field-based experiences.

APPROVAL:

This is to certify that the program is approved:

Approval signatures and dates: College of Education Dean (02/24/2010), Campus Head (03-08-10), Board of Regents Designee, and Louisiana Department of Education Designee.

**CERTIFICATION -ONLY ALTERNATE
CERTIFICATION PROGRAM
OFFICIAL PLAN**

Name of University:	Southern University at New Orleans
Grade Level (e.g., Grades 6-12):	Early Childhood Education (PK-3)
(If Appropriate) Area(s) of Certification (e.g., Physics)	

Directions: Please list the course hours, prefixes, numbers and titles that have been approved by your university for the Certification Only Alternate Program.

Program Requirements	Semester Hours Required	Course Prefixes and Numbers	Course Titles
KNOWLEDGE OF THE LEARNER AND LEARNING ENVIRONMENT (12 credit hours)	3	ECED 211	Introduction to Early Childhood and Development
	3	ECED 357	School and the Family
	3	EDUC 315	Diverse Learners
	3	EDUC 330	Assessment, Measurement, and Evaluation
METHODOLOGY AND TEACHING (6 credit hours)	3	ECED 466	M/M Teaching Science and Math
		ECED 415	-or- M/M of Teaching: An Integrated Approach
	3	ECED 467	M/M Teaching Eng/Lang. Arts and Social Studies
		ECED 314	-or- Creative Curriculum
READING COURSES (3-9 credit hours) Grades PK-3: 9 credit hours Grades 1-5: 9 credit hours Grades 4-8: 6 credit hours Grades 6-12: 3 credit hours Grades K-12: 3 credit hours	3	ECED 301	Teaching Reading I
	3	ECED 410	Teaching Reading II
	3	ECED 441	Reading Practicum
		ECED 311	-or- Language Development
INTERNSHIP OR STUDENT TEACHING (6 credit hours)	3	ECED 498	Internship I
	3	ECED 499	Internship II
	9	ECED 470	-or-
			Student Teaching
			3
PRESCRIPTIVE PLAN (IF APPROPRIATE) (0-9 credit hours)			
TOTAL HOURS (24-33 credit hours)	33 or 39 (with Student Teaching/Seminar)		

APPROVAL:

This is to certify that the program is approved:


College of Education Dean (or designee)


Campus Head (or designee)

Board of Regents Designee

Louisiana Department of Education Designee

02/24/2010
Date

03-08-10
Date

Date

Date



EXCELLENCE · INTEGRITY · ACCOUNTABILITY · SERVICE

OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

March 9, 2010

Dr. Ray L. Belton, Chancellor
Southern University at Shreveport
3050 Martin Luther King Jr. Drive
Shreveport, Louisiana 71107

Dear Dr. Belton:

The Southern University at Shreveport Science and Technology Division and the Department of Electronic and Engineering Technology are requesting the reconsideration of Electronic Technology program that was terminated by the Board of Regents at its January 2010 meeting.

In keeping with the Board of Regents/Division of Academic and Student Affairs Academic Policy 2.10 – Reconsideration of Terminated Academic programs, the request for reconsideration from the Board of Supervisors must be received within ninety (90) days of the day which the Board of Regents voted to terminate the program. The request must be addressed to the Deputy or Associate Commissioner for Academic Affairs.

Attached you will find the collected responses from the Department of Electronic Technology, the graduates of the program, employees of graduates, and current students.

Your attention to this request to forward this information to the Board of Supervisors will be greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Orella".

Orella R. Brazile, Ph.D.

3050 Martin Luther King Drive • Shreveport, Louisiana 71107
318.670.6000 OR 800.458.1472 • (318) 670-6315 • FAX: (318) 670-6338
www.susla.edu

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SUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service



***A Request for Reconsideration
of the
Termination of The Associate of Applied Science
in
Electronic Technology***

**Submitted to:
Dr. Ray L. Belton, Ph.D, Chancellor
Southern University at Shreveport**

March 10, 2010



Request to Reconsider Termination of the Associate of Applied Science in Electronics Technology

The Electronic Technology Program gives the student an education leading to technical competence in the electronics field. The primary objective is to give the student a mastery of fundamentals of electronic devices. The program combines coursework and coordinated laboratory work so that graduates will be capable of performing the variety of technical tasks demanded of them.

Accreditation – Southern University at Shreveport is one of the only ninety-four (94) programs nationwide that is accredited by the Association of Technology, Management and Applied Engineering (<http://atmae.org>). Its primary mission is faculty, students, and industry professionals dedicated to solving complex technologies problems and developing the competitive technologist and applied engineering workforce.

Program mission – It is the mission of the Electronic Technology Program to prepare students for technical and occupational fields. The program also supports the institutional mission by offering transfer courses and preparing students to meet the needs of the current workforce. The program is also consistent with the role, scope and mission of the University. The program prepares students for careers in technical and occupational fields, awards certificates and associate degrees, and offers courses that transfer to other colleges and universities.

The program enrollment over the last few years have started to increase because of the workforce needs of the Communication and Oil industries. The discovery of the Haynesville Shale has brought many small and large companies to northwest Louisiana. These companies are looking for skilled technicians.

The program will plan an aggressive recruiting campaign:

- Meet with incoming freshman students to introduce the program
- Accompany the campus recruiters to high schools and local industries

- Starting a middle school program to introduce students to the Electronic Technical Pathway
- Designing brochure, flyers, and program pamphlets that outline the program
- Purchasing items that will assist in a marketing plan
- Marketing the program via workforce areas
- Partnering with other colleges with a 2 x 2 program
- Using Alumni with Program
- Dual Enrollment/Early Start initiatives
- Provide scholarship to deserving students

Projected Enrollees and Graduates

	Year						
	2008	2009	2010	2011	2012	2013	2014
Projected Number of Enrollees	30	41	42	26	28	30	35
Projected Number of Graduates	6	7	8	10	12	15	20

Stated need for Graduates: Southern University at Shreveport serves a majority of minority students (85-90% of student population) and has developed the electronic program to help current and future minority students and the underrepresented to gain the requisite skills to contribute to emerging technology thereby contributing to the diversity and strength of the nation's workforce and industry.

Proof of Program Productivity: Graduates from the program have been successfully employed by several companies in the region including AEP-SWEPCO, Center-Point, General Motors, and various oil and gas companies. Graduates from the program have also transferred to Grambling State University, Louisiana Tech, and Southern University-Baton Rouge. They have successfully completed the four-year degree in Electronics Engineering Technology. This helps the state of Louisiana and universities in the quality of students.

Strengths of the Program:

- The enrollment has increased by 20% over the last year. The enrollees increased from 28 in the Spring 2009 to 43 in the Fall 2009.
- The program is nationally accredited. The program is accredited until 2013.
- The Science Technology and Mathematics (STEM) Program will not qualify for federal funds without the Electronics Technology Program.
- HBCU-UP and RIMI funds will not apply, if the program is terminated.
- Louisiana Alliance for Minority Participation (LAMP) will be excluded if program is terminated
- Economic impact will be limited because of the elimination of the program. Our graduates make an average of \$30,000. Limited workers in an increased industry such as the oil industry because of the Haynesville Shale.

Graduates for May 2010:

1. Ali, Jelani
2. Blake, Rodney
3. Bryant, Yutrell
4. Gibbs, Ryan
5. Green, Tarajeniz
6. Hall, Jimmy
7. Porter, Isaiah
8. Preston, Lamarcus
9. Wells, Arneta

APPENDIX I

PROGRAM ACCREDITATION

**The Association of Technology, Management, and Applied
Engineering (ATMAE)
Formerly
National Association
Of
Industrial Technology (NAIT)**

Certificate of Accreditation

National Association of Industrial Technology

The Board of Accreditation of the National Association of Industrial Technology hereby certifies that the Industrial Technology program listed below has been accredited by NAIT for the period indicated.

Southern University at Shreveport

Associate of Applied Science

Electronics Technology

11/1/2007 - 11/1/2013



R. A. Cascaulli

Executive Director



The Association of
Technology,
Management, and
Applied Engineering

December 9, 2009

*Southern University at Shreveport
Accreditation*

Dr. Ral L. Belton, Chancellor
Southern University at Shreveport
3050 Martin Luther King Jr. Dr.
Shreveport, LA 71107

Dear: Dr. Ral L. Belton, Chancellor:

The ATMAE Board of Accreditation conducted hearings on accreditation requests on *11/10/2009*. The status report on your Industrial Technology program(s) was considered by the Board at this meeting. I am pleased to report that the Board took action to accept your report and your program(s) will continue on Accreditation status through *11/1/2013*. We ask that you notify your Regional Accrediting Agency and any State and/or Local Governing Board of this decision.

Program Status Sheet(s) are attached for your review with a set being forwarded to Mr. Warner K. Brown, Coord. Of Eng., Contact. *Please check all of the information on the "Program/Option Accreditation Status" sheet(s) for accuracy and report any discrepancies to the ATMAE office.*

I hope the accrediting services provided by ATMAE have been beneficial to your program(s).

Sincerely,

Rick Coscarelli, Executive Director
The Association of Technology, Management, and Applied Engineering

cc: ✓ Mr. Warner K. Brown, Coord. of Eng.
Dr. C. Ray Diez, Chair - ATMAE Board of Accreditation

G:\UCI\NAIT\Accreditation\Letter Templates\Letter - Hearing Action Report to Accreditation.doc

3300 Washtenaw Avenue • Suite 220 • Ann Arbor, Michigan 48104-4294

ACCREDITATION • CERTIFICATION • CONFERENCE • FOUNDATION • JOURNAL • MEMBERSHIP

Record Number: Association of Technology, Management, and Applied Engineering

Program/Option Accreditation Status

Program Information and Status:

Degree:
Program Name:
Option Name:
Institution Name:

Accreditation Status:
Initial Accreditation Date:
Current Accreditation Date:
Reaccreditation Date:
Next Action Date:
Accreditation:
Re-Accreditation:
Report:
Report and Visit:

Institution Personnel Information:

Institution Head:	Contact Person:	Program Head:
Name/Title: <input type="text" value="Dr. Ral L. Belton, Chancellor"/>	<input type="text" value="Mr. Warner K. Brown, Coord."/>	<input type="text" value="Mr. Warner K. Brown, Coord."/>
Address 1: <input type="text" value="Southern University at Shrevep"/>	<input type="text" value="Southern University at Shrevep"/>	<input type="text" value="Southern University at Shrevep"/>
Address 2: <input type="text" value="3050 Martin Luther King Jr. D"/>	<input type="text" value="3050 Martin Luther King Jr. D"/>	<input type="text" value="3050 Martin Luther King Jr. D"/>
City: <input type="text" value="Shreveport"/>	<input type="text" value="Shreveport"/>	<input type="text" value="Shreveport"/>
State: <input type="text" value="LA"/>	<input type="text" value="LA"/>	<input type="text" value="LA"/>
Zip: <input type="text" value="71107"/>	<input type="text" value="71107"/>	<input type="text" value="71107"/>
Telephone: <input type="text" value="(318) 674-3312"/>	<input type="text" value="(318) 674-3409"/>	<input type="text" value="(318) 674-3409"/>
Fax: <input type="text" value="(318) 674-3374"/>	<input type="text" value="(318) 676-5495"/>	<input type="text" value="(318) 676-5495"/>
Email: <input type="text" value="wbrown@susla.edu"/>		<input type="text" value="wbrown@susla.edu"/>

Standards in Partial (P) or Non-Compliance (N):

 Option:

Updated: Based On: Team Chair:

5-1 or 6-1: <input type="checkbox"/>	5-3-9 or 6-3-9: <input type="checkbox"/>	5-4-4 or 6-4-4: <input type="checkbox"/>	5-6-4 or 6-6-4: <input type="checkbox"/>	5-10-1 or 6-10-1: <input type="checkbox"/>
5-2-1 or 6-2-1: <input type="checkbox"/>	5-3-10 or 6-3-10: <input type="checkbox"/>	5-4-5 or 6-4-5: <input type="checkbox"/>	5-6-5 or 6-6-5: <input type="checkbox"/>	5-10-2 or 6-10-2: <input type="checkbox"/>
5-2-2 or 6-2-2: <input type="checkbox"/>	5-3-11 or 6-3-11: <input type="checkbox"/>	5-4-6 or 6-4-6: <input type="checkbox"/>	5-6-6 or 6-6-6: <input type="checkbox"/>	5-11-1 or 6-11-1: <input type="checkbox"/>
5-2-3 or 6-2-3: <input type="checkbox"/>	5-3-12 or 6-3-12: <input type="checkbox"/>	5-4-7 or 6-4-7: <input type="checkbox"/>	5-6-7 or 6-6-7: <input type="checkbox"/>	5-11-2 or 6-11-2: <input type="checkbox"/>
5-2-4 or 6-2-4: <input type="checkbox"/>	5-3-13 or 6-3-13: <input type="checkbox"/>	5-5-1 or 6-5-1: <input type="checkbox"/>	5-6-8 or 6-6-8: <input type="checkbox"/>	5-12 or 6-12: <input type="checkbox"/>
5-3-1 or 6-3-1: <input type="checkbox"/>	5-3-14 or 6-3-14: <input type="checkbox"/>	5-5-2 or 6-5-2: <input type="checkbox"/>	5-7-1 or 6-7-1: <input type="checkbox"/>	5-13-1 or 6-13-1: <input type="checkbox"/>
5-3-2 or 6-3-2: <input type="checkbox"/>	5-3-15 or 6-3-15: <input type="checkbox"/>	5-5-3 or 6-5-3: <input type="checkbox"/>	5-7-2 or 6-7-2: <input type="checkbox"/>	5-13-2 or 6-13-2: <input type="checkbox"/>
5-3-3 or 6-3-3: <input type="checkbox"/>	5-3-16 or 6-3-16: <input type="checkbox"/>	5-5-4 or 6-5-4: <input type="checkbox"/>	5-7-3 or 6-7-3: <input type="checkbox"/>	5-14-1 or 6-14-1: <input type="checkbox"/>
5-3-4 or 6-3-4: <input type="checkbox"/>	5-3-17 or 6-3-17: <input type="checkbox"/>	5-5-5 or 6-5-5: <input type="checkbox"/>	5-8-1 or 6-8-1: <input type="checkbox"/>	5-14-2 or 6-14-2: <input type="checkbox"/>
5-3-5 or 6-3-5: <input type="checkbox"/>	5-3-18: <input type="checkbox"/>	6-5-6: <input type="checkbox"/>	5-8-2 or 6-8-2: <input type="checkbox"/>	5-15 or 6-15: <input type="checkbox"/>
5-3-6 or 6-3-6: <input type="checkbox"/>	5-4-1 or 6-4-1: <input type="checkbox"/>	5-6-1 or 6-6-1: <input type="checkbox"/>	5-8-3 or 6-8-3: <input type="checkbox"/>	5-16 or 6-16: <input type="checkbox"/>
5-3-7 or 6-3-7: <input type="checkbox"/>	5-4-2 or 6-4-2: <input type="checkbox"/>	5-6-2 or 6-6-2: <input type="checkbox"/>	5-9-1 or 6-9-1: <input type="checkbox"/>	Team Recommendation: <input type="checkbox"/> Accreditation <input type="checkbox"/> Report <input type="checkbox"/> Report and Visit <input type="checkbox"/> Non-Accreditation
5-3-8 or 6-3-8: <input type="checkbox"/>	5-4-3 or 6-4-3: <input type="checkbox"/>	5-6-3 or 6-6-3: <input type="checkbox"/>	5-9-2 or 6-9-2: <input type="checkbox"/>	

Board of Accreditation Action:

Accreditation Report Due Visit Required Year:
 Program Eliminated Year:
 Non-Accreditation Extension Years

Comments:
Date of Board of Accreditation Action:

APPENDIX II

External Reviews And Recommendations



Louisiana Alliance for Minority Participation

Southern University and A&M College
#26 Engineering West, P.O. Box 9274
Baton Rouge, LA 70813
v: (225) 771-2777 f: (225) 771-2311
email: bagayoko@aol.com
http://www.ls-lamp.org

MEMORANDUM

To: LS-LAMP Campus Coordinators
Dr. Abdalla Darwish, Dillard University
Dr. Milton Greene, Grambling State University
Dr. Su-Seng Pang, Louisiana State University
Dr. George Mead, McNeese State University
Ms. Gillian McKay, Nunez Community College
Dr. Ella Kelley, Southern University Baton Rouge
Dr. Joe Omojola, Southern University at New Orleans
Mr. Warner Brown, Southern University at Shreveport
Dr. Henry Bart, Tulane University
Dr. Vijay Raghavan, University of Louisiana at Lafayette
Dr. Ashok Puri, University of New Orleans

From: Dr. Diola Bagayoko, LS-LAMP Statewide Director

Date: June 8, 2009

Re: 2008 LS-LAMP External Review Panel CAMPUS Report and Recommendations

Please find enclosed a copy of the 2008 LS-LAMP external review panel campus report and recommendations. The general report urges the incorporation of outlined recommendations for each campus. The campus report includes detailed reviews, observations and additional recommendations for each individual institution.

The report illustrates the unique opportunity LS-LAMP represents and strongly recommends chief executive officers of partner colleges and universities to institutionalize LS-LAMP, beginning with systemic mentoring. It is hoped that you will bring to bear your leadership skills for the exemplary implementation of these recommendations.

If additional information or clarification is needed, please contact me (bagayoko@aol.com) at (225) 771-2730. As always, thank you for your cooperation.

xc: President Marvalene Hughes, Dillard University
President Horace Judson, Grambling State University
Chancellor Mike Martin, Louisiana State University
President Robert Hebert, McNeese State University
Chancellor Thomas Warner, Nunez Community College
Chancellor Kofi Lomotey, Southern University and A&M College
Chancellor Victor Ukpole, Southern University at New Orleans
Chancellor Ray Belton, Southern University at Shreveport
President Scott Cowen, Tulane University
President Joseph Savoie, University of Louisiana at Lafayette
Chancellor Timothy Ryan, University of New Orleans
Ms. Brenda McNeely, LS-LAMP Program Administrator
Dr. Saleem Hasan, LS-LAMP Program Evaluator
Ms. Tamiara L. Wade, LS-LAMP Director of Outreach Operations

- Transfer Information Review
pages 1, + 11.

Louis Stokes-Louisiana Alliance
for
Minority Participation
2008 Review Panel Report

May 15, 2009

Fitzgerald B. Bramwell * David E. Drew * Michael W. Howell

**Louisiana Alliance for Minority Participation
2008 Review**

Institution: SOUTHERN UNIVERSITY SHREVEPORT

Campus Coordinator: Mr. Warner Brown

Comments: Under the exemplary leadership of Warner Brown Southern University Shreveport has become one of the great success stories of the LAMP effort. There has been a transformative change in the culture and success of SUSLA. The University has made great strides in tracking the number of student transfers into 4-year STEM programs. Over 40 students have transferred into 4-year STEM programs since 2005 and students are now participating in national STEM conferences. This type of exposure will not only enhance 4-year STEM transfer rates, but should also expand the pool of potential transfer students through peer to peer awareness of available opportunities for continued study. This is particularly important for the current program, as minority STEM enrollment decreased from 107 in 2006-07 to 74 in 2007-08.

Selected program highlights:

- Despite "flat" minority STEM enrollments over the past decade, 29 students have transferred to four year institutions within the last three years. This is an impressive achievement. These students have transferred to Southern University Baton Rouge, Grambling, Wiley, LSU Shreveport, Louisiana Tech, Texas Lutheran, and AAS.
- A Shreveport student is an ambassador for the Southern University system.
- SUSLA received, a RIMI grant. The leaders of this effort are Dr. Ray Belton, Dr. Barry Hester, and Dr. John Alak.
- SUSLA also received a \$100,000 grant from the Board of Regents to support the development and implementation of hands-on laboratory exercises to re-enforce instructional delivery at SUS.
- SUSLA students attended the Spring 2009 ACS national meeting.
- That the improved tracking is also the result of an improved working relationship with the State BOR. We encourage program leaders to continue forging these effective working relationships, to ensure accuracy in reporting student enrollment and transfer rates.

While not a direct result of LAMP funding, SUSLA received a donation of a FedEx plane, a gift which can be inspiring and instructive for SUSLA students (as a laboratory in aeronautical programs.) SUSLA also received a \$370,00 grant from the Department of Education for student support services and a \$600,000 Carl Perkins grant.

Recommendations: We commend Mr. Brown for his ongoing monitoring and leadership of this program. We are particularly impressed by the progress that has been made in implementing the panel's recommendation since the prior review. We urge him to continue to develop the SUSLA LS-LAMP program and continue to expand the number of students transferring to four-year STEM degree programs.

APPENDIX III

Letter of Support from Employers

Warner Brown

From: MORRISON, MICHAEL R (ATTBCS) [mm1883@att.com]
Sent: Thursday, March 04, 2010 1:10 PM
To: Warner Brown; obrazille@susia.edu
Cc: FRANCIS, DEON T (ATTBCS)
Subject: Titles

To whom it may concern,

Deon Francis is a valued employee who demonstrates a high level of work ethics. Shortly upon graduating from Southern University of Shreveport with an associate degree in electronics Deon began his career with AT&T as a System Technician. His background enabled him to fully grasp the technology utilized by AT&T. Deon installs and maintains equipment for some of our biggest customers in the north Louisiana market. He continues to further his knowledge in the communication industry by attaining certifications from industry leaders such as Cisco and Nortel. Among these certifications include the Cisco CCNA, CCNP, CCVP, and the Cisco Wireless Lan Expert, in addition to the Nortel SL81 and option 11 switches. Deon's knowledge and professionalism has gained him recognition among his peers and our customers.

I would like to extend my gratitude to the University and its Electronics Department for helping to prepare Deon and other graduates like him to assume their place in the work force as the future of our industry.

Respectfully Yours,

Michael R. Morrison

Network Services Manager

AT&T Global Business Services Field Operations

Phone (337) 261-2200

Fax (337) 261-4788

HALLIBURTON

(0083) Bossier City
4720 Industrial Dr
Bossier City LA 71111

12/10/2009

Shreveport LA 71118

Dear Tamario ,

It is our pleasure to extend to you an offer of employment to join Halliburton Energy Services, Inc. as a Field Materials Coordinator in our BULK Mats Plant Tm A - BOSSIER CITY, LA department. In this capacity you will be based in Bossier City, Louisiana.

You will report to Alfred P Cloud.

Specific elements for this offer include:

A start date of 01/07/2010.

Pay and Equity Elements

A starting salary of USD per Hour to be paid on a Bi-weekly basis.

Benefit Elements

Eligibility for the Company's Group Benefits, which includes medical, dental and vision, flexible spending account, accidental death and dismemberment, long-term disability, and employee, spouse and child life insurance. Coverage is effective on the date of employment, provided you complete the enrollment process within 31 days of employment. Look for contact information in your New Hire paperwork.

Eligibility to participate in the Halliburton Retirement and Savings Plan (the "R&S Plan") on your first day of employment. Payroll deductions will begin as soon as administratively feasible following your enrollment in the R&S Plan. You are allowed to contribute between 1% and 50% of your eligible pay each pay period on a tax-deferred basis subject to IRS limitations. Halliburton will match one dollar for each dollar you contribute, up to 4% of your eligible pay each pay period, and will also match 50 cents for each dollar you contribute that is between 4% and 6% of your eligible pay per pay

period. You will become 100% vested in the company matching contributions after two (2) years of vesting service with the company.

Eligibility for the Halliburton Basic Contribution under the R&S Plan. In general, the company will make an additional contribution to your R&S Plan account equal to 4% of your eligible pay if you are employed on December 31st. This additional contribution does not require you to participate in the R&S Plan. You become 100% vested in the Halliburton Basic Contribution after three (3) years of vesting service with the company.

Paid Time Off Elements

Eligibility to participate in the Company's Vacation Plan is effective immediately. You will be eligible for pro-rated paid vacation during the remainder of the calendar year beginning on your effective hire date based on 2 weeks of vacation per year. Thereafter, you will be eligible for 2 weeks per year until your Company service date entitles you to additional vacation.

This offer is contingent upon the following:

1. Your presentation of proof of valid employment eligibility is required on the 1st day you report to work. You will not be able to start or perform work without providing proof of valid employment eligibility. Enclosed please find a list of acceptable documents from which you may select.
2. Your successful completion of a pre-employment alcohol and drug screening.
3. Your willingness to sign our standard Patent Agreement and Controlled Substances Policy.
4. Your consent to and successful completion of a comprehensive background investigation (where permitted by applicable law) to verify your references, education and credentials, and criminal conviction history. The background investigation may include your driving record, financial history and other information as deemed appropriate for the position to which you have been selected for hire.

The Immigration Reform and Control Act of 1986 requires all individuals to verify their identity and eligibility to work in the United States; therefore, this offer is also contingent upon you providing the required verification and completing an I-9 form during your orientation. A Social Security Card must be shown at time of employment to insure the name on your W-2 Form matches records in the Social Security Administration Office.

Your acceptance of employment means you also agree to and are bound by the terms of the Halliburton Dispute Resolution Program, effective January 1, 1998. The Halliburton Dispute Resolution Program binds the employee and the Company to handle workplace problems through a series of measures designed to bring to timely resolution. This will be true both during your employment and after your employment should you terminate.

This offer of employment is for no fixed duration. Your employment and compensation can be terminated at any time, with or without cause, and with or without notice, at the

option of either Halliburton Energy Services, Inc. or you. No employee, representative, or agent of Halliburton Energy Services, Inc. can modify this "at-will" relationship either before or after your employment except by a specific, written, employment contract with contrary provisions which is signed by you and the President of Halliburton Energy Services, Inc. Halliburton Company also reserves the right to change, modify or terminate the terms of any and all of the benefit programs described in this offer of employment, in whole or in part, at any time.

Again, it is our pleasure to extend this job offer on behalf of Halliburton Energy Services, Inc. We look forward to your acceptance and becoming a member of our organization.

Kind Regards,

Marilyn M. Bullman

Please print and review this offer, indicate your acceptance status below, sign this offer, and return your signed copy to me no later than 12/20/2009.

Accept *J.S.*

Decline _____

 J.S.
Signature of Applicant

 12/15/09
Date

List of acceptable documents for proof of valid employment eligibility required on the 1st day you report to work. You will not be able to start or perform work without providing proof of valid employment eligibility.

Please have either one document from List A or you will need to provide one document from List B and one document from List C.

Acceptable Documents: List A

List A - Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport or U.S. Passport Card
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)
3. Foreign passport with a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa
4. Employment Authorization Document that contains a photograph (Form I-766)
5. In case of a non-immigrant alien authorized to work for a specific employer incident to status, a foreign passport with Form I-94 or Form I-94A bearing the same names as the passport and containing an endorsement of your non-immigrant status, as long as the period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form

Acceptable Documents: List B & List C (if not providing a document from List A, you must provide one document in List B and one document from List C).

List B - Documents that Establish Identity

1. Driver's License or ID card issued by a state or outlying possession of the U.S. provided it contains your photograph or information such as name, date of birth, gender, height, eye color and address
2. ID card issued by federal, state or local government agencies or entities, provided it contains your photograph or information such as name, date of birth, gender, height, eye color and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

List C - Documents that Establish Employment Eligibility

1. U.S. Social Security card issued by the SS Administration and that does NOT specify on the face that the issuance of the card does not authorize employment in the United States
2. Certification of Birth Abroad issued by the Department of State (Form FS-545)
3. Certification of Report of Birth issued by the Department of State (Form FS-545)
4. Original or certified copy of a birth certificate issued by a state, county, municipal authority or territory of the U.S. bearing an official seal
5. Native American tribal document
6. U.S. Citizen ID Card (Form I-197)
7. ID Card for use of Resident Citizen in the U.S. (Form I-179)
8. Employment authorization document issued by Department of Homeland Security (other than those listed under List A)

Academic Affairs Item 5I

Tenure and Promotion Requests for Faculty, SUNO

Promotion

From Associate Professor to Full Professor

- Lisa Mims-Devezin
- Mostafa Elaasar

Tenure

- Louis Mancuso
- Harry Doughty
- Gladys Merrick

SOUTHERN UNIVERSITY and A&M College System – Southern University at New Orleans
FACULTY TENURE AND PROMOTION REQUESTS
AY2009-2010

Name (Last, First, MI.)	Department	Highest Degree	Current Rank	Years SU Experience Thru 12/2008	Tenure Status	Requested Action	Actions YES or NO					
							Dept. Committee	Chair	College/School Committee	Dean	VCAA	Chancellor
College of Arts & Sciences												
• Lisa Mims-Devezin	Natural Sciences	Ph.D.	Associate Professor	16	Tenured	Full Professor Promotion	Yes	Yes	Yes	Yes	Yes	Yes
• Mostafa Elaasar	Natural Sciences	Ph.D.	Associate Professor	13	Tenured	Full Professor Promotion	Yes	Yes	Yes	Yes	Yes	Yes
	Social Sciences Arts & Humanities											
College of Business & Public Administration												
• Louis Mancuso	Business Entrepreneurship Public Administration Management Information System	Ph.D.	Professor	2		Tenure	Yes	Yes	Yes	Yes	Yes	Yes
College of Education												
	Early Childhood Education											
	Elementary Education											
	Child Development & Family Studies											
School of Social Work												
• Gladys Merrick		MSW	Assistant Professor	5		Tenure	N/A	N/A	Yes	Yes	Yes	Yes
• Harry Doughty		MSW	Assistant Professor	6		Tenure	N/A	N/A	Yes	Yes	Yes	Yes

[Signature]
 03-08-10
 Vice Chancellor for Academic Affairs

[Signature]
 3/10/10
 Chancellor

Lisa Mims-Devezin

Improving Performance • Enhancing Programs • Inspiring Systemic Change

7558 Marquis St., New Orleans, LA 70128

(504) 246-9552

lmims@suno.edu

EXPERIENCED EDUCATOR

...dedicated to guiding diverse learners to succeed while inspiring an insatiable passion for teaching, research, mentoring and service

Visionary Leader, Bridge Builder and Committed Educator with an earned doctorate in Science/Math Education coupled with over 15 years' experience instructing diverse learners, securing resources, and implementing an effective program in Health Information Managements Systems.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, mentor and advisor who believes that all individuals can learn and thrive in a learning environment that is stimulating, comforting and conducive to the overall infrastructure of each students' unique talents and abilities.
- **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula in the area of biology.
- **Leverage Resources / Strategic Collaborations** – Work closely with the Board of Regents and other institutions to ensure that SUNO had/has involvement and strong educational alliances with other institutions.

HIGHLIGHTED PROFESSIONAL TEACHING EXPERIENCE

SOUTHERN UNIV. AT NEW ORLEANS, NEW ORLEANS, LA

2006 – present

Associate Dean, College of Arts and Sciences

- Assisting in the leadership of seeing that the entire program of the college is advanced to the highest possible level of excellence.
- Insuring the participation of department chairs faculty and students in decisions which affect them.
- Encouraging maximum participation of faculty and students in professional activities.
- Encouraging maximum participation of faculty and students in community affairs.
- Promoting the professional growth of department chairs
- Meeting monthly with department chairpersons, individually or collectively.
- Coordinating, collecting and submitting teaching loads, summer faculty recommendations, and all other reports requested by the Vice Chancellor for Academic Affairs.
- Providing leadership in student development
- Providing leadership in research and planning
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation.
- Served as Liaison for SUNO on the LA Board of Regents State Articulation Committee for the past seventeen (17) years.
- Serve as Liaison for SUNO and the Southern University System on the LA Board of Regents General Education Council and State Articulation Transfer Council.

Highlighted Achievements

- Contributed to a significant increase in on-line learning and articulation agreements between two-year institutions.
- Encouraged faculty participation in research, grant-writing, recruitment, and mentoring efforts.
- Mentored and coached students to help boost their confidence and competencies, as evidence by research capabilities.

SOUTHERN UNIV. AT NEW ORLEANS, NEW ORLEANS, LA 2004 – present
Associate Professor of Biology, Natural Science Dept.

- Classroom and laboratory instruction in General Biology for majors, non majors, General Microbiology, and Animal Diversity; assessment of student performance
- Course coordinator for General Biology for majors
- Student advising
- Departmental and University committee work including assisting in the development of an Honors college course in Science and Ethics,
- LaCept program for Science and Education reform in Louisiana
- Outreach coordinator for Orleans Parish elementary and middle schools

SOUTHERN UNIV. AT NEW ORLEANS, NEW ORLEANS, LA 1993 – 2004
Assistant Professor of Biology, Natural Science Dept.

- Classroom and laboratory instruction in General Biology for majors, non majors, General Microbiology, and Animal Diversity; assessment of student performance
- Course coordinator for General Biology for majors
- Student advising
- Departmental and University committee work including assisting in the development of an Honors college course in Science and Ethics, LaCept program for Science and Education reform in Louisiana
- Outreach coordinator for Orleans Parish elementary and middle schools

UNIVERSITY OF IOWA, Iowa City, IA 1997
Temporary Adjunct Assistant Professor

- As a summer faculty research scientist in the Department of Biology and Microbiology, participated on a project involving the identification of strains of *Pseudomonas aeruginosa* found in *Ascaris suum*,
- Isolation and Cultivation of organisms
- Plating for isolation
- CHEF Analysis
- Plating for isolation

LOUISIANA STATE UNIVERSITY, New Orleans, LA 1995
Temporary Adjunct Assistant Professor

- As a faculty research assistant, through the SUNO/LSU CRISB (Collaborative Research In Biology), in the Department of Endocrinology, participated on a project with Dr. Chandan Prasad involving the use of Cyclo-HisPro to reduce the amount of fat and carbohydrate intake. Isolation and Cultivation of organisms
- Radioimmunoassay
- ELISA Test
- Radiation seminar

COURSE CURRENTLY TEACHING & TAUGHT

<u>Fall 2008</u>	<u>Spring 2008</u>	<u>Fall 2007</u>	<u>Spring 2007</u>
Intro to Bio 105/L (4 cr)	BIOL 217/L (4 cr)	BIOL 105/105L	BIOL 217/217L
Intro.to Bio. 105 (4c r)	BIOL 105/105L	BIOL 105/105L	BIOL 217/217L
BIOL 105/105L	BIOL 105/105L	BIOL 105/105L	BIOL 105/105L
<u>Fall 2006</u>	<u>Spring 2006</u>	<u>Fall 2005</u>	<u>Spring 2005</u>
Gen. Micro. 217 (4 cr)	BIOL 217	BIOL 217	BIOL 217

Intro.to Bio. 105 (4c r)	BIOL 217	BIOL 217	BIOL 217
BIOL 105	BIOL 105	BIOL 105	BIOL 105
	BIOL 105		
	BIOL 105		
	BIOL 105		
	BIOL 105		
	BIOL 105		

<u>Fall 2004</u>	<u>Spring 2004</u>	<u>Fall 2003</u>	<u>Spring 2003</u>
Gen. Micro. 217 (4 cr)	BIOL 217	BIOL 217	BIOL 217
Intro.to Bio. 105 (4c r)	BIOL 217	BIOL 217	BIOL 217
BIOL 105	BIOL 105	BIOL 105	BIOL 105

NEW COURSES DEVELOPED

2006	Introduction to BIOL 105 On-Line Course, Southern University at New Orleans
2006	Introduction to BIOL 105 Lab On-Line Course, Southern University at New Orleans
2006	Introduction to BIOL 106 On-Line Course, Southern University at New Orleans
2006	Introduction to BIOL 106 Lab On-Line Course, Southern University at New Orleans
2006	General Microbiology BIOL 217 On-Line Course, Southern University at New Orleans
2006	General Microbiology BIOL 217 Lab On-Line Course, Southern University at New Orleans

RESEARCH INTEREST

Microbiology and Environmental Microbiology

PUBLICATIONS (SHORT LIST)

2009	Mims-Devezin, L.R. General Biology: A Modified Approach Laboratory Manual. Lulu Publishing Company,
2007	Mims-Devezin, L, Kambhampati, M.SI, Adegboye, D.S., <u>Integration of Technology and Virtual Laboratories Into the Biology Curriculum at an Urban University: Impact on Students' Attitude and Response</u> . Journal of Urban Education 4(1), 42 – 51.
2005	Adegboye, D. S., Kambhampati, M. S., Mims, L. R., Hardester, L. M., Causey, M., and Clancy, <u>A Successful model for integrating high technology courses for content requirements in science education: molecular biology course development at Southern University at New Orleans</u> , State of Louisiana. Journal of Urban Education 2(1), 151 – 158.
2005	Kambhampati, M.S., Adegboye, D.S., Mims-Devezin, L, and Cosby, R. <u>Integration of Technology into biology curriculum for teacher preparation at Southern University at New Orleans</u> . Journal of Urban Education 2(1), 10 – 18.
2004	Mims-Devezin, <u>College Students' Perceptions, Attitudes, and Preconceived Notions about Biology</u> . Southern University A&M College, Southern Univ. Dissertation
2004	A Successful Model for Integrating High-Technology Courses for Content Requirements in Science Education. Presented at the First System-wide J.K. Haynes Teacher Preparation Conference, Southern University – Baton Rouge, LA.

2001 Adegboye, D. S., Kambhampati, M. S., Mims, L. R., Hardester, L. M., Charbonnet, D., Causey, M., and Clancy, M. Southern University at New Orleans, and University of New Orleans. Case study of molecular biology course development at Southern University at New Orleans. SE Biology, 49 (2), 216.

1998 Mims, L.R. General Biology Laboratory Manual. Wm. C. Brown Publishing Company, Dubuque, IA

RESEARCH ABSTRACTS

2004 Adegboye, D. S., Kambhampati, M. S., Mims, L. R., Hardester, L. M., Causey, M., and Clancy, M. A Successful model for integrating high technology courses for content requirements in science education: molecular biology course development at Southern University at New Orleans. SE Biology, 49 (2), 216.

2001 Adegboye, D. S., Kambhampati, M. S., Mims, L. R., Hardester, L. M., Charbonnet, D., Causey, M., and Clancy, M. Southern University at New Orleans, and University of New Orleans. Case study of molecular biology course development at Southern University at New Orleans. SE Biology, 49 (2), 216.

GRANTS AWARDED (FOR THE PAST SIX YEARS)

2007 Mims-Devezin, Adegboye, and Kambhampati, M. S. and Scineaux, S. Enhancement of Biology Research and Instruction at SUNO through acquisition of the Riboprinter. SUNO Enhancement Funds (\$150,000.00)

2006 Mims-Devezin, Adegboye, and Kambhampati, M. S. and Scineaux, S. Enhancement of the Computer Lab for Biology Instruction at SUNO. LA Board of Regents (\$50,000.00)

2006 Mims-Devezin, Adegboye, and Kambhampati, M. S. and Scineaux, S. Enhancement of Microbiology, Cell and Molecular Biology, and Ecology Teaching and Research Infrastructure at SUNO. LA Board of Regents (\$38,632.00)

2004 Adegboye, D.S., Mims-Devezin, L and Kambhampati, M. S. Enhancement of Microbiology Teaching and Research Infrastructure at SUNO. LA Board of Regents (\$53,497.00)

2002 Adegboye, D. S., Mims, L. R., Ogra, M., and Kambhampati, M. S. Enhancement of the Infrastructure for Pathogenic Microbiology Teaching Research.

2000-2001 Modernizing the Biology Curriculum at Southern University at New Orleans. Department of Defense Infrastructure Support Program for HBCU/MI, (\$ 194,298.00)

RESEARCH MENTORING

2007-Present	Mentor	SUNO/ LAMP (Leadership and Mentoring Program)
2004-Present	Mentor	SUNO/ LAMP (Louisiana Alliance for Minority Participation)
1997-Present	Mentor	SUNO/ Department of Biology/Beta Beta Beta Biological Honor Society

MEMBERSHIP

2007	Peer Reviewer	Quality Matters: Institutional Quality Assurance in Online Learning
2007	Member	HBCU Faculty Development Network
2006	Member	American Society for Microbiology
2006	Member/Evaluator	Southern Association of Colleges and Schools
2005	Member	National Institute of Sciences
2001	Trainer for Marco Polo	Marco Polo/ QUEST

2000	Member	National Science Teachers Association
2000	Member	Society for College Science Teachers
1996	Member	Beta Kappa Chi Sci. Honor Society
1991	Member / Advisor	Beta Beta Beta Biological Honor Society
1990	Member	Alpha Kappa Alpha Sorority, inc.

ACADEMIC/RESEARCH ORGANIZATION(S) MEMBERSHIP(S):

Beta Beta Beta Biological Honor Society, Bet Kappa Chi Scientific Honor Society, Alpha Kappa Alpha Sorority, Inc., National Science Teachers Association, National Association for Research in Science Teaching, American Society for Microbiology, National Institute of Science.

STUDENT CLUBS/SPONSOR

Advisor/Sponsor of Beta Beta Beta Biological Honor Society

DEPARTMENTAL/UNIVERSITY COMMITTEES

1. Land Grant Initiative Committee (System wide) (Chair for SUNO)
2. Senior Exit Exam Committee (Co-Chair)
3. Political Science Endowed Chair Committee, (Chair)
4. L.A. Board of Regents State Articulation Officer (SUNO)
5. Council of Deans
6. Commencement Committee
7. SACS Compliance Task Force Committee
8. Judicial Appeals Committee
9. Honors Program Committee
10. Early Start Program Committee

HONORS AND AWARDS

- | | |
|------|--|
| 2009 | Thurgood Marshall Distinguished Faculty Award |
| 2008 | Cambridge Who's Who Registry Among Executive and Professional Women |
| 2008 | Southern University at New Orleans, Certificate of Appreciation, Mathematics and Science Kamp for Beginners (MSKB) |
| 2007 | Temple's Preschool of Math & Science, New Orleans, Guest Speaker, Culminating Activity |
| 2007 | MGE@MSA Arizona Student Research Conference, Judge, Tempe, AZ |
| 2007 | Who's Who Among American Teachers, Southern University at New Orleans |
| 2007 | Southern University at New Orleans, Certificate of Grantsmanship Participation, New Orleans, |
| 2006 | Southern University at New Orleans, Certificate of Successful Grantsmanship and Winning grants Award, New Orleans |
| 2005 | Southern University at New Orleans, College of Science, Award for Excellence in Mentoring |
| 2005 | Southern University at New Orleans, Who's Who Among Teachers in American Colleges and Universities. |
| 2004 | Southern University at New Orleans, College of Science, Award for Excellence in Teaching |
| 2004 | Southern University at New Orleans, Certificate of Grantsmanship Participation, New Orleans, LA |
| 2003 | Southern University at New Orleans, Certificate of Outstanding Grantsmanship, New Orleans |
| 2001 | Southern University at New Orleans, Certificate of Successful Grantsmanship and Winning Grants Award, New Orleans |

OTHER RELEVANT INFORMATION

*** Wrote, defended, and developed the Health Information Management Systems Program and the Course Curriculum for the Health Information Management Systems Program, at Southern University at New Orleans. ***

Also identified a partner, Richard's Disposal, Inc. for Southern University at New Orleans' IWTP (Incumbent Workers Training Program).

Date Of Presentation	Presentation	Conference / Group
2008	Benefits of Joining Professional Organizations Presented at the Honors Program Seminar Southern University at New Orleans – New Orleans, LA.	University
2008	Implementing Learning Communities Presented at the National Summer Institute On Learning Communities, The Evergreen State College – Olympia, WA.	Conference
2008	More Than Just a General Studies Degree Motivational Workshop Southern University at New Orleans General Studies Program New Orleans, LA	Group
2006	Teaching Biology On-Line/ Online Resources available for Instruction Southern University at New Orleans New Orleans, LA	Group
2005	Integration of Technology and Virtual Labs into the Biology Curriculum at SUNO: Impact on Attitude in Learning Biology Presented at The 2 nd Annual J.K. Haynes Teacher Preparation Conference, Southern University, Baton Rouge, LA	Conference
2004	A Successful Model for Integrating High-Technology Courses for Content Requirements in Science Education. Presented at the First System-wide J.K. Haynes Teacher Preparation Conference, Southern University – Baton Rouge, LA.	Conference
2002	Case Study of Molecular Biology Course Development at Southern Univ. @ N. O.	Group
1997	<i>Pseudomonas aeruginosa</i> in the cuticle of <i>Ascaris suum</i> , a nematode found in the intestinal tract of swine.	Conference

EDUCATION

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Southern Univ. A&M College, Baton Rouge, LA	Ph.D.	2004	Science/Math Ed.
Southern Univ. A&M College, Baton Rouge, LA	M.S.	1993	Biology/Microbiology
Southern Univ. at New Orleans N. O., LA Graduated Cum Laude	B.S.	1991	Biology/Pre-Med

Mostafa A. Elaasar

WORK ADDRESS Department of Natural Sciences, Southern University at New Orleans, 6400 Press Dr., New Orleans, LA 70126

HOME ADDRESS 3309 Cannes Pl, Kenner, LA 70065.

EMAIL , melaasar@suno.edu, mostafa_elaasar@yahoo.com

TELEPHONE: (504) 286-5036 (Work), (504) 472-9120 (Home), **FAX:** (504) 284-5475

ACADEMIC ACHIEVEMENT

Degree	Institution	Date	Major
Ph. D.	Kent State University, Kent, OH	Fall 1993	Physics
M.A.	Kent State University, Kent, OH.	Sum 1987	Physics
M.S.	Zagazig University, Zagazig, Egypt.	Mar 1983	Physics
B.S.	Zagazig University, Zagazig, Egypt.	May 1978	Physics

PROFESSIONAL EXPERIENCE

Feb,2006—present Associate Professor and Chairperson of the Natural Sciences Department, Southern University at New Orleans, LA

Aug,2004—Feb2006 Associate Professor and Chairperson of the Mathematics and Physics Department, Southern University at New Orleans, LA

Aug,1997— Aug,2004 Assistant Professor, Southern University at New Orleans, LA

Aug,1994—June,1997 Research Associate, Louisiana Tech University, Ruston, LA

Jan,1994—July,1994 Postdoctoral Research Associate, Kent State University, Kent, OH .

Aug,1987—Dec,1993 Graduate Research Assistant, Kent State University, Kent, OH .

Jan,1985—1987 Graduate Assistant, Kent State University, Kent, OH .

Aug,1984—Dec1984 Graduate Student, Kent North Carolina State Univ., Raleigh, NC .

1978—1985 Teaching and Research Assistant, Zagazig University, Zagazig, Egypt

TEACHING EXPERIENCE

- Calculus-Based General Physics I (Mechanics and Waves) & II (Electromagnetism and Optics) Lectures and Labs.
- Physical Science Lecture and Lab.
- Advanced courses for Physics Majors, e.g., Wave Phenomena (Optics), Electronics, Theoretical Physics, Quantum Mechanics, Nuclear Physics and Statics (Engineering).

MENTORING:

- Mentored undergraduate physics students through a National Science Foundation grant entitled "Program for Excellence in Science, Mathematics and Computer Technology" (PESMACT).
- Participated in the Summer Enrichment Program for New Orleans High Schools through PESMACT.
- Mentored undergraduate physics students through Louisiana Alliance for Minorities Participation (LAMP).

TEACHING PHILOSOPHY

- "Seek knowledge from birth to death"
- " ... the best among humans is the one who learns and then teaches others whatever he has learned ".

PROFESSIONAL AFFILIATIONS

- Member of the American Physical Society (APS) and of the following units:
 - a) Nuclear Physics Division.
 - b) International Physics Division
 - c) Physics Education Forum
 - d) APS Texas section
- Member of Sigma Chi.
- Member of the American Association of Physics Teachers (AAPT).
- Beta Kapa Chi

SCHOLARLY WORK/ CREATIVE ACTIVITIES

Grants

1. Received an enhancement grant for the amount of \$46,962 from the Board of Regents. The grant title is "Enhancement and Introduction of New Technology for SUNO Physics Laboratories".
2. Enhancement for SUNO Physics Laboratories for the amount of \$10,555.00 from SUNO Tech Fee fund.
3. Enhancement for SUNO Mathematics lab for the amount of \$34,000.00 from SUNO Tech Fee fund.
4. Received a grant from the technology Fees to upgrade the physics lab the grant entitled "Enhancement for SUNO Physics Laboratories" (\$13,308.40).

WORKSHOPS and CONFERENCES

1. Thurgood Marshall College Fund meeting, New Orleans, Louisiana, March 17th, 2009.
2. The American Physical Society March Meeting, Pittsburgh, PA, March 16th, 2009.
3. Physics and Astronomy New Faculty Workshop - Reunion Meeting, Pittsburgh, PA, March 15th, 2009.
4. HBCU STEM Fellowship Program Meeting, Birmingham, Alabama, Nov 21st, 2008.
5. J. K. Haynes Teacher Preparation Conference, Baton Rouge, Louisiana, July 15th, 2008
6. The American Physical Society March Meeting, New Orleans, Louisiana, March 10-12, 2008.
7. Physics and Astronomy New Faculty Workshop - Reunion Meeting, College Park, Maryland, June 25-27, 2007
8. The American Physical Society April Meeting, Jacksonville, Florida, April 14-17, 2007.
9. Louisiana Academy of Science, Baton Rouge, Louisiana, March 16th, 2007.
10. Community Development Block Grant Meeting, New Orleans, Louisiana, May 19, 2006.

11. The American Physical Society April Meeting, Dallas, Texas, April 25-27, 2006.
12. Board of Regents "Post-Katrina/ Rita Research and Education Forum", New Orleans, Louisiana, April 2-4, 2006.
13. J. K. Haynes Teacher Preparation Conference, Baton Rouge, Louisiana, July 19 & 20, 2005
14. The International Academy of Business and Public Administration Disciplines conference, Dallas, Texas, May 23-26, 2005.
15. Louisiana State-Wide HBCU Grants-man-ship Workshop at SUNO, April 19th, 2005.
16. HBCU-UP National Research Conference, Feb 10-13, 2005
17. LS_LAMP and CCZARS Louisiana Research Conference , New Orleans, Louisiana, Oct 29-31, 2004
18. J. K. Haynes Teacher Preparation Conference, Baton Rouge, Louisiana, July 22 & 23, 2004.

PUBLICATIONS

Recent Publications

1. Nachtmann Moments of the Proton and Deuteron Spin Structure Functions, submitted to Phys. Rev. Lett. (spring 2009)
2. Proton spin structure in the resonance region, Phys. Rev. Lett 98. 132003 (2007 Mar 30).
3. The HKS experiment on Λ -hypernuclear spectroscopy via electroproduction at Jlab, Nuclear Physics A 790 (2007) 679c-682c.
4. Quasifree Λ , Σ^0 and Σ^- electroproduction from ^1H , ^3He , and Carbon, Phys. Rev. C 76, 054004, 054004 (2007).
5. Proton G_E/G_M from beam-target asymmetry, Phys. Rev. C 74, 035201(2006).
6. Hypernuclear spectroscopy using the $(e, e'K^+)$ reaction, Phys. Rev. C 73, 044607,(2006).
7. Measurement of the neutron electric to magnetic form-factor ratio G_{En}/G_{Mn} via the $^2\text{H}(\bar{e}, e'\bar{n})^1\text{H}$ reaction to $Q^2 = 1.45 (\text{GeV}/c)^2$, Phys. Rev. C 73, 025205,(2006).
8. The Program of Excellence in Science, Math, and Computer Technology at Southern University at New Orleans, Journal of Instruction Delivery System, Spring 2006, V20, #2.
9. The Ratio of Proton electromagnetic form factors via recoil polarimetry at $Q^2 = 1.13 (\text{GeV}/c)^2$, Nuclear Physics A 764(2006) 261-273.
10. WHY AMERICAN STUDENTS SHY AWAY FROM SCIENCE, proceeding of The International Academy of Businesses and Public Administration Disciplines conference proceedings code #180, May 24, 2005.
11. Electroproduction of Strangness on $\Lambda^{3,4}\text{H}$ bound states on Helium.
12. Angular Distribution for $\Lambda^{3,4}\text{H}$ bound states in $^3\text{He}(e, e'K^+)$ Reaction.
13. Measurement of the electric form-factor of the neutron at $Q^2 = 0.5$ and $1.0 \text{ GeV}^2/c^2$, Phys.Rev.Lett.92:042301,(2004).

PUBLIC AND PROFESSIONAL SERVICE

<u>Date</u>	<u>Activity</u>	<u>Organization</u>
Mar 4, 2009	Judge in the 53 th Greater New Orleans Science & Engineering Fair	Univ. of New Orleans, New Orleans, Louisiana
Feb 27, 2008	Judge in the 52 nd Greater New Orleans Science & Engineering Fair	Univ. of New Orleans, New Orleans, Louisiana
Mar 1, 2005	Judge in the 50 th Greater New Orleans Science & Engineering Fair	Univ. of New Orleans, New Orleans, Louisiana
Feb 12, 2008	Judge Sophie B. Wright Science Fair	New Orleans, LA
April 18, 2007	Judge Sophie B. Wright Science Fair	New Orleans, LA
May 10, 2008	18 th annual Fun for Sci. Families Day	Jefferson Parish Public School System
May 12, 2007	17 th annual Fun for Sci. Families Day	Jefferson Parish Public School System
May 20, 2006	16 th annual Fun for Sci. Families Day	Jefferson Parish Public School System
May 7, 2005	15 th annual Fun for Sci. Families Day	Jefferson Parish Public School System
Feb 10 -13, 2005	HBCU-UP 2005 National Research Conference	Radisson Hotel New Orleans, Louisiana.
Oct 29-31, 2004	Judge in LS_LAMP and CCZARS Research Conference	LS_LAMP, New Orleans, Louisiana.

UNIVERSITY SERVICE

1. Chair of SACS Library and Other Learning Resources subcommittee.
2. Member in different Committees on the college and the university level.
3. Participant in departmental and university activities to fulfill NCATE requirement at SUNO

Research Collaborations

Member in the following research collaborations at Thomas Jefferson National Accelerator Facilities (J-lab):

- E04-110, "Measurement of the Neutron Electric Form Factor at $Q^2 = 4.3(\text{GeV}/c)^2$ from the Reaction ${}^2\text{H}(\bar{e}, e'\bar{n}){}^1\text{H}$ via Recoil Polarimetry", B. Anderson/J. Kelly/ Kowalski/ Madey/Semenov.
- E07-003 Experiment "Spin Asymmetries of the Nucleon Experiment" SANE, <http://www.jlab.org/~randon/sane/>
- The Jlab E05-115 Experiment "Spectroscopic investigation of hypernuclei in the wide mass region using the $(e, e'K^+)$ reaction". <http://lambda.phys.tohoku.ac.jp/~hes>
- E01-011, "Spectroscopy of Lambda Hypernuclei up to Medium-Heavy Mass Region Through the $(e, e'K^+)$ Reaction", <http://lambda.phys.tohoku.ac.jp/~hks/>,
- E-01-006, "Resonance Spin Structure", Randon/Jones, <http://www.jlab.org/~jones/rss/index.html>.
- E93-026(B), "The Charge Form Factor of the Neutron", Day/Warren/Zeir. <http://hallcweb.jlab.org/gen01/>.
- E93-38, "The Electric and Magnetic Form Factors of the Neutron from the $d(e, e'n)p$ Reaction", Madey/Kowalski, <http://www.jlab.org/~semenov/>.

Louis C. Mancuso, Ph.D.
P.O. Box 1061
Harvey, LA 70059-1061, USA
803.917.1491
E-mail: Lman454574@aol.com

Resume

College Teaching Experience

Southern University at New Orleans, Professor of Marketing and Entrepreneurship, named graduate professor, 2007-present.

- Developing the first major in the State of Louisiana in Business Entrepreneurship.
- Chairing the Marketing efforts of the University.
- Students entered the Chevrolet-Adventure Partners Marketing Contest.
- Six students in one year have opened new businesses in the New Orleans area.
- Named Outstanding Educator for the College of Business in 2008.
- Southern University at New Orleans named Mentor of the Year in 2009.
- College of Business named Outstanding Community Service Person in 2009.
- Won the Allied Academies Distinguished Research Award in April 2009 for an Entrepreneurship article.
- Won the Allied Academies Distinguished Research Award in July 2009 for a Direct Marketing article.

Xavier University of Louisiana. Professor of Business Administration and the Conrad N. Hilton Endowed Chair for Entrepreneurship, 2004 – 2007.

- Developing the Entrepreneurship Program at Xavier University
- Won three major grants from Ford PAS (Partnership for Advanced Studies Grant) and the Bernstein Financial Grant
- Student Team in the top five for the Ford HBCU Business Plan Competition and won the Ford HBCU \$100,000 Business Plan Competition. Also, a student won the U.S. Department of Commerce MBDA Business Plan Competition.
- Student Team won the Bayou Sales Challenge including all top awards.
- Developed the Students In Free Enterprise Program and SIFE Team won Rookie of the Year Award
- Named a Sam Walton Fellow
- Conducted three major Entrepreneurship Seminars entitled, 'The Business of Science: the Story of Religene, Inc.,' 'Real Estate Ventures' and 'Entrepreneurship and Biotechnology'
- Developed the Xavier University Entrepreneurship Website
- Created the first on-line coursework for Xavier University. The coursework consisted of the six courses for the Minor in Entrepreneurship.
- Approval received from the Academic Council for a Minor in Entrepreneurship
- Created an Entrepreneurship program for high school students using the Ford PAS Modules
- Developed a program for neophyte entrepreneurs to form business plans
- Named 'Rookie of the Year Professor for Business'

Charleston Southern University, Charleston, South Carolina. Consultant to the Provost for development of an adult education program consisting of a cohort program in business, criminal justice, and education. In the Graduate Program the MBA, Master in Criminal Justice, and the Master of Education, 2002 – 2004.

- Teaching in the School of Business – both graduate and undergraduate courses
- Named to the Greater Charleston Economic Outlook Committee
- Developed the new cohort program – Bachelor of Management Arts

- Named Director of the CSU Evening College
- The CSU Evening College grew from 45 students to over 280 students in one year

Clafin University, Orangeburg, SC 29115. Head of the Graduate Program and teaching Integrated Marketing Communication, 2000 – 2002. Developed the MBA and MMC program.

- Named in 2002 the Outstanding Business Professor.
- Named Evaluator for the ACBSP – Business Accrediting Association, October 2000.

The American University in Cairo, Cairo, Egypt. Unit Head of Marketing and Associate Professor in Marketing and Mass Communication. 1997 - 2000. Developed the first course work Master in Marketing Communication in the Middle East. Named Graduate Professor in the MBA program. Applied for and received a grant from AUC to build the first Focus Group Research Room at any university in Egypt. Received the highest student evaluation in the school for the Fall Semester 1997, Spring 1998, Summer 1998, Fall 1998 and Spring 99.

Consulting with US Department of State, USAID and the European Union on various businesses in Egypt. Developing strategic plans, advertising/public relations' campaigns, sales plans, and conducting marketing research. This work included e-business solutions and the development of Internet advertising campaigns.

Continue to consult with the US Department of State, the European Union, US Wheat Associates, Glaxo, and Mercedes-Benz. This consulting includes developing strategic plans, advertising/public relations' campaigns, sales plans, and conducting marketing research. This work also includes e-business solutions and the development of Internet advertising campaigns.

Completed and won an Exemplary Award as Team Leader for the Gore-Mubarak International Marketing and Management Initiative.

University of Canberra, Canberra ACT, Australia. Associate Professor in Marketing and Advertising. Developed the first Master of Marketing Communication program in Australia. Named Head of the Advertising/Marketing program and Head of the Course Work Graduate Program. Given tenure in December 1995. 1995 - 1997.

Tulane University, New Orleans, LA, Adjunct Professor, 1992-1994

Florida State University, Tallahassee, Florida, Adjunct Professor, 1986-1991.

Loyola University, New Orleans, LA, Chair of the Advertising and Public Relations Department, 1982-1986

McNeese State University, Lake Charles, LA, Associate Professor of Marketing, 1979-1982

Xavier University, New Orleans, LA, Coordinator of Marketing and Broadcast Management, 1974-1979

Business Experience

Mancuso & Associates, Inc., a marketing communications, research, public relations, advertising, and marketing firm since 1974. This firm had three offices located in New Orleans, Tallahassee, and Orlando. The firm was sold in 1995.

Owner, Soft Touch Car Wash of Tallahassee, Inc., an upscale full-service car wash and automobile detailing operation in Tallahassee, FL. The firm was sold in 1995.

The US Department of State – Southeast Asia and the Middle East

Consultant to the European Union Private Sector Development Program {PSDP} for the Middle East

Computer Literacy

Computer literate in all Microsoft Products including Word, Excel, PowerPoint, FrontPage, Access, Aldus PageMaker, SPSS, and Tablyzer.

Education

Bachelor of Business Administration, Loyola University, New Orleans, Louisiana Marketing - Economics, 1969

Master in Business Administration, Loyola University, New Orleans, Louisiana Marketing - Economics, 1970

Doctor of Philosophy, University of Southern Mississippi, Hattiesburg, Mississippi Communications - Marketing, 1974

Title of Dissertation: A Comparison of Lecture, Case Study, and Lecture-Computer Simulation Teaching Methodologies in Broadcast Economics {Developed the Broadcast Economics computer simulation used in my dissertation.}

Additional Education

Conference on Businesses' Role and Responsibility in Modern Society sponsored by the Graduate School of Arts and Sciences of Catholic University and the Graduate School of Business of Columbia University, Catholic University, Washington, D.C., August 3-14, 1975

The National Council of Urban Economic Development Urban Institute, Nashville, Tennessee, February 1979. Received a Council of Urban Economic Development Designation {CUED}. I have worked with and researched a number of the major economic development agencies in the country including Pittsburgh, Philadelphia, Atlanta, Dallas-Fort Worth, St. Paul Port Authority, Seattle, Portland, and Redding, California.

Professional Certification

Received a Council of Urban Economic Development Designation (CUED).

Awards

- Southern University at New Orleans named Mentor of the Year in 2009.
- College of Business named Outstanding Community Service Person in 2009.
- Won the Allied Academies Distinguished Research Award in April 2009 for an Entrepreneurship article.
- Won the Allied Academies Distinguished Research Award in July 2009 for a Direct Marketing article.
- Named Outstanding College of Business & Public Administration Educator by Southern University at New Orleans.
- Named Rookie Professor of the Year for Business by Xavier University.
- Named a Sam Walton Fellow.
- Named Business Professor of the Year by Claflin University.
- Received an Exemplary Award from USAID and named the senior project director for Part II. The Training Needs Assessment for Growth Through Globalization {GTG—0264}, Under SO I, Accelerated Private Sector Led Export Oriented Economic Growth, International Management and Marketing Improvement (IMMI), Cairo, Egypt: Institute of International Education, Development Training 2 Project, under the management of USAID, 1998.
- Awarded numerous Addy and Cleo Awards for my printing and production company, Rockefeller-Mancuso, Inc., Metairie, Louisiana.

-Awarded the 1990 Golden Mirror Award -- Coordinated Marketing Campaigns by the Credit Union Executive Society in April 1990. First Place in the United States and Second Place in International Competition.

Nominated for Advertising Person of the Year -- Account Executive by the Advertising Club of New Orleans in June 1986.

Nominated for Advertising Person of the Year -- Marketing Director by the Advertising Club of New Orleans in June 1986.

Named Advertising Person of the Year -- Marketing Director by the Advertising Club of New Orleans in June 1985.

The Advertising Club of New Orleans was named Advertising Club of the Year by the American Advertising Federation in June 1985. I was on the Board of Directors.

Awarded in 1981, by the American Marketing Association, the Outstanding Chapter Award for the Southern Region.

Awarded in 1980, by the American Marketing Association, the Outstanding Chapter Performance Award.

Awarded in 1978, by the United States Department of Health, Education, and Welfare, an Exemplary Award for implementation of a \$430,000.00 Advanced Institutional Development Program Grant.

Teaching Innovations

Developed the first computer simulation in Marketing.

Developed the first simulation for the Personal Digital Assistant (PDA).

Won an exemplary award and a chapter in a book from the US Department of Health, Education, and Welfare for my innovative curriculum design.

Books and Chapters in Books

BROADEC: A Computer Simulation Game in Broadcast Economics. New Orleans, Louisiana: The Oak Press, 1975.

The Development of a Broadcast Production, Broadcast Management and Marketing Curriculum. Edited by Elizabeth T. Wood, AIDP MODEL PROJECTS 1977-1978, U.S. Office of Education, Washington, D.C., 1979.

The Broadcast Management Simulation. New Orleans, Louisiana: The Marathon Press, 1992.

Customer Attitudinal Research into Trading Hours in the ACT. Canberra, Australia: Q Research and Marketing, 1995.

Customer Attitudinal and Marketing Research for CPS Financial Services. Canberra, Australia: CPS, 1996.

The Australian Capital Territory Landscape Design Study. Canberra, Australia: The Australian Capital Territory Government Council, 1997.

Accelerated Private Sector Led Export Oriented Economic Growth, International Management and Marketing Improvement (IMMI). Cairo, Egypt: Institute of International Education, Development Training 2 Project, under the management of USAID, 1998. {Won an Exemplary Award from USAID for this work.}

The Training Needs Assessment for Growth Through Globalization {GTG—0264}. Under SO I, Accelerated Private Sector Led Export Oriented Economic Growth, International Management and Marketing Improvement (IMMI), Part II Selection of Universities and Plan of Action. Cairo, Egypt: Institute of International Education, Development Training 2 Project, under the management of USAID, 1999.

Consumer Attitude Study and the Development of a Strategic Marketing Plan for the Middle East, Cairo, Egypt: US Wheat Associates, 2000.

Computer Program

The Questionnaire Package. Co-authored with Marguerite Saachs. New Orleans, Louisiana: The Oak Press, 1985.

Peer-Reviewed Presentations or Proceedings for Professional Meetings

"The Broadcast Management Econometric Model." Contributed a paper to the Broadcast Education Association Conference, Las Vegas, Nevada, April 8-10, 1983.

"The Uses of a Microcomputer Simulation for Broadcast Management and Advertising." Presented a paper to the Southwest Education Council for Journalism/Mass Communications, The University of Texas, Austin, Texas, October 2, 1983.

"How to Publish a Microcomputer Simulation." Presented a paper to the North American Simulation and Gaming Association, Rutgers--The State University of New Jersey, New Brunswick, New Jersey, October 19-21, 1983.

"The Use of Microcomputers by Communications Units Throughout the United States." Co-authored with A. L. Lorenz. Paper presented to the Fifty-Fourth Annual Convention of the Southern Speech Communication Association, Baton Rouge, Louisiana, April 4-7, 1984. "The Development of an Advertising and Public Relations Model." Participated as a guest lecturer at the Louisiana Credit Union League's Seminar, McNeese State University, Lake Charles, Louisiana, May 24-25, 1984.

"Public as Gatekeepers Survey Favors Serious News Values in Same-Day International Events." Co-authored with Dolly A. Berthelot. A paper presented to the Mass Media and Society Division of the Association for Education in Journalism Annual Convention, Gainesville, Florida, August 5, 1984.

"Developing the Marketing Plan." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 18, 1984.

"Marketing and Promotion in Credit Unions." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 19, 1984.

"Multi-Level Interactive Sales Simulation." Co-authored with E. A. Jerome. Paper presented to the 23rd Annual Conference of the North American Simulation and Gaming Association at the University of Iowa, Iowa City, Iowa, October 10-12, 1984.

"Rape Crisis Center: An Experiential Exercise in Public Relations." Paper presented to the 23rd Annual Conference of the North American Simulation and Gaming Association at the University of Iowa, Iowa City, Iowa, October 10-12, 1984.

"Advertising Design." Paper presented to the American Marketing Association -- Loyola University Chapter, November 8, 1984.

"Public Relations Education." Paper presented to the Public Relations Society of America -- New Orleans Chapter, December 22, 1984.

"David vs. Goliath: How to Take on the Megabanks and Win." Paper presented to the First National Credit Union Convention and Exposition, Atlanta, Georgia, May 21, 1985.

"48 1/2 Ways to Build Deposits, Loans, and Membership." Paper presented to the First National Credit Union Convention and Exposition, Atlanta, Georgia, May 21-22, 1985.

"Total Concept Marketing." Paper presented to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 23, 1985.

"Advanced Marketing Techniques." Paper presented to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 24, 1985.

"Newsletter Design." Paper presented to the Louisiana Credit Union League National Convention, New Orleans, Louisiana, June 21, 1985.

"Designing Newsletters that Produce Results." Presented to the Florida Credit Union League's Annual Meeting, Orlando, Florida, August 16, 1985.

"Constructing and Evaluating Member Surveys." Presented to the Florida Credit Union League's Annual Meeting, Orlando, Florida, August 16, 1985.

"Developing the Marketing Plan." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 16, 1985.

"Marketing and Promotion in Credit Unions." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 17, 1985.

"Promoting the Credit Union." Paper presented to the Escambia County Credit Union League, Pensacola, Florida, September 30, 1985.

"Newsletter Design." Presented to the league of IBM Employee Credit Unions Fall Conference, Salt Lake City, Utah, October 4, 1985.

"Research for Credit Unions." Presented to the League of IBM Employee Credit Unions Fall Conference, Salt Lake City, Utah, October 4, 1985.

"Marketing -- What's it all About." Presented a paper to the 1986 Midwest Marketing Conference, La Crosse, Wisconsin, February 28, 1986.

"Positioning." Presented a paper to the 1986 Midwest Marketing Conference, La Crosse, Wisconsin, February 28, 1986.

"Total Concept Marketing." Presented a paper to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 22, 1986.

"Advanced Marketing Techniques." Presented a paper to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 23, 1986.

"Advertising Techniques for Credit Unions." Presented a paper to the Oklahoma Credit Union League Marketing Conference, Oklahoma Credit Union League Marketing Conference, Tulsa, Oklahoma, May 27, 1986.

"Public Relations Techniques for Credit Unions." Presented a paper to the Oklahoma Credit Union League Marketing Conference, Oklahoma Credit Union League Marketing Conference, Tulsa, Oklahoma, May 28, 1986.

"Developing the Marketing Plan." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 17, 1986.

"Marketing and Promotion in Credit Unions." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 17, 1986.

"Marketing in the 1990's." Paper presented to the Credit Union National Association Second Annual Conference, Anaheim, California, October 28, 1986.

"Marketing Credit Unions to Young Adults." Presented a paper to the Louisiana Credit Union League Youth Marketing Conference, New Orleans, Louisiana, February 20, 1987.

"Managerial Communication Problems." Presented a paper to the Florida Credit Union League Mid-Management Conference, West Palm Beach, Florida, March 19-20, 1987.

"Total Concept Marketing." Presented a paper to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 27, 1987.

"Advanced Marketing Techniques." Presented a paper to the Credit Union Management Institute, Louisiana Credit Union League, McNeese State University, Lake Charles, Louisiana, May 28, 1987.

"Are You Shooting in the Dark?" Co-authored with Marie A. D. Mancuso. Fall, 1987 issue of the Florida Credit Union News.

"Developing the Marketing Plan." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 14, 1987.

"Marketing and Promotion of Credit Unions." Paper presented to the Florida Credit Union League, Florida State University, Tallahassee, Florida, September 15, 1987.

"Using Research to Develop Communications." Paper presented to the Michigan Credit Union League, East Lansing, Michigan, October 28, 1987.

"Using Marketing Research for Credit Unions." Paper presented to the Credit Union Executive Society, Orlando, Florida, March 16, 1988.

"Careers in Public Relations." Presented to the Public Relations Student Society of America {PRSSA}, March 1988.

"Practical Marketing Research Techniques for Credit Unions." Credit Union National Association Marketing Conference. Orlando, Florida, May 11, 1988.

"Global Banking—the Use of the Internet, Telecommunications, and Two-Way Television/Telephone Banking/Automated Teller Machines to Alleviate Building Banking Branches." Proceedings of the Fifth American University in Cairo Research Conference, Cairo, Egypt, March 1998.

"Development of the First Course Work Graduate Program in Public Relations and Advertising in Australia." Proceedings of the First International Interdisciplinary Public Relations Research Conference, PRSA Educators Academy, University of Maryland, Maryland, June 1998.

"The Egyptian Banking System is on the Way to Being Privatized—A Marketing Perspective." Proceedings of the Globalization of Business Conference, Gazimagusa, North Cyprus, November 19-21, 1998.

"Leadership and the Communication Concept." 4th International Student Leadership Conference, Cairo, Egypt, February 13, 1999.

"When Companies are Privatizing, Training Employees is Imperative – A Marketing Approach." Sixth AUC Research Conference, The American University in Cairo, Cairo, Egypt, March 21-23, 1999.

"The Lack of Marketing Managers in Egypt." Business Research Yearbook, International Academy of Business Disciplines, Chicago, Illinois, March 25-28, 1999.

"Bridging Public Relations in the Department of Management and the Department of Communications: The First Attempt of Such a concept in Egypt." Public Relations Society of America Educators Academy, College Park, Maryland, June 18-20, 1999.

"The Use of Business Intelligence in Egypt." The American Society for Competitiveness Conference, Atlanta, Georgia, October 20-23, 1999.

"The Advertising Industry in Egypt has a Dual System of both Government Owned and Operated Advertising Agencies and Private Sector Advertising Agencies – The Problems that Exist in Such a System." Published in the proceedings of the International Association of Business Disciplines and presented at the IABD Conference, Las Vegas, Nevada, March 29 – April 2, 2000.

"How the European Union is Helping Small Advertisers to Successfully Compete in Egypt." 2000 Conference on Global Competitiveness, The American Society for Competitiveness, Atlanta, Georgia, October 5-7, 2000. {Published in Proceedings.}

"The Dawn of the Mobile Telephone Business in Egypt: A Case for Competition." 2000 Conference on Global Competitiveness, The American Society for Competitiveness, Atlanta, Georgia, October 5-7, 2000. {Published in Proceedings.}

"The Use and Effects of Experiential Learning in Marketing and Management in Egypt." Eight Annual Southwestern Business Administration Teaching Conference, Houston, Texas, October 19-20, 2000. {Published in Proceedings.}

"The Use and Effects of Using Interactive Workshops in Teaching Marketing and Management in Egypt." The 4th International Conference on Creative Teaching, Vienna, Austria, January 3-6, 2001. {Published in Proceedings.}

"E-Commerce: Marketing the Old Fashion Way." The Association of Collegiate Business Schools and Programs Conference, New York, New York, June 2001. {Published in Proceedings.}

"How to Obtain Business Alliances and Donations Through Student Internships." ACBSP Region III Annual Meeting, Hickory, North Carolina, October 12-13, 2001. {Published in Proceedings.}

"Using Experiential Pedagogy to Increase Learning in First Generation College Students." The Ninth Annual Southwestern Business Administration Teaching Conference, Houston, Texas, October 25-26, 2001. {Published in Proceedings.}

"The First Time Use of Experiential Exercises to Train Egyptian Business Owners in Managing Their Businesses." World Association for Case Method Research & Application, Wirtschaftsuniversitat Wien, Vienna, Austria, January 2-5, 2002. {Published in Proceedings.}

"What Claffin University is Doing to Overcome the Challenges of Teaching Business Administration Courses to First Generation College Students from Rural Areas." Lilly Foundation Grant Presentation, The University of Georgia, February 2002. {Published in Proceedings.}

"Marketing the Old Fashioned Way Using E-Commerce." The International Academy of E-Business, Orlando, Florida, April 2002. {Published in Proceedings.}

"Using Case Study Pedagogy to Teach First Generation College Students from Rural Areas Business Administration and Education Courses—A Case Study." Nineteenth International Conference on Case Method Research & Application, The School of Public Administration, Mannheim, Germany, June 2002. {Published in Proceedings.}

"Use of the PDA-Enhancing the Case Study Pedagogy Using New Technology in Business Administration." The 6th International Conference on Creative Teaching, Lucerne, Switzerland, January 3-6, 2003. {Published in Proceedings}

"Use of the PDA-Enhancing the Case Study Pedagogy." Lowcountry Conference on Teaching and Learning in Higher Education, The Citadel, Charleston, South Carolina, May 30, 2003. {Published in Proceedings.}

"Use of Personal Digital Assistants in Teaching Business Courses Using Simulation Technologies." Twentieth World Association for Case Method Research & Application Conference, Bordeaux Business School, Bordeaux, France, June 29-July 2003. {Published in Proceedings.}

"Personal Digital Assistant Usage with the Usage of Case Studies." Twentieth World Association for Case Method Research & Application Conference, Bordeaux Business School, Bordeaux, France, June 29-July 2003. {Published in Proceedings.}

"The Case Study Methodology is Adopted for a Small MBA Program – The Outcomes of the Study." Twenty-First International Conference of the World Association for Case Method Research & Case Method Application, UCES-Universidad De Ciencias Empresariales Y Sociales, Buenos Aires, Argentina, July 3-July 7, 2004.

"An Andragogical Approach to Teaching Cases to Business Entrepreneurs." Twenty-First World Association for Case Method Research & Application conference, Puerto Rico, January 2-5, 2005.

"Teaching Minority Entrepreneurs Business Planning Using Andragogy – A Case Study." Twenty-Second International Conference of the World Association for Case Method Research & Case Method Application, Brno, Czech Republic, July 1-5, 2005.

"Understanding the Impact of Natural Disasters on Communities and Minority Business Enterprises and How Universities Can Help," U.S. Department of Commerce Minority Business Development Administration National Convention, New Orleans, Louisiana, June 9, 2006.

"Using the Case Study Teaching Methodology To Bring Back New Orleans After Hurricane Katrina," Twenty-Third International Conference of the World Association for Case Method Research & Case Method Application, Brisbane, Australia, July 2-6, 2006.

"Etiquette Makes a Powerful Business Tool," National Public Radio's Direct Marketing National Convention, New Orleans, Louisiana, July 26-29, 2006.

Mancuso, Louis C. & Smith, Larry D. Teaching Minority Undergraduate Students Entrepreneurial Business Planning Concepts Using Andragogy and Service Learning – Short-Term Successes. Twenty-Fourth International Conference of the World Association for Case Method Research & Case Method Application, Lucca, Italy. January 2007. {Published in Proceedings.}

Mancuso, Louis C., Smith, Larry, D., Harms, Craig, & Latta, Michael. Seeking Student Learning in Integrated Simulations. Association of Marketing Theory and Practice. Panama City, Florida. April 2007. {Published in Proceedings.}

Mancuso, Louis C. & Smith, Larry D. A Step-by-Step Practicum for Developing a Live Case Study in Marketing Strategy. International Conference of the World Association for Case Method Research & Case Method Application, Guadalajara, Mexico, July 2007. {Published in Proceedings.}

Mancuso, Louis C., Smith, Larry, D., Domke-Damonte, Darla, Keels, J. Kay, Latta, Michael, & Mitchell, Mark A. Have Your Business Students Got Game? Simulations and Active Learning in Business Schools. Southeastern Chapter of the Institute for Operations Research and the Management Sciences. Myrtle Beach, South Carolina, October 2007. {Published in Proceedings.}

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. Teaching Minority Undergraduate Students Entrepreneurial Business Planning Concepts Using Andragogy and Service Learning. Fifteenth Annual Southwestern Business Administration Teaching Conference. Houston, Texas, October 24-26, 2007. {Published in Proceedings.}

Mancuso, Louis C. & Smith, Larry D. Using Case Studies to Enhance Entrepreneurship In Bring Back New Orleans to Pre-Hurricane Katrina Conditions, ACT 11 – 11th Creative Teaching Conference, Munich, Germany, January 3-6, 2008. {Published in Proceedings.}

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. Using the Andragological and Wervice Learning Outcomes for Undergraduate Students – Some Learning Successes. Teaching Economics 19th Annual Conference 2008, Robert Morris University, Pittsburgh, Pennsylvania, February 2008. {Published in Proceedings.}

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. *A Review of the Results of Using Andragological and Service Learning Teaching Methodologies with an Atypical Population – Minority Undergraduate Students at a Historically Black College or University*, The International Journal of Development Studies, Vol. VI/No.2, June 2008, pp 67-72.

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. *The Results of Teaching Minority Undergraduate Minority Undergraduate Students Entrepreneurial Business Concepts Using Andragogy and Service Learning*. Journal of Urban Education. Fall 2008

Mancuso, Louis C. The Effects of Hurricane Katrina on New Orleans Three Years Later, SE Informs (Southeastern Chapter – Institute for Operations Research and the Management Sciences, October 2008.

Mancuso, Louis C. New Orleans Thirty Six Months After Hurricane Katrina, WACRA (The World Association for Case Management Research and Application), Sedona, Arizona, January 3-7, 2009.

Alijani, Ghasem S., Omar, Adnan, Mancuso, Louis C., and Victor, Tiffiney. Study of Motivating Factors in Online Advertising, Southwest Decision Sciences Institute – Fortieth Annual Conference, Oklahoma City, Oklahoma, February 24-28, 2009.

Mancuso, Louis C., Alijani, Ghasem S., Kwun, Obyung, Smith, Larry D. Successful Outcomes of Teaching Minority Undergraduate Students Entrepreneurial Business Planning concepts Using Andragogy and Service Learning, Allied Academies International Conference, New Orleans, Louisiana, April 8-10, 2009. {Published in Proceedings and won the Distinguished Research Award. This paper will be published in the Journal of Entrepreneurship Studies.}

Mancuso, Louis C. and Smith, Larry D. The Case Study Teaching Methodology is Helping to Rebuild New Orleans After Hurricane Katrina. The World Association for Case Method Research & Application (WACRA 2009), Vancouver, B.C., Canada, June 28-July 1, 2009.

Alijani, Ghasem S., Mancuso, Louis C., Kwun, Obyung, Omar, Adnan. Effectiveness of Online Advertisement Factors in Recalling a Product, Allied Academies International Conference, July 31, 2009. {Published in Proceedings and won the Distinguished Research Award from the Academy of Marketing and will be published in its journal.}

Kwun, Obyung, Mancuso, Louis, and Alijani, Ghasem. Background of Small Business in New Orleans, Louisiana Post-Hurricane Katrina Showing the Importance of Government Grants and the Dissatisfaction with Grants, SE Informs (Southeastern Chapter – Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 1-2, 2009.

Keynote Addresses

“Promotion Techniques.” Presented the keynote address to the Credit Union National Association National Convention, New Orleans, Louisiana, May 20, 1986. {This conference received top honors from the American Society of Association Executives.}

“Image.” Presented the keynote address to the league of IBM Credit Unions Spring Conference, May 24, 1986.

“Advertising and Public Relations Techniques.” Presented the keynote address to the Southeast Credit Union Conference, New Orleans, Louisiana, July 6, 1987.

“The Future of the Middle East.” Five Points Rotary Club, Columbia, South Carolina, May 2002.

“Predicting What will Happen in the Middle East as it Concerns Certified Financial Planners.” Certified Financial Planners Meeting, Charleston, South Carolina, June 2002.

Reader/Referee

Named a Reader/Referee for the Association for Business Simulation and Experiential Learning which was held at the University of Colorado, Denver, Colorado, April 12-14, 1978.

Named a Reader/Referee for the Association for Business Simulation and Experiential Learning which was held at Arizona State University, Phoenix, Arizona, April 1982.

Named a Judge for the Public Utilities Communicators Association 1984 PUCA Better Communications Contest. This is the nations' oldest advertising competition, December 13, 1983.

Named a Discussant for the Southern Management Association in the areas of Career and Social Issues, Orlando, Florida, November 15-16, 1985.

Named a Judge for the Bria Student Advertising Contest, Sydney, Australia, November 1996.

Named a Judge for the International Advertising Association Contest, Cairo, Egypt, February 1998.

Named Reader/Referee for The 7th International Conference on Creative Teaching, Bordeaux, France, 2003

Named Reader/Referee for the Twenty-First World Association for Case Method Research & Application conference, Puerto Rico, 2005.

Named Reader/Referee for the Twenty-Second International Conference of the World Association for Case Method Research & Case Method Application, Brno, Czech Republic, 2005.

Named Reader/Referee for the Twenty-Third International Conference of the World Association for Case Method Research & Case Method Application, Brisbane, Australia, July 2-6, 2006.

Named Reader/Referee for the International Conference of the World Association for Case Method Research & Case Method Application, 2006 to Present.

Named Reader/Referee for the SE Informs (Southeastern Chapter – Institute for Operations Research and the Management Sciences Conference, October 2006.

Editor

Editor - International Journal of Case Method Research & Application, 2007.

Site Chairperson

Named Site Chairperson for the Association for Business Simulation and Experiential Learning Conference held in New Orleans, Louisiana, April 18-20, 1979.

Named Site Chairperson for the Advertising Club of New Orleans' Career Day Seminar held at Loyola University, New Orleans, Louisiana, April 15, 1983.

Named Site Chairperson for the Advertising Club of New Orleans's Career Day Seminar held at Loyola University, New Orleans, Louisiana, March 30, 1984.

Major Grants

Awarded a Danforth Foundation Grant in December 1974, to present a Workshop on Computer Simulation Gaming at Xavier University. December 3 and 14, 1974.

Awarded an Advanced Institutional Development Program Grant of \$230,000.00 in July 1975. Received an additional \$200,000.00 in July 1976.

Selected to participate in the Conference on Businesses' Role and Responsibility in Modern Society sponsored by the Graduate School of Arts and Sciences of Catholic University and the Graduate School of Business of Columbia University. The Conference, which was made possible by a grant from the General Electric Foundation, was held from August 3-14, 1975, on the campus of Catholic University, Washington, D.C.

Awarded in October 1977, by the Procter and Gamble Fund, moneys to build a television production facility for the Marketing area of Xavier University.

Awarded from the Greater Lake Charles Chamber of Commerce, funds to build a Focus Group Research Laboratory in June 1980.

Received funds from Mr. Andrew Phelan and Martin Marietta Aerospace for general funding of the Advertising and Public Relations areas at Loyola University. April 1983.

In April 1983, received grant money for "The Uses of Micro-Computers in Schools and Departments of Journalism and Mass Communications throughout the United States" from the Loyola University Committee on Grants and Leaves.

In November 1996, received two full-fee paying graduate scholarships from the NRMA - Australia.

In November 1997, received a grant from the American University in Cairo to build the first academic Focus Group Room in the Middle East.

In November 1999, received a grant from the American University in Cairo to build the first Egyptian Computer Simulation in Advertising and Marketing.

In December 2001, received a grant from Zeus Corporation for \$10,000 to aid in the development of the MBA Program.

In February 2005, received a grant from Ford Partnership for Advanced Studies Program.

In July, 2005, received a grant from the Bernstein Financial Group.

In July 2006, received a grant from the Alliance Bernstein Financial Group.

In April 2009, received a grant from Hancock Bank.

In April 2009, received a grant from Walgreens.

In April 2009, received a grant from the SUNO Foundation.

In April, 2009, received a grant from Harrah's Hotel.

Fellowship

Received a National Urban League Summer Fellowship from New York Life Insurance Company, from June 9 - July 19, 1975, in New York, New York.

Column

A monthly column was written for the Southwest Louisiana Growth, Greater Lake Charles Chamber of Commerce, Lake Charles, Louisiana. The column dealt with such topics as advertising, marketing, sales, public relations, and marketing research.

Editor

Performed editorial work for the national headquarters of the Volunteers of America, New Orleans, Louisiana.

"Journal for Case Method Research and Application."

Major Television Interview for News Special

Various Marketing Techniques Used to Entice Consumers to Purchase Products during the Christmas Season, November 26, 2003, WCIV-TV Channel 4 ABC News, Charleston, South Carolina.

Board of Director

- Association for Business Simulation and Experiential Learning, 1978 - 1980.
- The Advertising Club of New Orleans, 1984 - 1986. Also named Vice-President--Programs in July 1985.
- The Rotary Club of Summerville, 2004-2005.

Memberships

American Marketing Association
American Advertising Federation
Rotary Club of Summerville, Board Member
World Association for Case Method Research & Application

Other Activities

Private Pilot

Louis C. Mancuso, Ph.D.
P.O. Box 1061
Harvey, LA 70059-1061, USA
803.917.1491
E-mail: Lman454574@aol.com

References

Richard Alan Nelson, Ph.D., APR
President, International Management Development Association (IMDA,
<http://www.imda.cc>)
Editor, *Journal of Promotion Management* and *Journal of Website Promotion*
Professor of Mass Communication and Public Affairs
Manship School of Mass Communication
Office: 246 Hodges Hall
Mail: 211 Journalism Building, Fieldhouse Drive
Louisiana State University
Baton Rouge, LA 70803-7202 USA
Phone: 225-578-6686 Fax: 225-578-2125
Email: Rnelson@LSU.edu
Webpage: <http://richardnelson.netfirms.com>

Professor Larry Smith
Graduate Professor of Business
Charleston Southern University
Charleston, SC
ldsmith@csuniv.edu
912.656.4139
(Larry Smith is easier to reach via email.)

Vincent J. Spiziri
Managing
Bernstein Financial Group
Dallas, Texas
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Charlotte Bernard
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L O U I S I A N A S T A T E U N I V E R S I T
Y
A N D A G R I C U L T U R A L A N D M E C H A N I C A L C O L L
E G E

Manship School of Mass Communication
Baton Rouge, Louisiana 70803-7202

(225) 578-6686

FAX (225)

578-2125

7 September 2005

RE: Dr. Louis Mancuso

TO WHOM IT MAY CONCERN:

This is a formal letter of support in behalf of Dr. Louis Mancuso. Currently he is on the faculty at Xavier University in New Orleans as a full Professor holding the Conrad N. Hilton Endowed Professorship of Entrepreneurship. However, given the devastation of Hurricane Katrina, Xavier is closed and the uncertainty over its reopening has forced him into the job market. Having known Louis for a number of years through attendance at international conferences, I can speak knowledgeably about his abilities and background. The remarks contained herein are also based on subsequent continuing contact and reading of his published scholarship.

In a nutshell, the essential considerations in whether or not an institution should make an investment in an important hire involve the candidate's leadership in his field and overall excellence as a scholar. Placement at an advanced rank is generally based on achievements which (1) warrant recognition for the scholar, (2) make a real social contribution, and (3) reflect well on the university's national/international reputation. Connected with these are the questions of whether the scholar hired also is someone other faculty can respect, trust, and enjoy working with.

Fortunately, on all counts above, I feel that Dr. Mancuso would make a great hire for you. Louis comes from a marketing management perspective and has a solid educational and professional background. His skills translate easily between business and academics, and he's a very experienced researcher and consultant. As you can see from his vitae, he has worked at high levels in the U.S. and abroad. He is particularly experienced in international business and contract administration, has excellent programmatic leadership skills, and is active in writing successful grant proposals. In addition, Louis overcame a divorce, reestablished his scholarly credentials and has a research agenda that is proving fruitful.

Dr. Mancuso is a big guy who communicates extremely well and is very comfortable in a variety of settings—from smaller interpersonal to larger lecture formats. As his student evaluations attest, he is very effective in the classroom at whatever he undertakes and is able to develop rapport in a multicultural environment. The portfolios of his students are filled with examples of quality work he encouraged them to generate.

As you can see from my marks above, I think very highly of Dr. Mancuso. My experience has also shown Professor Mancuso to be an ethical and capable person whose word is reliable. This interpersonal aspect is particularly important to me because so much of faculty quality of life depends on day-to-day interaction with the colleagues in one's program.

Dr. Mancuso, of course, represents himself better than I do. So I encourage you to give serious consideration to Louis's application by inviting him in for an interview.

Cordially,

Richard Alan Nelson, Ph.D., APR

President, International Management Development Association (IMDA, <http://www.imda.cc>)

Past President, International Academy of Business Disciplines (IABD, <http://www.iabd.org>)

Editor, *Journal of Promotion Management* and *Journal of Website Promotion*

Professor of Mass Communication and Public Affairs

Manship School of Mass Communication

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Baton Rouge, LA 70803-7202 USA

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Fax: 225-578-2125

Email: Rnelson@LSU.edu

P.S. If you want to review my qualifications to make this recommendation, please look at the biographical details posted on my personal website at <http://richardnelson.netfirms.com>.

Vincent J. Spiziri
Managing Director

September 21, 2005

RE: Letter of Recommendation for Dr. Louis C. Mancuso

To Whom It May Concern:

This letter is to support Dr. Mancuso's application for either an academic and/or administrative position with your university. Having provided a grant to the Xavier University Entrepreneurship Institute, Bernstein Investment Research and Management is very impressed with Xavier University, and in particular, the Entrepreneurship Institute.

Under Dr. Mancuso's leadership, the Institute conducted seminars on Real Estate, as well as Entrepreneurship as it applies to Biotechnology. These seminars featured outstanding professionals, which included a mortgage banker from Chicago, a leasing expert from Charleston, and a real estate firm providing free training for the Louisiana Real Estate Examination. The Biotechnology seminar featured a biotech professional that has built an excellent business and is considered one of the "outstanding stars of commerce" in Louisiana.

Being a member of Xavier University's Business Advisory Council, I have worked with Dr. Mancuso in helping students succeed in their endeavors. His ability to transform average students into outstanding budding professionals is apparent. Under his tutelage, and for the first time in Xavier's history, a student team competed in the Ford Business Plan Classic, and was in the top five for this competition. Dr. Mancuso also developed a Students In Free Enterprise Club (SIFE) at Xavier and his team won the Rookie of the Year Award.

In summary, Dr. Mancuso is both an outstanding academic and an excellent administrator.

If you have any questions, please feel free to contact me.

Sincerely,



Vincent J. Spiziri
Managing Director

September 20, 2005

To Whom It May Concern:

I have worked as a colleague with Louis Mancuso for nearly five years. I first met him at Charleston Southern University where he taught successfully in the School of Business. The courses he taught were generally in the area of marketing, entrepreneurship, and management. Shortly after his arrival at Charleston Southern, he was promoted to the directorship of the Evening College. He was known to the students as a source of help and encouragement, and to faculty as a valued colleague professionally and personally. I performed some of the technical support for Blackboard and other distance learning initiatives. In doing so, I viewed much of his pedagogical materials and was impressed with the clarity of the material he used in teaching.

After Dr. Mancuso left to take the endowed chair at Xavier, I continued to perform some technical assistance duties through a consulting arrangement with Xavier. Dr. Mancuso again used his skill to build an entrepreneurial program that caught the attention of many promising undergraduate and graduate students. His teams of competitive students ranked nationally in various contests.

Without reservation I would recommend Dr. Mancuso to you in any of the areas mentioned above. I consider him to be a source of valuable information and valuable contacts. Although his academic record speaks for itself, his desire to be of service institutionally and professionally distinguishes further his professional skill set. He possesses a most unique ability to positively motivate students. Please feel free to contact me if you need additional specific information.

Sincerely,

Prof. Larry D. Smith
School of Business
Charleston Southern University
9200 University Blvd.
Charleston, SC 29423
ldsmith@csuniv.edu
843 863 7532
800 864 3710 cell
803 943 0045 fax

Louis C. Mancuso, Ph.D.

Teaching Philosophy

A person who chooses to be a college professor must possess the Help Concept. The college professor possessing the Help Concept must make sure the student is learning and has the ability and strength to help the student learn. The college professor must also help the student in taking theory and putting it into practical terms. The college professor must help himself/herself remain current in his/her chosen field of study.

Learning happens everyday. Academic study, news media, personal observations, and shared experiences all have the potential to provide different methods of learning. While each individual student has a unique learning style, the role of the college professor is to be cognizant of class diversity, combine the overall needs of the class into an effective method of instruction, and foster an environment of further explanation and understanding.

For university students, an education should involve active learning. By extending the classroom beyond the campus, a business education should infuse real-world applications to the academic disciplines and provide students with a firm foundation for their chosen careers.

Class discussions of current events, case studies, and experiential learning help students reason and think critically, both individually and in group settings. These discussions present situations and outcomes most students have never dealt with, and plant seeds for individual reflection and consideration.

Individual and group projects will involve observing and gathering information from business people and other sources to demonstrate how course-work applies in the "real world." Students in my classes will be challenged to bring their new and existing knowledge and share it with their colleagues, through formal presentations and informal discussions.

Provided with ample time and the appropriate guidance, college students should be able to write a comprehensive paper and deliver an engaging presentation. In my classes, students uncomfortable with their abilities will be provided with ample opportunities, classroom instruction, and personal feedback to help develop these skills.

The college professor must maintain and keep abreast of new thoughts and concepts in his/her field so that he/she can help the student and allow the student to be on the cutting edge of theory and practical application.

Louis C. Mancuso, Ph.D.

Summary – Courses Taught and Student Evaluations

Courses taught:

Principles of Marketing
Integrated Marketing Communications
Personal Selling
Sales Force Management
Advertising
Public Relations
Marketing Research
Introduction to Entrepreneurship/Intrapreneurship
Organization and Operation of a Small Business
Business Communications

Student Evaluations – Over the last five years I have been honored to receive the 'Outstanding Professor Award' three times.

Louis C. Mancuso, Ph.D.

Summary – Research Interests

Advertising: Since October 2005, the business model for advertising has changed significantly since the invention of the Video I Pod. The advertising business model will have to change from the linear approach of advertising today to a more circular approach. My research is tracking new advertising models as they evolve and what effects it will have on the industry and consumers.

Sales: When training students and sales professionals, what short-term and long-term effects will occur when a sales laboratory is introduced?

Andragogy: When training students in experiential courses, what effects does the application of andragogy have to student outcomes both in the short- and long-term.

Louis C. Mancuso, Ph.D.
Professor of Marketing
Department of Business Entrepreneurship
College of Business & Public Administration

Summary of Published Works

Books and Chapters in Books

BROADEC: A Computer Simulation Game in Broadcast Economics. New Orleans, Louisiana: The Oak Press, 1975.

The Development of a Broadcast Production, Broadcast Management and Marketing Curriculum. Edited by Elizabeth T. Wood, AIDP MODEL PROJECTS 1977-1978, U.S. Office of Education, Washington, D.C., 1979.

The Broadcast Management Simulation. New Orleans, Louisiana: The Marathon Press, 1992.

Customer Attitudinal Research into Trading Hours in the ACT. Canberra, Australia: Q Research and Marketing, 1995.

Customer Attitudinal and Marketing Research for CPS Financial Services. Canberra, Australia: CPS, 1996.

The Australian Capital Territory Landscape Design Study. Canberra, Australia: The Australian Capital Territory Government Council, 1997.

Accelerated Private Sector Led Export Oriented Economic Growth, International Management and Marketing Improvement (IMMI). Cairo, Egypt: Institute of International Education, Development Training 2 Project, under the management of USAID, 1998. {Won an Exemplary Award from USAID for this work.}

The Training Needs Assessment for Growth Through Globalization {GTG—0264}. Under SO I, Accelerated Private Sector Led Export Oriented Economic Growth, International Management and Marketing Improvement (IMMI), Part II Selection of Universities and Plan of Action. Cairo, Egypt: Institute of International Education, Development Training 2 Project, under the management of USAID, 1999.

Consumer Attitude Study and the Development of a Strategic Marketing Plan for the Middle East, Cairo, Egypt: US Wheat Associates, 2000.

Computer Program

The Questionnaire Package. Co-authored with Marguerite Saachs. New Orleans, Louisiana: The Oak Press, 1985.

Published Proceedings

Mancuso, Louis C. "The First Time Use of Experiential Exercises to Train Egyptian Business Owners in Managing Their Businesses." World Association for Case Method Research & Application, Wirtschaftsuniversitat Wien, Vienna, Austria, January 2-5, 2002. {Published in Proceedings.}

Mancuso, Louis C. "What Claflin University is Doing to Overcome the Challenges of Teaching Business Administration Courses to First Generation College Students from Rural Areas." Lilly Foundation Grant Presentation, The University of Georgia, February 2002. {Published in Proceedings.}

Mancuso, Louis C. "Marketing the Old Fashioned Way Using E-Commerce." The International Academy of E-Business, Orlando, Florida, April 2002. {Published in Proceedings.}

Mancuso, Louis C. "Using Case Study Pedagogy to Teach First Generation College Students from Rural Areas Business Administration and Education Courses—A Case Study." Nineteenth International Conference on Case Method Research & Application, The School of Public Administration, Mannheim, Germany, June 2002. {Published in Proceedings.}

Mancuso, Louis C. "Use of the PDA-Enhancing the Case Study Pedagogy Using New Technology in Business Administration." The 6th International Conference on Creative Teaching, Lucerne, Switzerland, January 3-6, 2003. {Published in Proceedings}

Mancuso, Louis C. "Use of the PDA-Enhancing the Case Study Pedagogy." Lowcountry Conference on Teaching and Learning in Higher Education, The Citadel, Charleston, South Carolina, May 30, 2003. {Published in Proceedings.}

Mancuso, Louis C. "Use of Personal Digital Assistants in Teaching Business Courses Using Simulation Technologies." Twentieth World Association for Case Method Research & Application Conference, Bordeaux Business School, Bordeaux, France, June 29-July 2003. {Published in Proceedings.}

Mancuso, Louis C. "Personal Digital Assistant Usage with the Usage of Case Studies." Twentieth World Association for Case Method Research & Application Conference, Bordeaux Business School, Bordeaux, France, June 29-July 2003. {Published in Proceedings.}

Mancuso, Louis C. "The Case Study Methodology is Adopted for a Small MBA Program – The Outcomes of the Study." Twenty-First International Conference of the World Association for Case Method Research & Case Method Application, UCES-Universidad De Ciencias Empresariales Y Sociales, Buenos Aires, Argentina, July 3-July 7, 2004. {Published in Proceedings.}

Mancuso, Louis C. "An Andragogical Approach to Teaching Cases to Business Entrepreneurs." Twenty-First World Association for Case Method Research & Application conference, Puerto Rico, January 2-5, 2005. {Published in Proceedings.}

Mancuso, Louis C. "Teaching Minority Entrepreneurs Business Planning Using Andragogy – A Case Study." Twenty-Second International Conference of the World Association for Case Method Research & Case Method Application, Brno, Czech Republic, July 1-5, 2005. {Published in Proceedings.}

Mancuso, Louis C. "Understanding the Impact of Natural Disasters on Communities and Minority Business Enterprises and How Universities Can Help," U.S. Department of Commerce Minority Business Development Administration National Convention, New Orleans, Louisiana, June 9, 2006. {Published in Proceedings.}

Mancuso, Louis C. "Using the Case Study Teaching Methodology To Bring Back New Orleans After Hurricane Katrina," Twenty-Third International Conference of the World Association for Case Method Research & Case Method Application, Brisbane, Australia, July 2-6, 2006. {Published in Proceedings.}

Mancuso, Louis C. "Etiquette Makes a Powerful Business Tool," National Public Radio's Direct Marketing National Convention, New Orleans, Louisiana, July 26-29, 2006.

Mancuso, Louis C. & Smith, Larry D. Teaching Minority Undergraduate Students Entrepreneurial Business Planning Concepts Using Andragogy and Service Learning – Short-Term Successes. Twenty-Fourth

International Conference of the World Association for Case Method Research & Case Method Application, Lucca, Italy. January 2007. {Published in Proceedings.}

Mancuso, Louis C., Smith, Larry, D., Harms, Craig, & Latta, Michael. Seeking Student Learning in Integrated Simulations. Association of Marketing Theory and Practice. Panama City, Florida. April 2007. {Published in Proceedings.}

Mancuso, Louis C. & Smith, Larry D. A Step-by-Step Practicum for Developing a Live Case Study in Marketing Strategy. International Conference of the World Association for Case Method Research & Case Method Application, Guadalajara, Mexico, July 2007. {Published in Proceedings.}

Mancuso, Louis C., Smith, Larry, D., Domke-Damonte, Darla, Keels, J. Kay, Latta, Michael, & Mitchell, Mark A. Have Your Business Students Got Game? Simulations and Active Learning in Business Schools. Southeastern Chapter of the Institute for Operations Research and the Management Sciences. Myrtle Beach, South Carolina, October 2007. {Published in Proceedings.}

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. Teaching Minority Undergraduate Students Entrepreneurial Business Planning Concepts Using Andragogy and Service Learning. Fifteenth Annual Southwestern Business Administration Teaching Conference. Houston, Texas, October 24-26, 2007. {Published in Proceedings.}

Mancuso, Louis C. & Smith, Larry D. Using Case Studies to Enhance Entrepreneurship In Bring Back New Orleans to Pre-Hurricane Katrina Conditions, ACT 11 – 11th Creative Teaching Conference, Munich, Germany, January 3-6, 2008. {Published in Proceedings.}

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. Using the Andragological and Service Learning Outcomes for Undergraduate Students – Some Learning Successes. Teaching Economics 19th Annual Conference 2008, Robert Morris University, Pittsburgh, Pennsylvania, February 2008. {Published in Proceedings.}

Mancuso, Louis C. The Effects of Hurricane Katrina on New Orleans Three Years Later, SE Informs (Southeastern Chapter – Institute for Operations Research and the Management Sciences, October 2008. {Published in Proceedings.}

Mancuso, Louis C. New Orleans Thirty Six Months After Hurricane Katrina, WACRA (The World Association for Case Management Research and Application), Sedona, Arizona, January 3-7, 2009. {Published in Proceedings.}

Alijani, Ghasem S., Omar, Adnan, Mancuso, Louis C., and Victor, Tiffney. Study of Motivating Factors in Online Advertising, Southwest Decision Sciences Institute – Fortieth Annual Conference, Oklahoma City, Oklahoma, February 24-28, 2009. {Published in Proceedings.}

Mancuso, Louis C. and Smith, Larry D. The Case Study Teaching Methodology is Helping to Rebuild New Orleans After Hurricane Katrina. The World Association for Case Method Research & Application (WACRA 2009), Vancouver, B.C., Canada, June 28-July 1, 2009. {Published in Proceedings.}

Kwun, Obyung, Mancuso, Louis, and Alijani, Ghasem. Background of Small Business in New Orleans, Louisiana Post-Hurricane Katrina Showing the Importance of Government Grants and the Dissatisfaction with Grants, SE Informs (Southeastern Chapter – Institute for Operations Research and the Management Sciences, Myrtle Beach, SC, October 1-2, 2009. {Published in Proceedings.}

Journal Articles (Past two years)

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. *A Review of the Results of Using Andragogical and Service Learning Teaching Methodologies with an Atypical Population – Minority Undergraduate Students at a Historically Black College or University*, *The International Journal of Development Studies*, Vol. VI/No.2, June 2008, pp 67-72.

Mancuso, Louis C., Hardy, Robert D., & Pittman, James E. *The Results of Teaching Minority Undergraduate Minority Undergraduate Students Entrepreneurial Business Concepts Using Andragogy and Service Learning*. *Journal of Urban Education*. Fall 2008

Mancuso, Louis C., Alijani, Ghasem S., Kwun, Obyung, Smith, Larry D. *Successful Outcomes of Teaching Minority Undergraduate Students Entrepreneurial Business Planning concepts Using Andragogy and Service Learning*, Allied Academies International Conference, New Orleans, Louisiana, April 8-10, 2009. {Published in Proceedings and won the Distinguished Research Award. This paper will be published in the *Journal of Entrepreneurship Studies*.}

Alijani, Ghasem S., Mancuso, Louis C., Kwun, Obyung, Omar, Adnan. *Effectiveness of Online Advertisement Factors in Recalling a Product*, Allied Academies International Conference, July 31, 2009. {Published in Proceedings and won the Distinguished Research Award from the Academy of Marketing and will be published in its journal *The Academy of Marketing Journal*.}

Other Intellectual Contributions

Editor – World Association for Case Method Research & Case Method Application, 2000 to Present.

Editor - International Journal of Case Method Research & Application, 2007 to Present.

Recent Awards

Names Outstanding Business Professor at Claflin University in 2002.

Named 'Rookie of the Year Professor for Business' at Xavier University in 2005.

Named Outstanding Educator for the College of Business in 2008.

Southern University at New Orleans named Mentor of the Year in 2009.

College of Business named Outstanding Community Service Person in 2009.

Allied Academies Distinguished Research Award – Entrepreneurship Education, April 2009.

Allied Academies Distinguished Research Award – Direct Marketing, July 2009.

Curriculum vitae for:

Gladys Barrett-Merrick, MSW

5829 Congress Drive
New Orleans, Louisiana 70126
(504) 442-8355c (504) 283-1843h(504) 286-5071W
Gbmerri1@aol.com, gmerrick@suno.edu

Degrees: Masters of Social Work
Southern University at New Orleans
May-1990

Bachelor of Social Work
Southern University at New Orleans
May-1986

Professional Experience:

August, 2007 – Present:

Program Chairperson of BSW Program with administrative oversight and teaching duties.

March, 2003- August, 2007

Assistant Professor for Southern University at New Orleans School of Social Work providing didactic, experiential, role modeling and mentoring methods of teaching to undergraduate students.

March, 2001-Present:

Program Coordinator for the Family Violence Prevention Services Grant providing training to BSW and MSW students to work with African American Women and their Children and other underserved populations.

December, 1996 – June, 2004:

Counselor, Family Service of Greater New Orleans. Served as a group facilitator and counselor for domestic violence perpetrators and survivors (male and females), at risk adolescents and teens. Also provided crisis counseling for individuals, couples and families as appropriate.

August, 2001– October, 2003:

Served as Adjunct Field Instructor at Southern University at New Orleans School of Social Work for BSW and MSW students teaching in the area of Health and mental health.

June 2001 – August 2001:

Associate Director of volunteers for Volunteers of America providing crisis outreach training services to outreach workers to work with community residents affected by "Tropical Storm Allison".

Barrett-Merrick Curriculum Vitae

May, 199 – July, 2000

Crisis Intervention Director for Travelers Aid Society of Greater New Orleans. Planned, organized and managed the delivery of social services to the homeless population of Orleans Parish. Responsible for recruitment, screening and training volunteers for Outreach Programs of the Agency.

October, 1991 –August 2000:

Adjunct Field Supervisor for Southern University at New Orleans School of Social Work. Supervised BSW and MSW student interns.

Specialized Training:

Louisiana State Board Certified Compulsive Gambling Counselor (License # 111) State of Louisiana Office for Addictive Disorders/Addictive Disorder Regulator Authority. (license current until 2009).

Treatment of Compulsive Gamblers, Phases I & II (total of 60 hrs.), St. Paul, Minnesota. Presented by the North American Training Institute, a Division of the Minnesota Council on Compulsive Gambling. 1998

Certificate Basis Compulsive gambling Knowledge. Sponsored by the Council on Compulsive Gambling and New Jersey compulsive Gambling Counselor Certification Board. 1996

Certificate/Compulsive Gambling I. Sponsored by the Texas Council on Problem and Compulsive Gambling of Dallas, Texas. 1996

Certificate/AAS Certification Site Examiner Workshop. Sponsored by the American Association of Suicidology. - 1995

Related Professional Experiences: Grants and Program development:

“Information and Referral” for Social Services Agencies: (1999) – Sponsored by Volunteer and Information Agency COPELine Program

“Compulsive Gambling – 101” (2000) – Sponsored by Volunteer and Information Agency COPELine Program.

Developed and implemented a “Counselor’s Advisory” Program for the Volunteer and Information Agency’s COPELine staff and volunteers.

Developed and wrote grant proposal for Problem Gambling Hotline for Volunteer and Information Agency COPELine Program and Program was funded by the Department of Health and Hospital ‘s Office of Mental Health the amount of \$300,000 for a three (3) year period.

Barrett-Merrick Curriculum Vitae

Developed and wrote an emergency preparedness manual entitled; "COPELine Emergency Preparedness and Activation Procedure". (1992)

"Domestic Violence Conference" (2003) – sponsored by Southern University at New Orleans School of Social Work Family Violence Prevention Services Program.

"Empowering African American Women Impacted By Domestic Violence: From Heartaches to Happiness" (2007) – Sponsored by Southern University at New Orleans School of Social Work Family Violence Prevention Services Program.

Publications and Presentations:

Barrett-Merrick, G. (1996). A brief look at telephone crisis intervention. NASW Louisiana Chapter News .July: vol.

LeBan, L. & Barrett-Merrick, G. (2007). A guide to combating adolescent and teen Suicide: extending the CATS Program. [In progress]

"Domestic Violence" From The Grant To The Publication" SUNO Faculty Development Seminar - November 17, 2006

"Are You A Compulsive Gambler?" - February 11, 2007 - Jefferson Adult Day Care Center

"Sexual Harassment" – What All Employees Should Know" - Job 1 Staff - May 18, 2007

Pathological/Problem Gambling – "Persistent and Recurring Maladaptive Gambling Behavior" – June, 2007

Gambling 101- "Stages and Categories of Gambling" – July, 2007, Jefferson Parish Human Service Authority Outreach Program.

"Anger Management" – Strategies for Handling Your Anger – Federal Probation and Parole, Eastern District – May, 2007

"Family Violence" – A Training Module for BSW/MSW Social Work Students – July, 2008 – SUNO School of Social Work.

"Facts about Suicide and Depression in the Elderly" - September 6, 2007 - SUNO School of Social Work BECCI Program

2008 Updates:

"Forensic Social Work (FSW): Interface between Social Work and the Law. SUNO School of Social Work Community Resource Center (CRC) Workshop, June 20, 2008.

"Power and Control in an Abusive Relationship", June 28, 2008 – Crisis Institute of Mediation, Intervention, and Training.

"Family Violence" – A Training Module for BSW/MSW Social Work Students – July 11, 18, & 25, 2008 – **SUNO School of Social Work.**

"Anger Management", A Life Skill Presentation – July, 2008 – Federal Probation and Parole, Eastern District.

"What is a Good Relationship", August 18, 19, & 21, 2008 – Crisis Institute of Mediation, Intervention and Training

"Anger Management" – Fan The Flame or Lower The Heat – September 10, 2008 – Federal Probation and Parole, Eastern District

Conferences attended:

American Association of Suicidology: April, 2004

National Association of Social Work, April, 2004

National Association of Forensic Social Work – April 2004

Louisiana Coalition Against Domestic Violence – September, 2004

American Association of Suicidology: April, 2005

National Association of Social Work, April, 2005

National Association of Forensic Social Work – April 2005

American Association of Suicidology: April, 2006

National Association of Social Work, April, 2006

National Association of Forensic Social Work – April 2006

Pathological Gambling Disorder, January, 2007

Pathological Gambling Disorder, January, 2007

Community Development, February, 2007

HIPPA Laws, March, 2007

Mobilizing to End Domestic Violence in the African American Community, March, 2007

40 Years of Suicide Prevention: Moving Forward with Education and Training, April, 2007

Social Work and the Law: Promoting the Vision and Leadership in Forensic Social Work, April, 2007

2008 Updates:

Baccalaureate of Social Work Program Directors (BPD) Conference – March 2-5, 2008

Peer Educators Leadership Summit on Suicide Prevention – April 2, 2008

HBCU National Resource Center Lonnie E. Mitchell 2008 Conference – April 3-5, 2008
LaHEC Professional “Development Summit Addressing Substance use in Collegiate
Communities– June 12-13, 2008

Professional Memberships:

National Association of Social Work (NASW)
American Association of Suicidology (AAS)
Louisiana Coalition Against Domestic Violence (LCADV)
National Association for Compulsive Gambling (NACG)
Baccalaureate of Social Work Program Directors (BPD)

Honors:

Certificate for Funded Proposal, Presented by Southern University at New Orleans Academic
Affairs and Office of Grants and Sponsored Programs – August, 2007

2008 Updates:

Certificate for Funded Proposal, Presented by Southern University at New Orleans Academic
Affairs and Office of Grants and Sponsored Programs – August, 2008

Certificate for Submitted Proposal, Presented by Southern University at New Orleans Academic
Affairs and Office of Grants and Sponsored Programs – August, 2008

Curriculum Vitae

Harry J. Doughty, Sr., GSW/MSW

5243 Sandhurst Drive

New Orleans, LA. 70126

(504) 241-3153 (Home) (504) 430-4664 E-Mail: HDoughty@SUNO.Edu

Louisiana State Board of Social Work Examiners # 4682

Education:

Southern University at New Orleans, A. A., Substance Abuse Prevention Program, 1979.

Atlanta University School of Social Work, MSW. 1974, Atlanta, GA.

Grambling State University (nee Grambling College), B. A. Pre-Social Work, 1968, Grambling, LA.

2003 – Present: Assistant Professor, Southern University at New Orleans School of Social Work.

Duties and responsibilities include cross curricula teaching at the graduate and undergraduate levels. Primary areas of teaching are Direct Services, Children, Youth and Families and Health/Mental Health. Serve as Chairperson, MSW Admissions Committee (2007) and as a member of several School of Social Work committees, student advisor and other duties as assigned. Serve as a member of the University's Strategic Planning committee and involved with several other campus wide activities. Areas of professional interest are: African-American veterans combat related stress, other forms of trauma and substance abuse education, prevention and treatment.

November 1979 – September 2001, Team Leader, Veterans Resource Center, Department of Veterans Affairs Medical Center, New Orleans, LA

As one of the founding team leader of 91 Readjustment Counseling Service's (RCS) Vet Centers nation-wide, initial involvement included identification of an inner-city location and the hiring of staff. These centers, now numbering over 240, were initially designed to provide readjustment counseling services exclusively Vietnam era veterans and their significant others. The target population was subsequently broadened to include all pre and post Vietnam combat veterans. Major responsibilities included overall administrative and supervision of staff, volunteers and students interns. Coordinated community outreach efforts with local, state, and federal agencies personnel, supervised intake/assessment procedures, treatment plan development and referrals. Other

duties included community linkage through presentations to various community groups and networking with other service providers. Other duties included oversight clinical responsibilities for centers located in nine southeast region states and coordinated the development of 10 nation-wide pilot vet centers with expanded range of services. Other assigned duties included acting associate national director, RCS national headquarters, Washington for extended periods. A significant portion of this assignment required answering Congressional inquires on behalf of their veteran constituents.

In addition to the above full time employment, other professional experience includes:

August 1996 – May 2001, Field Instructor, Department of Vocational Rehabilitation, Southern University, Baton Rouge, LA

August 1992 – May 2001 – Field Instructor, School of Social Work, Louisiana State University, Baton Rouge, LA

August 1988 – May 2001, Field Instructor, School of Social Work, Southern University at New Orleans

August 1982 – May 2001, Field Instructor, School of Social Work, Tulane University, New Orleans, LA

September 1980 – May 2001, Field Instructor, Drug Treatment Program, Southern University at New Orleans.

2001 – 2003: Semi-Retired from the Department of Veterans Affairs. During this period, I taught a mini-graduate course, Southern University at New Orleans School of Social Work, fall 2002. I also volunteered to develop a one – year funded (\$250,000.00) Welfare to Work Proposal sponsored by the City of New Orleans for Southern University at New Orleans School of Social Work.

September 2000 – May 2001, Adjunct Field Faculty Member, School of Social Work, Southern University at New Orleans

September 1982 – May 2003, Adjunct Faculty Member, Alcohol and Drug Training Program, Southern University at New Orleans

August 1996 – December 1996, Adjunct Faculty Member, School of Social Work, Southern University at New Orleans

April 1976 – November 1979, Assistant Coordinator/Community Service Specialist, Outpatient Drug Treatment Program, Department of Veterans Affairs Medical Center, New Orleans, LA

Major duties included intake/assessment and treatment planning with veterans on an out patient Methadone Maintenance program. A major portion of this position also included weekly individual and group counseling sessions with both drug free and opiate dependent veterans. This position also required frequent interactions with various community agencies as a part of the overall treatment plans including discharge planning. As assistant coordinator, major responsibilities included supervision of professional and para-professional, social work interns and VA Work Study students. Other responsibilities included ensuring compliance with federal and state dispensing guidelines for Methadone and other medications as well as the Joint Commission on Hospital Accreditation.

January 1975 – April 1976, Assistant Coordinator/Veterans Assistance Counselor, Outpatient Drug Treatment Program, Department of Veterans Affairs, New Orleans, LA

Major duties included intake/assessment and treatment planning with veterans on an out patient Methadone Maintenance program. A major portion of this position also included weekly individual and group counseling sessions with both drug free and opiate dependent veterans. This position also required frequent interactions with the Department of Veterans Affairs Regional Office that determines various benefits for all veterans including but not limited to educational, medical, housing, pension and compensation benefits. As assistant coordinator, major responsibilities included supervision of professional and para-professional, social work interns and VA Work Study students. Other responsibilities included ensuring compliance with federal and state dispensing guidelines for Methadone and other medications as well as the Joint Commission on Hospital Accreditation.

Summers, 1977 – 1980, Adjunct Faculty Member, Xavier University, New Orleans, LA

September 1979, Adjunct Faculty Member, Loyola University Summer Institute, New Orleans, LA

January 1976 – May 1976, Adjunct Faculty Member, St. Mary's Dominican College, Evening Division

September 1974 – January 1975, Clinical Social Worker, Inpatient Drug Treatment Program, Department of Veterans Affairs Medical Center, New Orleans, LA

Major duties included intake/assessment and treatment planning with recently admitted veterans on a 20 bed unit. A major portion of this position also included daily group counseling sessions, weekly individual sessions, discharge planning, community linkage prior to discharge and attendance at weekly clinical and administrative staff meetings.

Master's of Social Work Field Placement:

August 1973 – March 1974 (Second Year Block Placement) Economic Opportunity (EOA) Atlanta, Inc. Atlanta, GA

This was an Administrative, Planning and Organization (APO) placement that included the development of a youth directory for the City of Atlanta, and the development and implementation of a Vietnam veterans outreach program funded by the National League of City/U. S. Conference of Mayors. The proposal for the veterans outreach program was conceived and developed as a group project in a Social Work Administration class taught by the National Urban League Regional Director and Economic Opportunity Atlanta executive director. This placement also required regular attendance and monitoring of various policies during the state's legislative sessions.

January 1973 – March 1973 (First Year Block Placement) VA Medical Center, Atlanta, GA

In this placement, I was awarded a first year student VA inception stipend and served on the admissions unit, a medical/surgical and tuberculosis wards. As an admissions unit intern, was involved with intake/assessment of veterans seeking inpatient and outpatient medical care and made referrals to the appropriate medical units. As an intern on a high turn over medical /surgical Unit, my primary duties included discharge planning, consultations with the medical staff, patients, family members and community resources. This internship also required frequent discharge planning to nursing homes and other facilities. As an intern on the long term tuberculosis ward, my duties included In depth assessments of patients, many of whom were alcohol dependent. Had an opportunity to develop a daily group that focused on the education of the disease, prevention in spreading the disease and the importance of medical adherence.

**Curriculum Vitae
Harry J. Doughty, page 5**

July 1974 – September 1974, Food Stamp Quality Assurance Officer, U. S. Department of Agriculture Regional Office, Atlanta, GA

Major duties included weekly visits to selected food stamp recipients in ten southeast states to ensure compliance with national food stamp guidelines. A major portion of this position required visits to various agencies and institutions which food stamps recipients conducted various business transactions.

May 1974 – July 1974, Director, City of Atlanta Summer Food Program, Economic Opportunity Atlanta, Inc., Atlanta, GA

Major duties included overall administrative responsibilities and supervision of personnel at 122 summer food sites throughout Metropolitan Atlanta. A significant portion of this position required weekly meetings with personnel from the sponsoring agency, the U. S. Department of Agriculture.

December 1970 – August 1972, Social Work Associate, Mental Hygiene Clinic, Martin Army Hospital, Ft. Benning, GA

Served as a member of a multidisciplinary team that addressed various psychological and related problems of military personnel in general and returning Vietnam soldiers in particular. Conducted intake/assessment on new referrals to the team experiencing combat and other war zone related trauma and stress, as well as those with marital problems, alcohol and drug other related problems. Referrals were made to the team's psychiatrist and or social worker for a more in depth assessment and treatment plan. Consulted with other mental hygiene personnel, unit commanders and others and conducted assessment for continuous suitability for military duty.

Other duties included assignment as a member of the military personnel dependents' unit. A major portion of this assignment included intake/assessment of family members and development of individual treatment plans. Consulted with other unit clinical personnel, attended weekly administrative and clinical staff meetings and served as liaison for enlisted men and the professional staff (officers).

February 1970 – October 1970, Social Work Associate, Mental Hygiene Clinic, United States Army, Republic of South Vietnam

Conducted intake/assessment on all new referrals experiencing combat and other war zone related trauma and stress, as well as those with marital problems, alcohol and drug other related problems. Referrals were made were made to the

staff psychiatrist and or social worker for a more in depth assessment and treatment plan. Consulted with other mental hygiene personnel, unit

commanders and others concerning diagnoses, conducted assessment for continuous suitability for duty in a combat zone.

August 1968 – June 1969, Senior Residence Counselor, Office of Economic Opportunity, Job Corps Center, Poland Springs, ME

Major duties included weekly orientation for new arrivals, including psychological and aptitude tests for placement purposes. Conducted weekly individual and group counseling sessions, consulted weekly with other direct service personnel and faculty members. Other duties included coordination of weekly off campus end of orientation activities.

Part Time Paid Experience:

October 1973 – May 1974, Evening Residence Counselor, South-Side Comprehensive Medical Center, Atlanta GA

Duties included evening supervisor of alcohol dependent individuals residing in a Half-Way house. A major portion of the duties included individual and group counseling sessions, supervision in dispensing prescribed medication and mandatory attendance at evening Alcoholic Anonymous meetings.

Military Service:

U. S. Army, June 1969 – August 1972, attained the rank of Specialist E-5. Awards include: the Bronze Star Medal for Meritorious Service, the Army Commendation and the Combat Medic Badge (First Award), Republic of Vietnam, 1969 and 1970, the Vietnam Campaign Medal with 1960 Device, 2 O/S Bars, Vietnam Service Medal with 3 Bronze Stars, Sharpshooter (Rifle M-14) the Good Conduct Medal (First Award), the 101st Airborne Unit Citation, Martin Army Hospital Unit Citation and the National Defense Service Medal.

Community Activities:

Volunteered, St. Mary's Academy Annual Golf Tournament, May 2009.

Presenter: Overview of School of Social Work (Recruitment) to McNair Scholars, one of these students completed a mental health internship with a member of the School of Social Work faculty, Summer 2009. Xavier University of Louisiana, New Orleans, LA, April 2009

**Curriculum Vitae
Harry J. Doughty, page 7**

Participated in a "Yes We Can " All Male Forum on Crime and Murder Prevention, Walter L. Cohen Senior High School, New Orleans, spring 2009.

Attended several meetings of Hope VI- C. J. Peete Housing Redevelopment Committee, 2008 - 2009.

Participated during the Orleans Parish PM High School Career Day Program, April 2008.

Served as an Orleans Parish Civil District Court juror, April 2008.

Volunteer, State Representative Cedric Richmond's 2007 Reelection Campaign.

Participated in the Orleans Parish PM High School Career Day Program, April 2007.

2007 Participant, Tulane University's Partnership for the Transformation of Urban Communities (PTUC) Institute for the Study of Race and Poverty (IRSP) and Problems of Structural Racism—The Impact on Communities, Especially Those Dealing with Disaster, Rebuilding and Restructuring and Solutions to Structural Racism—Projects and Dismantle Practices Fostering Racialized Poverty.

Summer 2005 to the Present, Chairman of the Board of "Mind, Body and Soul", Inc, a non profit community based organization designed to address various social issues including, but not limited to, substance abuse and related problems.

Fall 2004 – Louisiana's Co-chairman, "Veterans for John Kerry's Presidential Campaign". A major portion of this position involved the coordination of veteran campaign activities on behalf of John Kerry. I was also involved in weekly conference calls with 50 states chairpersons for veteran campaign activities.

Volunteer, U. S. Senator Mary Landrieu's Reelection Campaign, 2002.

Volunteered and authored a \$225,000.00 Welfare To Work Proposal Drug Dependent Women funded by the City of New Orleans in collaboration with Southern University at New Orleans School of Social Work, 2001

1991 – Present, Charter Member, Mayor of New Orleans Military Advisory Committee

Member, National Association for the Advancement of Colored People (NAACP).

Member, National Association of Social Workers (NASW)

Member, State of Louisiana Chapter, National Association of Social Workers

Member, New Orleans Chapter, National Association of Black Social Workers (NABSW)

Member, National Democratic Committee

Former New Orleans Chapter President (8 years) and former National Vice-President (4 years) and Member, Grambling State University Alumni Association.

Former Chairman, New Orleans VA Medical Center's Trauma committee. This effort resulted in perpetual funding of an inpatient treatment program for military and war related traumas.

Former Charter Member, Board of Directors of Louisiana Vietnam Veterans Leadership Program, 1983 – 1985, New Orleans, LA

Former Coordinator (1985-1991) "Black History Month" activities, Department of Veterans Affairs Medical Center, New Orleans, LA

Former Co-Chair, Readjustment Counseling Service's Working Group for Black Veterans, 1982 – 1989, Washington, D. C

Major authored of Readjustment Counseling Service's National Working Group on Black Vietnam Veterans position paper. This position paper resulted in similar papers from other special population groups such as Asian-Pacific Islanders, Native Americans, Hispanics, women and disabled veterans, 1982.

Former faculty member for Readjustment Counseling Service's Regional and National training conferences and seminars, 1979 – 2001

Life Member, Veterans of Foreign Wars (VFW) and Charter Member of the New Orleans Vietnam Veterans Chapter, VFW

Member, American Legion Service Organization

Member, Disabled Veterans of America (DVA)

Charter Member and Treasurer, Reinstated, Clark-Atlanta University's Alumni Association, New Orleans Chapter

Phi Beta Sigma Fraternity, Inc.

Professional Development

Master's of Social Work Fall Orientation, Southern University at New Orleans
School of Social Work, New Orleans, August 2009.

Southern University at New Orleans School of Social Work Community Resource
Center: Children of Color Left Behind And HIV/AIDS New Orleans, LA., June
2009.

Southern University at New Orleans: Make Assessment for Student Success &
SACS Reaffirmation: The Role of Faculty & Staff, New Orleans, LA., April 2009

Southern University at New Orleans School of Social Work Community Resource
Center: Social Work Ethics New Orleans, LA., March 2009

Tulane University's School of Social Work Institute for Psycho-Social Health:
Best Practices in Disaster Mental Health, New Orleans, LA., March 2009.

Southern University at New Orleans School of Social Work Community Resource
Center: Social Work Ethics, New Orleans, LA., March 2009.

African-American Substance Abusers: Victims or Villains? (Co- presenter, MSW
Student), National Association of African-American Studies, Baton Rouge, LA.,
February 2009.

National Annual University Recruitment, Southern University at New Orleans,
February 2009.

Master's of Social Work Spring Orientation, Southern University at New Orleans
School of Social Work, New Orleans, January 2009.

Seminar for Majors, Southern University at New Orleans School of Social Work,
New Orleans, LA., January 2009.

School of Social Work MSW Admissions Procedures, Southern University at New
Orleans School of Graduate Studies 6th Annual Assembly and Orientation Night
New Orleans, September 2008.

Master's Social Work Fall Orientation, School of Social Work, New Orleans
August 2008.

**Curriculum Vitae
Harry J. Doughty, page 10**

LSU Campus-Community Coalition for Change: I attended a two day conference that focused on the prevention of substance abuse on Louisiana's college campuses, Baton Rouge, LA., June 2008.

Co-presenter, Panel Presentation, Forensic Social Work (FSW) Interface between Social Work and the Law, sponsored by Southern University at New Orleans School of Social Work's Community Resource Center, April 2008.

Social Welfare Action Alliance 24th National Conference: Co-presenter, A Day to Remember: Graduate Students' Reaction to Hurricane Katrina, April 2008, Houston, TX.

August 30, 2007 – I attended a Family Violence Prevention Services Program Seminar, "Empowering African American Women Impacted By Domestic Violence: From Heartaches to Happiness", sponsored by Southern University at New Orleans School of Social Work in New Orleans.

June 2007 – I attended a three hour seminar on social work ethics sponsored by Southern University at New Orleans School of Social work.

Spring 2007 – Attended the 9th Annual Dr. Lonnie E. Mitchell National HBCU Substance and Mental Health Conference, March 29 – April 1, 2007, Washington, D. C. as a scholarship recipient.

Fall 2004 – Attended the Annual Gulf Coast Substance Abuse Seminar (November 3 – 5, 2004), Mobile Alabama.

June 25, 2003, Attended the 10th Annual Southeastern Region Conference on "Co-occurring Mental and Substance Abuse-Related Disorders, "Creative Counseling: Influencing Change with Difficult Cases", New Orleans, LA.

June 20, 2003 – Attended the State of Louisiana's Board of Social Work Examiners' "Ethics Update" Seminar, Kenner, LA

Fall 2003 – Attended an all day domestic violence seminar in Metairie, LA.

February 13 – 14, 2003, Attended the Annual Gulf Coast Social Work Conference, Biloxi, MS

January 31, 2003, Attended the Department of Veterans Affairs Integrated Services Network 16 MIRECC's Post Traumatic Stress Disorder Summit Meeting, New Orleans, LA

Curriculum Vitae
Harry J. Doughty, page 11

September 5 – 7, 2001, Attended the Seventh Annual Gulf Coast Conference on the Treatment of Addictive Disorders sponsored by the VA Employee Education System, Biloxi, MS.

July 30, 2001, Attended the Department of Veterans Affairs Integrated Service Network (VISN) 16 MIRRECC's Conference, "Sexual Trauma: An Update on Ethical and Treatment Issues, New Orleans, LA

July 31, 2001, Attended the Department of Veterans Affairs Integrated Service Network (VISN) 16 MIRRECC's "Post Traumatic Stress Disorder Summit", New Orleans, LA

June 25, 2001, Attended the Midwest Association for Professional Education's Conference, "Understanding and Professional Development, New Orleans, LA

August 14, 2001, Attended a seminar on "Ethics and Diagnosis and Treatment of Mental Disorders (DSM-IV and DSM-IV (Text Revised) and Social Work Ethics, Metairie, LA

Achievements and Awards:

Author, School of Social Work Building Proposal: Funded \$1.8 Million, Title III, Summer 2008.

Certificate of Appreciation, Educational Talent Search, Southern University at New Orleans, July 2008

Published Editorial Response, The Times Picayune, New Orleans, LA. June, 2008.

Honorary Member, Phi Alpha Honor Society for Social Work Students, May 2008.

Certificate of Appreciation, Civil District Court for the Parish of Orleans, April 2008.

Certificate of Appreciation, Inaugural Men of Distinction: Stepping Out in Style All Male Fashion Show, Southern University at New Orleans, December, 2007.

Co-authored a student service proposal with emphasis on substance abuse prevention on SUNO's campus, funded, \$204,000.00, 2007-2012, Title III, June 2007.

**Curriculum Vitae
Harry J. Doughty, page 12**

School of Social Work Service Award, Southern University at New Orleans,
April 13, 2007

Published, Editorial Response, The Times Picayune, New Orleans, April 2007.

Published, Editorial Response, The Times Picayune, New Orleans, April 2007.

Authored, School of Social Work "Welfare to Work" Proposal, funded,
\$250,000.00, July 2001.

Department of Veterans Affairs 30th Year Service Pin, 2001

Readjustment Counseling Service Recognition Award, 2001

Readjustment Counseling Service 20th Year Service Pin, 2000

Certificate of Appreciation, State Farm Bayou Classic, 1997

State Farm Bayou Classic Corporate Sponsor Award, 1997

Department of Veterans Affairs 25th Year Service Pin, 1995

Department of Veterans Affairs, 20th Year, Service Pin, 1991

Readjustment Counseling Service 10th Year Service Pin, 1990

Testimony, U. S. Senate Veterans Affairs Committee: Post Traumatic Stress
Disorder (PTSD) services with VA Medical Centers, Washington,
D. C., July 1988

Department of Veterans Affairs 15th Year Service Pin, 1985

Mayor of New Orleans Certificate of Merit, 1986

Louisiana Vietnam Veterans Leadership Award, 1985

Director's Commendation, VA Medical Center, 1985

"KOOL" Civic Achievement Award, 1985

Department of Veterans Affairs 10th Year Service Pin, 1981

**Curriculum Vitae
Harry J. Doughty, page 13**

Testimony, U. S. House of Representatives Veterans Oversight Committee:
Funding of Readjustment Counseling Service, Atlanta, GA, 1981

Grambling State University Distinguished Alumnus Award, 1979

Grambling State University Distinguished Alumnus Award, presented by
National Association of Blacks in Higher Education, Washington, D. C., 1979

Atlanta University Scholastic Scholarship, 1973 – 1974

First Year Graduate Student, Veterans Administration Stipend, Atlanta, GA, 1973

Sperry and Hutchinson Scholastic Scholarship, Grambling College, 1968

Phi Beta Sigma, XI Chapter Distinguished Undergraduate Award, 1968

Admission Standards Proposal Southern University and A & M College-Baton Rouge

The Background

Historically, SUBR has been an open admission institution. The campus instituted moderate admission standards in 2001. Those standards were increased somewhat in 2006. In recent years, the retention and graduation rates of the campus have been problematic. More specifically, retention and graduation rates are major concerns at SUBR and a threat to our survival. We graduate, on average, 30% of our students after 6 years. Our first year to second year retention rate is 68.3%.

The reality we face is that we admit too many severely underprepared students and SUBR for many of them is a revolving door. They incur serious debt and do not earn their degrees. We do not have the resources--human and material--to meet the needs of many of the students who enter SUBR. Indeed, the challenge is not just one for our students. Students, faculty and staff and institutional arrangements play a role in our limited success in retaining and graduating students.

The Proposal

Southern University and A & M College – Baton Rouge (SUBR) proposes to increase its admission standards incrementally over three years: fall 2010, fall 2011 and fall 2012. Students who have already been admitted for fall 2010--and who choose to enroll--will be grandparented into the fall 2010 class.

Required Regents core units will remain at 17.5 for fall 2010 and fall 2011 and increase to 19 in fall 2012 [consistent with Board of Regents (BOR) recommendations for regional institutions].

Allowable developmental courses will change from “up to one” to “none” in fall 2010 and remain as such. This is also consistent with BOR recommendations, although it will be implemented two years early at SUBR.

The minimum overall high school GPA will increase to 2.5 in fall 2010, with a minimum ACT score of 20 remaining as an alternative admission standard. The 2.5 GPA exceeds the BOR recommendation of 2.0 for fall 2012. The minimal ACT score will increase each year--from 20 (in fall 2010) to 21 (in fall 2011) and ultimately to 22 in fall 2012. This will ultimately exceed the BOR recommendation of a minimum ACT score of 2.0.

The Core high school GPA requirement of 2.0 will become effective in fall 2012 (as recommended by the BOR).

Admission exceptions will go from 10% (as it is now) to 9% in fall 2011 and to 8% in fall 2012. This is in line with BOR recommendations.

Rank in class will no longer be considered as an alternative admission criteria effective fall 2010—consistent with BOR fall 2012 recommendations. (See below Table.)

Overview of Three-Year Phased Increase in Admission Standards Southern University and A & M College – Baton Rouge

Academic Term	Regents Core Units	Developmental Courses	Overall HS GPA	ACT	CORE HS GPA	Admission Exceptions
Fall 2010	17.5	0	2.5	OR 20	NA	10%
Fall 2011	17.5	0	2.5	OR 21	NA	9%
Fall 2012	19	0	2.5	OR 22	2.0	8%
Fall 2012 BOR Recommendations	19	0	2.0	OR 20	2.0	8%



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Office of the Chancellor

February 11, 2010

Dr. Kassie Freeman, Interim President
Southern University System Office
4th Floor, J. S. Clark Administration Building
Baton Rouge, La 70813

RE: Cross Enrollment Agreement

Dear Dr. Freeman:

This correspondence comes seeking your endorsement particularly relative to the adoption of Cross Enrollment Agreement(s) applicable to those undergraduate degree-granting institutions that comprise the Southern University and A&M College System.

More specifically, and as marked by a collaborative manner, the campuses of Southern University at Baton Rouge, New Orleans and Shreveport have agreed to enter into an agreement that will afford their students the benefit of accessing the unique offerings of the respective institutions. The agreement further promises to increase the enrollment of member institutions, expand student life experiences, and allow for students to seamlessly transition between campuses.

Therein, please find attached the noted agreements and Cross Registration Form that will serve to advance this level of engagement between campuses. We anticipate the full implementation of these agreements beginning in the Fall 2010 semester.

Again your support is sought, and if you find favor, that of the Southern University Board of Supervisors at the next scheduled meeting.

With warm regards,

Chancellor, Southern University at Baton Rouge



Chancellor, Southern University at New Orleans



Chancellor, Southern University at Shreveport



3050 MARTIN LUTHER KING, JR. DRIVE - SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-6312 - FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #6312
WWW.SUSLA.EDU

CROSS ENROLLMENT AGREEMENT
BETWEEN
Southern University at Shreveport Louisiana (SUSLA)
AND
Southern University New Orleans (SUNO)

- Since it is incumbent upon the institutions of higher learning in the State of Louisiana to serve their clients in an efficient manner, and
- Since higher education budgets are limited and resourceful methods must be found to effect economics without affecting quality, and
- Since the mission of both institutions, Southern University at Shreveport Louisiana (SUSLA) and Southern University New Orleans (SUNO) align with serving the citizens of the State of Louisiana, and
- Since these institution's geographic locations pose challenges for close cooperation, and since technology and distance education will bridge the gap between the two institutions, and
- Since cooperation between SUSLA and SUNO will underscore for the State of Louisiana the importance of higher education interaction, therefore:
- **Southern University at Shreveport Louisiana (SUSLA) and Southern University New Orleans (SUNO) hereby enter into this Cross Enrollment Agreement with the following stipulations:**
 1. A part time student will be eligible to take one course at the Host institution (SUNO) while enrolled full-time at the Home institution (SUSLA).
 2. Both institutions will be responsible for assuring that the student meets all prerequisites for the course(s) approved for cross enrollment
 3. The Home and Host institutions will be identified on the Cross Enrollment Form, which must be completed prior to the student enrolling in the course(s).
 4. A student may not enroll at the Host institution for any on-line course offered at the home institution during the academic semester of the cross enrollment unless the course is full at the Home institution and space is available at the Host institution. Further, if courses offered on-line at the Host institution differ from that offered at the Home institution, students will be permitted to enroll at the Host institution. Exceptions to the policy will require the permission of the Chief Academic Officer of the Home institution.
 5. A cross-enrolled student will follow the academic calendar and academic policies of the Host institution in all matters related to courses at the Host institution. The student will assume responsibility for becoming familiar with the academic calendar and policies of the Host institution.
 6. A cross-enrolled student will be eligible for access to the library at the Host institution.
 7. Parking decals of the Home institution will be honored at the Host institution.
 8. A student will register and pay tuition/fees at the Home institution for course(s) taken at both institutions. The student will then register at the Home institution for the approved course(s) using the Cross Enrollment Form.
 9. A student will pay course fees at the Host institution, e.g., on-line instructional fee, but will pay no application fee or tuition at the Host institution.
 10. Immediately following the 14th day of the semester, officials of the two institutions will exchange lists of students cross enrolled at their institutions along with the course(s) taken. The Host institution will report final grade(s) of cross-enrollment students to the student and to the Registrar of the student's home institution at the end of each semester.
 11. Financial assistance will be awarded by the student's Home institution based on the hours taken at both institutions.
 12. The Host institution will notify the Registrar of the Home institution when a cross-enrolled student withdraws from a class.
 13. Copies of each institution's semester class schedule will be made available to officials of the cooperating institution as soon as the scheduled is published each semester.
 14. This agreement will afford students who do not meet SUNO's direct admission standards an opportunity to enroll in a minimum of 12 credit hours at SUSLA, and the students will be encouraged to transfer formally to SUNO after the Fall semester.
 15. Both institutions will issue appropriate admission statements to the participating students to reflect this intention.
 16. Cross-enrolled students will be eligible for student housing on SUNO campus
 17. This agreement is to be reviewed and evaluated annually.

Signed and agreed to on this _____ day of _____ 2010

Chancellor—Southern University at New Orleans

Chancellor—Southern University at Shreveport Louisiana

President – Southern University System

Chairman –Southern University Board of Supervisors

CROSS ENROLLMENT AGREEMENT
BETWEEN
Southern University at Shreveport Louisiana (SUSLA)
AND
Southern University Baton Rouge (SUBR)

- Since it is incumbent upon the institutions of higher learning in the State of Louisiana to serve their clients in an efficient manner, and
- Since higher education budgets are limited and resourceful methods must be found to effect economics without affecting quality, and
- Since the mission of both institutions, Southern University at Shreveport Louisiana (SUSLA) and Southern University Baton Rouge (SUBR) align with serving the citizens of the State of Louisiana, and
- Since these institution's geographic locations pose challenges for close cooperation, and since technology and distance education will bridge the gap between the two institutions, and
- Since cooperation between SUSLA and SUBR will underscore for the State of Louisiana the importance of higher education interaction, therefore:
- **Southern University at Shreveport Louisiana (SUSLA) and Southern University Baton Rouge (SUBR) hereby enter into this Cross Enrollment Agreement with the following stipulations:**
 1. A part time student will be eligible to take one course at the Host institution while enrolled full-time at the Home institution.
 2. A full time student will be eligible to take two courses at the Host institution which enrolled full-time at the Home institution.
 3. Home institution will be responsible for assuring that the student meets all prerequisites for the course(s) approved for cross enrollment.
 4. The Home and Host institutions will be identified on the Cross Enrollment Form, which must be completed prior to the student enrolling in the course(s).
 5. A student may not enroll at the Host institution for any on-line course offered at the home institution during the academic semester of the cross enrollment unless the course is full at the Home institution and space is available at the Host institution. Further, if courses offered on-line at the Host institution differ from that offered at the Home institution, students will be permitted to enroll at the Host institution. Exceptions to the policy will require the permission of the Chief Academic Officer of the Home institution.
 6. A cross-enrolled student will follow the academic calendar and academic policies of the Host institution in all matters related to courses at the Host institution. The student will assume responsibility for becoming familiar with the academic calendar and policies of the Host institution.
 7. A cross-enrolled student will be eligible for access to the library at the Host institution.
 8. Parking decals of the Home institution will be honored at the Host institution.
 9. A student will register and pay tuition/fees at the Home institution for course(s) taken at both institutions. The student will then register at the Home institution for the approved course(s) using the Cross Enrollment Form.
 10. A student will pay course fees at the Host institution, e.g., on-line instructional fee, but will pay no application fee or tuition at the Host institution.
 11. Immediately following the 14th day of the semester, officials of the two institutions will exchange lists of students cross enrolled at their institutions along with the course(s) taken. The Host institution will report final grade(s) and student withdrawals of cross-enrollment students to the student and to the Registrar of the student's home institution at the end of each semester.
 12. Financial assistance will be awarded by the student's Home institution based on the hours taken at both institutions.
 13. Copies of each institution's semester class schedule will be made available to officials of the cooperating institution once published.
 14. This agreement will afford students who do not meet SUBR's direct admission standards an opportunity to enroll in a minimum of 12 credit hours at SUSLA, and the students will be encouraged to transfer formally to SUBR after the Fall semester.
 15. Both institutions will issue appropriate admission statements to the participating students to reflect this intention.
 16. Cross-enrolled students will be eligible for student housing on SUBR campus
 17. This agreement is to be reviewed and evaluated annually.

Signed and agreed to on this _____

day of _____

2010


Chancellor - Southern University Baton Rouge


Chancellor - Southern University at Shreveport Louisiana

President - Southern University and A&M College System

Chairman - Southern University Board of Supervisors

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

Cross Enrollment Registration Form

Application for: <u>Fall</u>	<u>Spring</u>	<u>Summer</u>	SEMESTER
------------------------------	---------------	---------------	-----------------

(PLEASE TYPE OR PRINT INFORMATION)

1. Name: _____

(Last)
(First)
(Middle)
2. Student ID Number (Home Campus): _____
3. Date of Birth: _____
4. Present Mailing Address: _____

(City)
(State)
(Zip)
(Parish)
5. E-mail: _____
6. Telephone: () _____
7. Sex: Male Female
8. Country of Citizenship: _____
9. Ethnic Group (check only one):
 Black/Non-Hispanic American Indian/Alaskan Native White/Non-Hispanic
 Asian/Pacific Islander Hispanic
10. _____

(Name of High School)
(City, State, Country)
11. Total hours of college credit: _____

1-29
30-59
60-91
92-above
12. Home Institution: () SUBR () SUNO () SUSLA Major: _____
13. () Freshman () Sophomore () Junior () Senior () Graduate
14. Registration for no more than two courses is authorized, except in the case of students enrolled in formal co-operative programs. List course(s) for which you wish to register:

HOME SCHEDULE			HOST COURSE(S)		
Courses Schedule this Semester	Title	Sem. Hrs.	Name of Cross-Enrollment Institution		
Course Prefix and Number			Courses Approved for Cross-Enrollment:		
			Course Prefix	Title	Sem. Hrs.
<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>	<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>
<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>	<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>
<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>	Total Credit Hours <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>		
<input style="width: 100%;" type="text"/>		<input style="width: 20px;" type="text"/>	STUDENT PAID FOR _____ SEMESTER HOURS AT HOME INSTITUTION WHICH ALLOWS STUDENTS TO REGISTER FOR _____ SEMESTER HOURS AT HOST INSTITUTION.		
Total Credit Hours		<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/>			

15. Have you previously attended Southern University-Baton Rouge? () Yes () No
 If yes, give first semester enrolled _____ Last semester enrolled _____
16. Have you previously attended Southern University at New Orleans? () Yes () No
 If yes, give first semester enrolled _____ Last semester enrolled _____
17. Have you previously attended Southern University at Shreveport Louisiana? () Yes () No
 If yes, give first semester enrolled _____ Last semester enrolled _____
18. Are you a candidate for a degree this semester? () Yes () No

I authorize Southern University/Baton Rouge/New Orleans/Shreveport to furnish a copy of my final grades to my Home institution for purpose of posting to my permanent academic record at the end of the term.

Student Signature Date

The above named student has my permission to enroll in the course(s) listed on this registration form or as a co-operative enrollment student for the semester requested.

ADMISSION DECISION - DO NOT WRITE BELOW THIS LINE				
APP TYPE	COLLEGE	YR	CURRIC	AD CODE
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

Home Campus Registrar Date

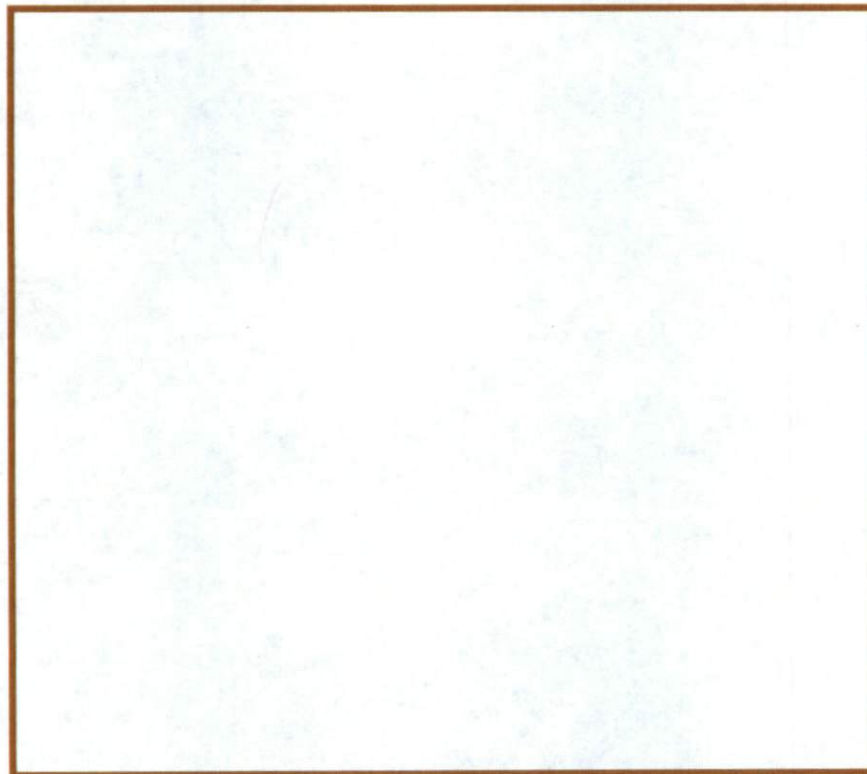
Academic Affairs (if necessary) Date

Southern University and A&M College System

eLearning

Distance Education

Online Course Offerings



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Southern University and A&M College System

eLearning, Distance Education, Online Course Offerings

The Southern University System is committed to maximizing learning opportunities for all of its constituents and stake holders by providing effective, efficient, and cooperative utilization of eLearning and Distance Education technologies. The SU System must attract its share of Louisiana students, both traditional and non-traditional, who want to benefit from online education. To do so, we must ensure that we are ready to offer online courses and online programs that are aligned with SACS and BOR guidelines for quality distance learning programs; that faculty are adequately trained and certified; that course offerings are properly aligned and redesigned; and that each campus of the SU System has the technology required to support electronic delivery. Therefore, the Southern University System is conducting a comprehensive assessment of the assets and needs of each campus relative to electronic learning. This assessment will include, but is not limited to, the following:

- review of campus guidelines, policies, procedures and handbooks on eLearning, Distance Education, and Online Course Offerings
- review mission statements on eLearning, Distance Education and Online Course Offerings
- number of faculty trained/certified to teach online
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- number of courses *projected* to be offered in Summer and Fall 2010, and Spring 2011
- listing of courses and programs offered online
- number of students enrolled in online courses during Fall 2009 and Spring 2010
- budget needs for increasing online delivery of courses and/or programs to include the following:
 - course development/redesign
 - instructional materials
 - websites for electronic-based and distance learning delivery
 - faculty training/certification
 - technology needs
- assessment of existing technology

Online Programs and Course Offerings

The campuses of the SU System offer two graduate degree programs and three undergraduate degree programs online. SUBR offers the Master of Science degree in Rehabilitation Counseling. SUNO offers the Master of Arts degree in Museum Studies along with the Bachelor of Science degree in General Studies, Criminal Justice, and Early Childhood. More than 3,000 students across the SU System are taking more than 261 unduplicated courses that are offered online.

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Southern University and A&M College System

eLearning, Distance Education, Online Course Offerings

Certification and Training

Even though each campus has faculty who have received some training in online delivery, SUSLA leads the System in the number of faculty who have been certified by Quality Matters, with 30 full-time and 10 adjunct faculty having Quality Matters certification. Quality Matters is a faculty-centered, peer review process designed to certify online courses and components. Quality Matters has national recognition for its peer-based approach to quality assurance and continuous improvement in online education. The Louisiana Board of Regents recognizes and encourages Quality Matters certification.

Next Steps

This comprehensive assessment is only the *beginning of the process* of providing a quality, coordinated program of eLearning and Distance Education across the S U System. The SU System, in collaboration with the campuses, will determine what eLearning and Distance Education will look like across the System. At the conclusion of this process, the Southern University System will have:

- Strategic Plan for eLearning and Distance Education
- a System policy on eLearning and Distance Education
- a mechanism for coordinating electronic offerings across the campuses of the SU System
- identified best practices for electronic delivery
- common core course offerings online and available to students across SUS
- reviewed Occupational Forecast data for program expansion
- determined faculty development needs
- increased the % of faculty with Quality Matters certification
- provided training opportunities for all faculty interested in teaching online
- addressed technology needs to support electronic delivery
- determined budgetary needs to support a System-wide coordinated eLearning and Distance Education program


Additionally, the SU System understands the importance of enhancing the opportunities for adult learners in Louisiana to obtain a college degree. Therefore, the SU System is working to become a member of the Center of Adult Learning in Louisiana (CALL) initiative and identify programs that can be offered on a fast track. The SUBR School of Nursing is preparing a proposal to offer the ADN to BSN degree through CALL, beginning in December 2010. Other campuses are looking at programs that can fit into the CALL initiative

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Southern University and A&M College System

eLearning, Distance Education, Online Course Offerings

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM



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SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM



SUBR SUNO
 SUSLA
SULC SUAREC

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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

Online Degree Programs
Southern University and A&M College
MS in Rehabilitation Counseling
Southern University at New Orleans
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MA in Museum Studies

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

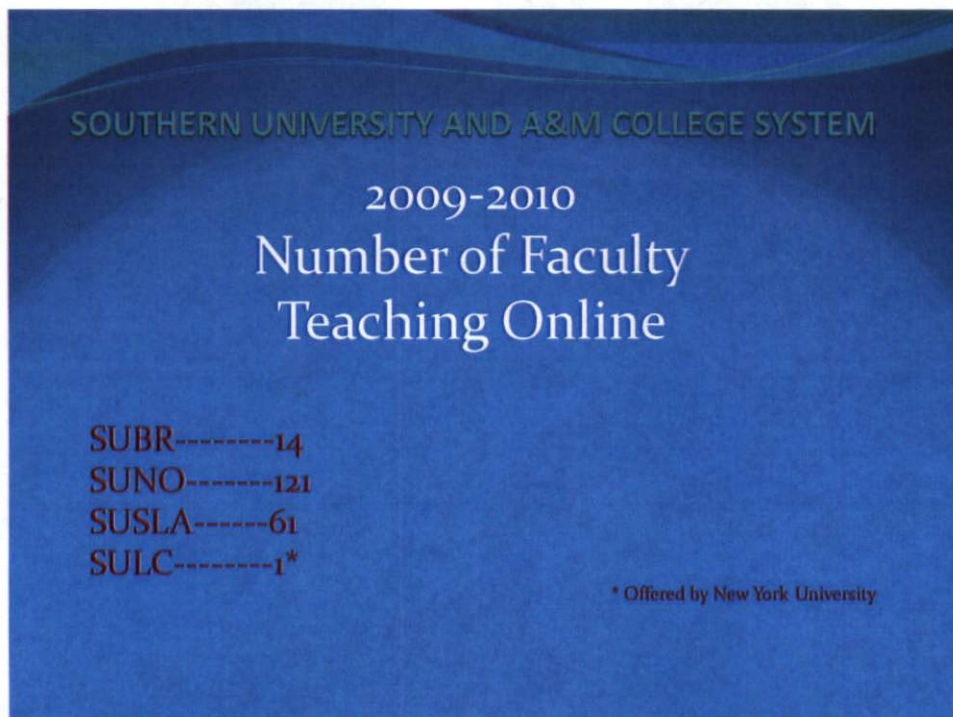
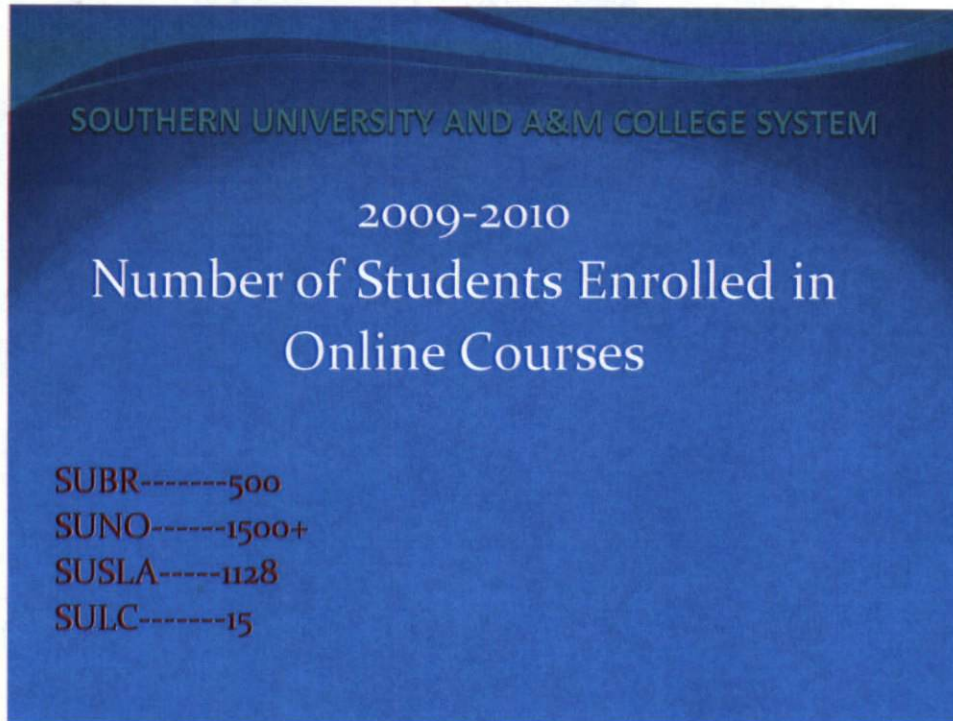
2009-2010
Number of
Online Course Offerings

SUBR-----	26
SUNO-----	183
SUSLA-----	50
SULC-----	2*

* Offered by New York University

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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings



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Southern University and A&M College System

eLearning, Distance Education, Online Course Offerings

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

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SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

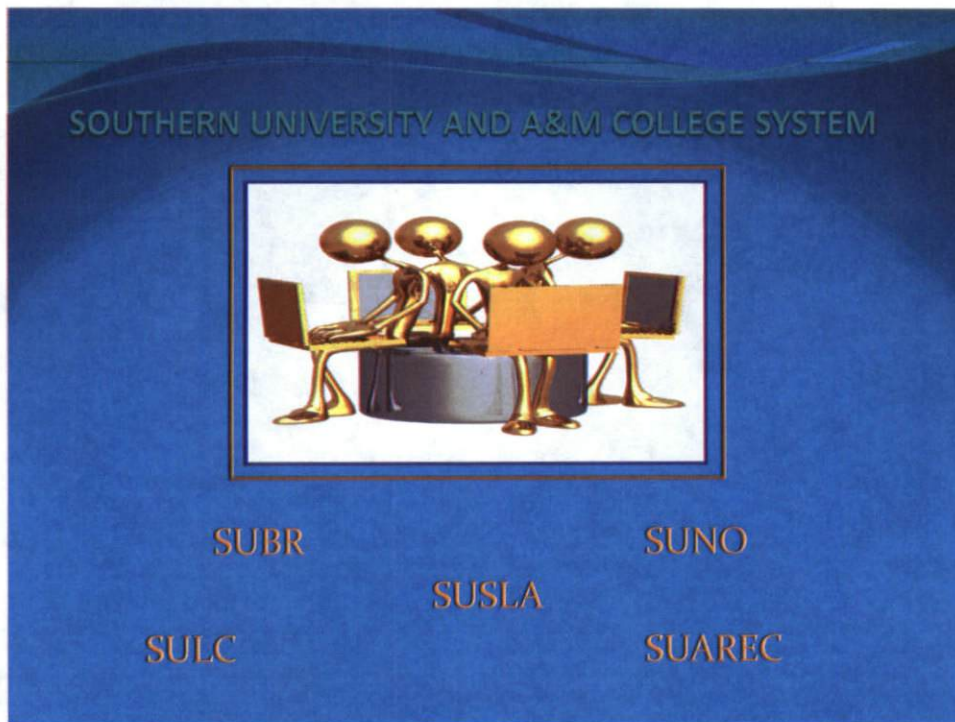
Next Steps

- determined budgetary needs to support a System-wide coordinated eLearning and Distance program
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- system-wide technology assessment
- determine budget needs

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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings



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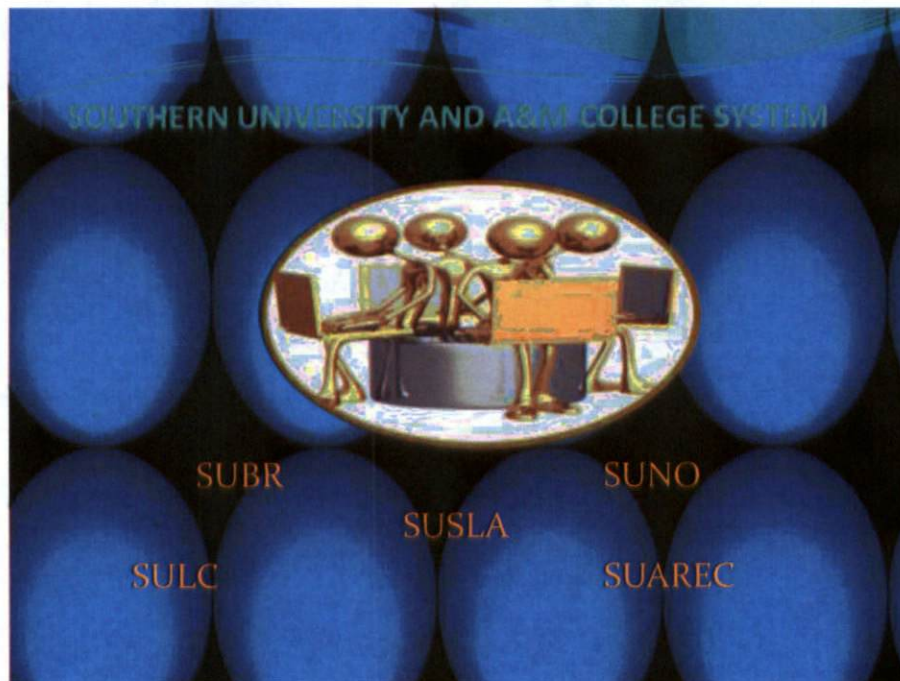
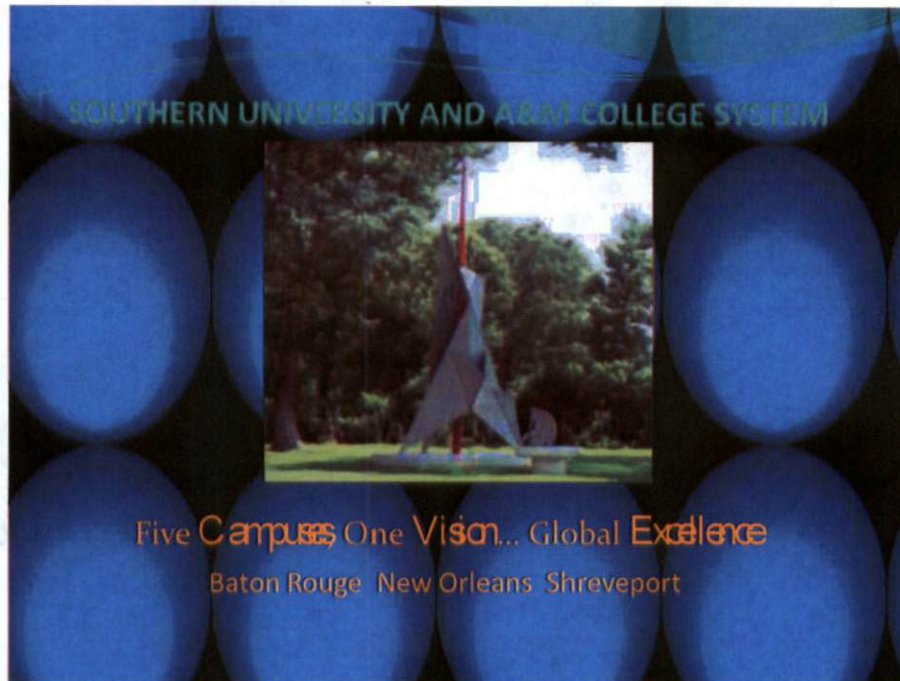
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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings



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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

Online Degree Programs

Southern University and A&M College
MS in Rehabilitation Counseling
Southern University at New Orleans
BS in General Studies
BS in Criminal Justice
BS in Early Childhood
MA in Museum Studies

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

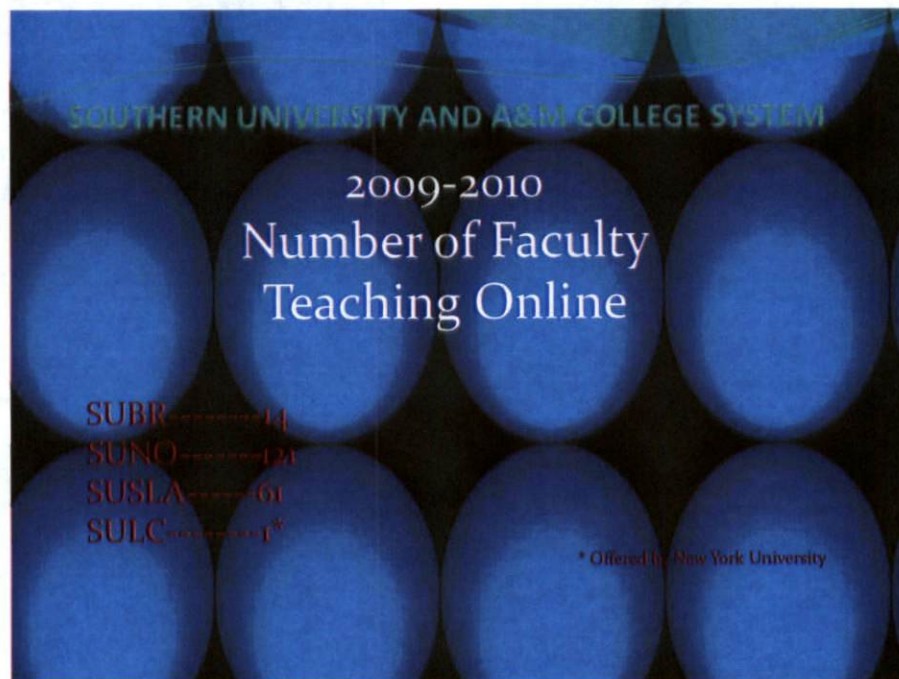
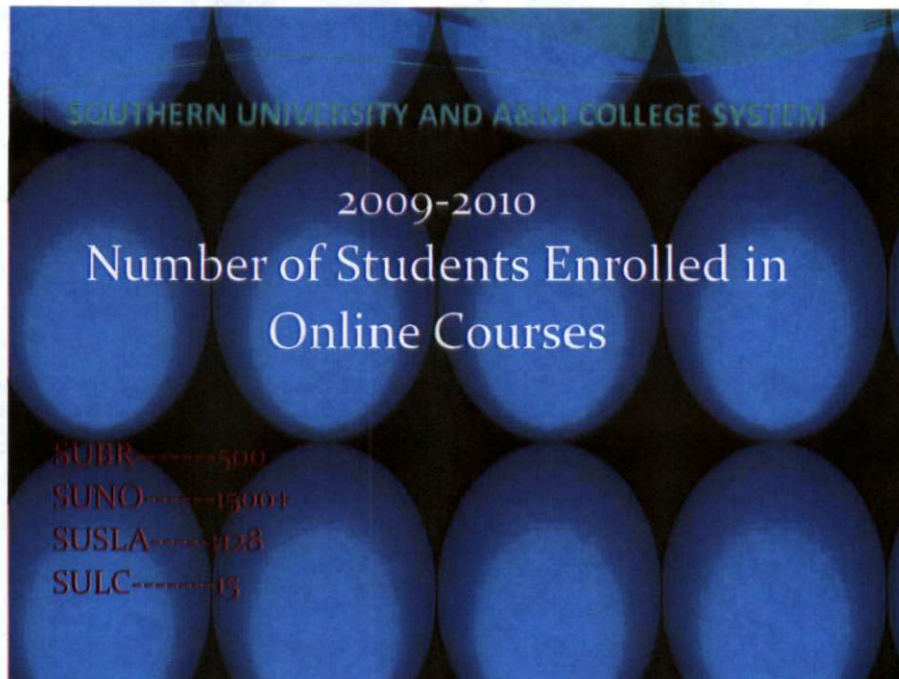
2009-2010
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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings



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Southern University and A&M College System

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SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

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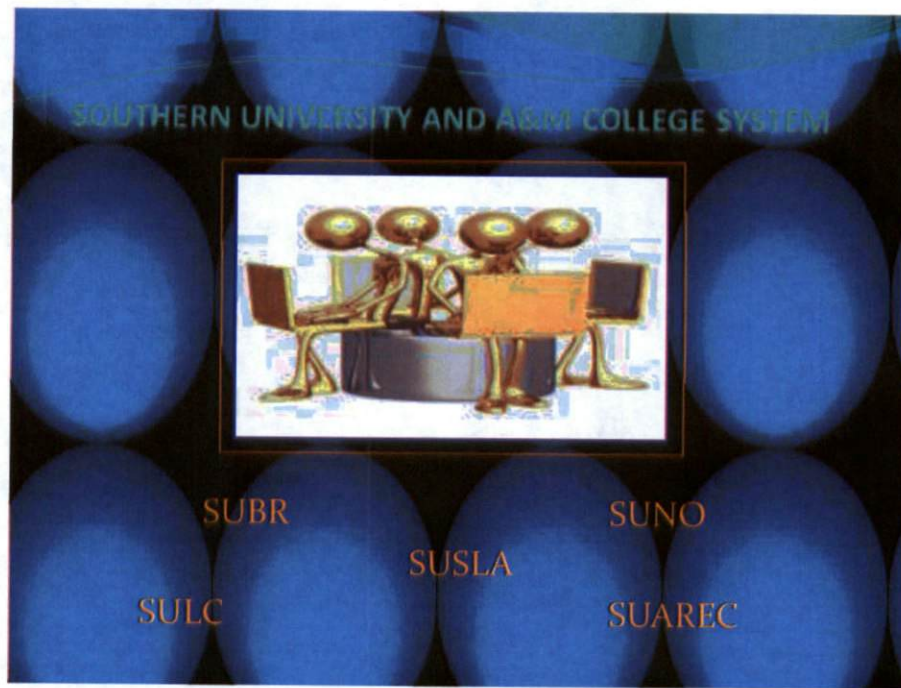
SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

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Southern University and A&M College System
eLearning, Distance Education, Online Course Offerings



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PROPOSED ADMISSION CRITERIA
SOUTHERN UNIVERSITY AT NEW ORLEANS
FALL 2011

In-State and Out-of-State High School Students/Home Schooled Students

Criteria 1-Unconditional Admission

- Completion of Louisiana Board of Regents' high school core curriculum;
- Minimum ACT score 19
- Minimum GPA of 2.3 on a 4.0 scale

Early Admission

The university provides an early admission program for outstanding high school students who demonstrate potential to do college-level work. Applications for early admission should be submitted during the junior year along with high school transcripts and ACT or SAT scores. Students must have completed a minimum of 16 units from the LA Board of Regents' high school core curriculum from an accredited or state-approved high school; high-school grade point average of 3.2 or better; and an ACT score of 22.

Louisiana Board of Regents: Office of Academic & Student Affairs
PROPOSED MINIMUM ADMISSION STANDARDS for FIRST-TIME FRESHMEN, 4-YEAR

Admission* to 4-Year Universities Current: 2009-10 thru 2011-12		Admission* to 4-Year Universities <i>Proposed: Fall, 2012</i>	
<i>Curriculum</i>	Regents' Core: 17½ units (see table on back)	<i>Curriculum</i>	Regents' Core: 19 units (see table on back)
AND		AND	
<i>Minimum HS GPA</i>	Minimum overall HS GPA: 2.0 Flagship & Statewide	<i>Minimum HS GPA</i>	Minimum overall HS GPA: 2.0 Flagship, Statewide & Regional *NEW*
AND		AND	
<i>Remedial Courses Needed</i>	Developmental Courses Needed: Flagship : 0 Statewide & Regional : ≤1	<i>NO Remedial Courses Needed</i>	Minimum ACT subscore: English ≥ 18; Math ≥ 19 *NEW* Flagship & Statewide effective 2012, Regional effective 2014 Students enrolling in summer for the specific purpose of satisfying the English/math college-level readiness requirement may be admitted for the following fall as a freshman (not transfer) student, if college eligible.
AND <u>ONE</u> of the FOLLOWING		AND <u>ONE</u> of the FOLLOWING	
<i>HS GPA</i>	Overall HS GPA – 3.0 – Flagship Overall HS GPA – 2.5 – Statewide Overall HS GPA – 2.0 – Regional	<i>HS Core GPA</i>	GPA on the <u>CORE</u> –3.0 – Flagship GPA on the <u>CORE</u> –2.5 – Statewide GPA on the <u>CORE</u> –2.0 – Regional *NEW*
Or	OR	Or	OR
<i>ACT</i>	ACT Composite—25 – Flagship ACT Composite—23 – Statewide ACT Composite—20 – Regional	<i>ACT</i>	ACT Composite—25 – Flagship ACT Composite—23 – Statewide ACT Composite—20 – Regional
Or	OR	* NOTE: The requirements listed on this table are the Board of Regents' minimum standards for regular admission to a four-year (Flagship; Statewide; or Regional) university. Check with the specific institution for additional information, as some have adopted or may choose to adopt additional requirements for admission.	
<i>Rank in Class</i>	HS Grad Rank—10%—Flagship HS Grad Rank—25%— Statewide HS Grad Rank—50%— Regional		
<i>% Admission Exceptions Allowed</i>	Flagship—5%; Statewide—7%; Regional—10% calculated as percentage of the entering freshman class	<i>% Admission Exceptions Allowed</i>	Flagship—4%; Statewide—6%; Regional—8% calculated as percentage of the <i>previous year's</i> entering freshman class *NEW*

Two-Year institutions are open admission for students with: a diploma from a BESE-approved high school, or GED or its equivalent, or appropriate score on an Ability to Benefit test.

Admission* to 4-Year Universities, Current [Regents Core & TOPS Core]		Admission* to 4-Year Universities, 2012 [Regents Core, Fall 2012]	
4 ENGLISH	- English I, II, III, and IV	4 ENGLISH	- English I, II, III, and IV
3 MATH	- Algebra/Applied Algebra 1A & 1B - Algebra I - Geometry/Trigonometry/Calculus or an approved advanced math	4 MATH	- Algebra I/Algebra I-Pt 2 - Algebra II - Geometry - Financial Math/Math Essentials/Advanced: Pre-Calculus/Advanced: Functions & Statistics/Pre-Calculus/Calculus/Probability and Statistics/Discrete Math/apprvd elec.
3 NATURAL SCIENCE	- Biology - Chemistry - Earth Science/Environmental Science/Physical Science/Biology II/Chemistry II/Physics/Physics II/Physics for Technology/Agriscience I&II	4 NATURAL SCIENCE	- Biology - Chemistry - 2 units from: Physical Science/Integrated Science/Physics I/Physics of Technology I/ Aerospace Science/Biology II/Chemistry II/Earth Science/Environmental Science/ Physics II/Physics of Technology II/Agriscience II/Anatomy and Physiology/approved elective(including approved IBC-related course)
1 ADVANCED MATH/SCI	- Additional unit of advanced math/advanced science from: Geometry/Calculus/PreCalculus/Algebra III/ Probability & Statistics/ Discrete Mathematics/Applied Mathematics III /Advanced Mathematics I or II/Integrated Mathematics III/Biology II/Chemistry II/Physics/Physics II		
3 SOCIAL SCIENCE	- American History - World History/World Geography/Western Civilization - Civics & Free Enterprise (one unit combined)/Civics (one unit)	4 SOCIAL SCIENCE	- Civics/AP American Government + Free Enterprise (½ unit each) - American History - World History/World Geography/Western Civilization/AP European History - World History/World Geography/Western Civilization/AP European History/ Law Studies/Psychology/Sociology/Civics (2 nd sem, ½ unit)/African American Studies/approved IBC-related course
2 FOREIGN LANGUAGE	- 2 units from single language	2 FOREIGN LANG/SPCH	- 2 units from single language or 2 units of Speech
1 FINE ARTS SURVEY	- Fine Arts Survey/Performance Art (2 units)/one elective unit from among core courses	1 ARTS	- Fine Arts Survey or 1 unit: Art/Dance/Music/Theatre Arts/Applied Arts/approved IBC-related course
½ COMPUTER LITERACY	- Computer Science/Computer Literacy/Business Computer Applications/½ elective unit from among the core courses		
17.5 UNITS		19 UNITS	
Minimum Admission Requirements: (See table on back) <ul style="list-style-type: none"> - Completion of the Regents' Core - High School Core GPA –or– ACT Composite Score - Limited or No Development Courses Needed 			
<small>* Institutions establish their own admission requirements, but the Board of Regents establishes <i>minimum</i> standards for admission to Flagship, Statewide, and Regional universities.</small>			

Louisiana Board of Regents: Office of Academic & Student Affairs

PROPOSED MINIMUM ADMISSION STANDARDS for TRANSFER or ADULT STUDENTS, 4-YEAR

Admission* to 4-Year Universities Current: 2009-10 thru 2011-12		Admission* to 4-Year Universities <i>Proposed: Fall, 2012</i>	
TRANSFER Students		TRANSFER Students	
Minimum College-Level Hours Earned	24 <i>Flagship</i> 18 <i>Statewide</i> 12 <i>Regional</i>	Minimum College-Level Hours Earned	30 <i>Flagship</i> 24 <i>Statewide</i> 18 <i>Regional</i> *NEW*
	Developmental Courses Needed: Flagship & Statewide: 0 Regional: ≤ 1		Student must have completed an entry-level, college-level English <u>and</u> Mathematics course designed to fulfill general education requirements. *NEW*
Minimum GPA on College-Level Courses	2.50 <i>Flagship</i> 2.25 <i>Statewide</i> 2.00 <i>Regional</i>	Minimum GPA on College-Level Courses	2.50 <i>Flagship</i> 2.25 <i>Statewide</i> 2.00 <i>Regional</i>
% Admission Exceptions Allowed	Flagship—5%; Statewide—7%; Regional—10% calculated as percentage of the entering transfer class	% Admission Exceptions Allowed	Flagship—4%; Statewide—6%; Regional—8% *NEW* calculated as percentage of the <i>previous year's</i> transfer class

ADULT Students		ADULT Students	
Age 21-24	a- Admit by exception, or b- Admit as non-matriculating, and then by transfer admission requirements; or c- Admit as matriculating, part-time, with enrollment limited until meet transfer admission requirements.	Graduated from HS in or after 2003	Meet regular freshman or transfer admission requirements. *NEW*
Age ≥ 25	University's freshman admission requirements (waive BoR minimum for freshman); Meet BoR minimum transfer admission requirements.	Graduated from HS before 2003	University's freshman admission requirements (waive BoR minimum for freshman); Meet BoR minimum transfer admission requirements.

Two-Year institutions are open admission for students with: a diploma from a BESE-approved high school, or GED or its equivalent, or appropriate score on an Ability to Benefit test.

"Revival on the River"

Retaining and Graduating Students 2015 Targets

Enrollment Targets:

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
SUBR	8,288	7,669	7,627	8,504	9,481	10,000	10,000	10,000
SUNO	2,648	3,104	3,140	3,174	3,209	3,300	3,300	3,300
SUSLA	2,337	2,429	3,014	3,164	3,322	3,500	3,500	3,500

Retention Targets:

SUBR	71.8%	73.8%	69%	72.7%	76.3%	80%	80%	80%
SUNO	50.3%	53.8%	51.9%	56.9%	62%	67%	67%	67%
SUSLA	56.2%	54.2%	61%	61.7%	62.3%	63%	63%	63%

Graduation Targets:

SUBR	28.9%	29.4%	31%	41%	53%	55%	55%	55%
SUNO	8.2%	5.4%	9.5%	20%	30%	45%	45%	45%
SUSLA	19.1%	17.5%	22.6%	26.3%	27.3%	30%	30%	30%

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SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

J.S. CLARK ADMINISTRATION BUILDING
BATON ROUGE, LOUISIANA 70813

Office of the President
(225) 771-4680

Fax Number:
(225) 771-5522

March 15, 2010

Walter T. Tillman, Jr.
Office of the President
4th Floor, J.S. Clark Administration Building
Baton Rouge, LA 70813

Dear Walter,

Enclosed are additional items to be included in the Southern University Board of Supervisors March 2010 Board Package.

- System Grants Report
- Southern University Agricultural Research & Extension Center Grants Report
- Southern University A&M College Grants Report

Thank you in advance for your assistance.

Regards,



Melva K. Turner, Ph.D.

Chief of Staff



SOUTHERN UNIVERSITY SYSTEM

Grants Report

January 2010

This report includes grant proposals submitted by campuses in the Southern University System (SUS). Essentially, campus sponsored program offices operate to increase overall research efforts and to increase funding for prioritized areas of need.

Currently, all Southern University System campuses have representation on the system-wide research council. This council exists to ensure that research goals are achieved through a collective effort that identifies system wide high need improvement areas such as recruitment, enrollment, retention and graduation rates to improve through grant funding.

The Research Council Committee is currently reviewing policies and procedures for system-wide implementation. A series of congruent policies and guidelines will be created to further assist our campuses in the development of a uniform research initiative. To date, the creation of two policies has been completed for board approval.

**SOUTHERN UNIVERSITY SYSTEM
CAMPUS GRANTS SUMMARY**

March 2010

The Southern University Agricultural Research and Extension Center has requested \$7,801,707.00 in grant funding and are awaiting notification on those 15 proposals. The Office of Research and Strategic Initiatives at the Southern University at Baton Rouge campus has received \$1,179,701.05 in grant funding.

Attached are appendices I and II which are detailed reports from each submitting campus.

Appendix I

Southern University Agricultural Research & Extension Center Grants Report



SOUTHERN UNIVERSITY AGRICULTURAL RESEARCH & EXTENSION CENTER

Dr. Leodrey Williams, Chancellor

Office of Planning & Evaluation

Submitted and Funded Proposals/Contracts/ Agreements as of March 11, 2010

Grant Title	Agency	Proposal Request	Amount Funded	Dept./Unit	Project Description	PI	Dates submitted	Award Dates	Additional Notes
Hibiscus Production and Product Development Research As A Tool for Student Research and Outreach Training	USDA-NIFA	\$598,410	Pending	Sustainable Agriculture	The integrated (research, extension & education) project will support alternative crops production.	Kit Chin	2/12/2010		Multi-disciplinary integrated project
Combined Bioactive Foods for Enhancing Energy Expenditure and Satiety	USDA-NIFA	\$499,258	Pending	Nutrition & Health	The Project will study ways to reduce obesity especially in African Americans.	Fatemeh Malekian	2/12/2010		
Building Capacity to Develop Biofuels from Sustainable Alternative Feedstocks in Louisiana	USDA-NIFA	\$490,128	Pending	Urban Forestry	Project goal is to develop scalable, cost-saving biofuels and processing technologies from sustainable, alternative, non-food feedstocks.	Kamran Abdollahi	2/12/2010		
Using Hoop Houses for	USDA-NIFA	\$299,931	Pending	Sustainable Agriculture	The project will assist in pest	Yemane Ghebrey	2/12/2010		

Sustainable Pest Management and Vegetable Production for Small Farms and Community Gardens					management and the establishment of community gardens.	essus			
Ultraviolet-B Radiation Protection Strategies in Selected Southern Trees	USDA-NIFA	\$299,510	Pending	Urban Forestry	The goal of this climate change project is to investigate the Ultra Violet-B protection strategies in selected southern trees.	Yadong Qi	2/12/2010		
Quantifying the Responses of Urban Tree Species to Elevated CO2 and Flooding	USDA-NIFA	\$299,959	Pending	Urban Forestry	The project will quantify the responses of urban tree species to elevated carbon dioxide and flooding.	Zhu Ning	2/12/2010		
Strategies to Improve Farm and Business Efficiency Through Integrated Communications	USDA-NIFA	\$197,152	Pending	Communications	The project will assist in packaging, refining and disseminating research-based information to citizens.	Bridget Udoh	2/12/2010		
Academy for the Academic Enhancement of High School Students in the Food and Agricultural Sciences	USDA-NIFA	\$199,684	Pending	Sustainable Agriculture	The project will cultivate life skills and build character in youth and also equip them with tools necessary to make better life and career	Dawn Mellion-Patin	2/12/2010		

					choices.				
Preparing Families for Future Health and Wealth Challenges	USDA-NIFA	\$264,733	Pending	Family and Human Development	To design and develop an experiential learning curriculum that will enhance health and wellness knowledge for families.	Kasundra Cyrus	2/12/2010		
Development of Learning Modules for Assuring Academic Enrichment Support for Youth in Rural Louisiana	USDA-NIFA	\$197,352	Pending	Youth Development	The goal is to design learning modules in mathematics, sciences, technology and agricultural sciences for academically struggling youth.	Wanda Burke	2/12/2010		
Building Opportunities through Leadership Development Project	USDA-NIFA	\$196,424	Pending	Community and Economic Development	Project goal is to promote leadership in poverty-stricken communities & sustainability among nonprofit and faith-based organizations.	Kenyatta Smith	2/12/2010		
Carrying Capacity, Parasitic Control and Forage and Soil Assessments under Mixed-Species/Mixed Pasture Grazing System	USDA-NIFA	\$299,766	Pending	Sustainable Agriculture	The project will address efficient and sustainable production of cattle & goats to ensure profitability.	Sebhatu Gebrelul	2/5/2010		This is a multi-disciplinary project
Creating Nutrition Education and	Sustainable Agriculture	\$19,400	Pending	Nutrition/ Health and	Planning Grant to assist in	Kasundra Cyrus	October 2009		

Sustainable Agriculture Programs for Families and Communities	Research Education (SARE)			Family & Human Dev.	collecting pre-proposal data for the main grant				
Cultivating A Healthy Community Through Agriculture	Sustainable Agriculture Research Education (SARE)	\$10,000	Pending	Sustainable Agriculture	To assist in implementing healthy community gardens	Chris Robichaux	October 2009		
Building Capacity to Develop Biofuels From Sustainable Alternative Non-Food Feedstocks in Louisiana	USDA	\$3,930,000	Pending	Urban Forestry & Natural Resource Management	This project will address alternative energy issues while helping to maintain a healthy environment	Kamran Abdollahi	October 2009		Collaboration with Southern University, Baton Rouge, USDA/Forest Service
TOTAL		\$7,801,707.00							

NOTE: Effective October 1, 2009 the United States Department of Agriculture/Cooperative State Research, Education, and Extension Service (USDA/CSREES) changed its name to the United States Department of Agriculture/National Institute of Food and Agriculture (USDA/NIFA).

Total

Proposed Amount: **\$7,801,707.00**

Funded Amount: **0.00**

P: Pending N: Not Funded TBD: To Be Determined

*****If subcontracted then please identify the lead funding agency.**

Appendix II

Southern University and A&M College Grants Report

Southern University and A&M College
Submitted and Funded Proposals/Contracts/Agreements as of February 1-28, 2010



Grant Title	Agency	Proposal Request	Amount Funded	Dept./Unit	Project Description	PI	Submission Date	Award Period (if applicable)	Additional Notes
Agricultural Marketing Services (AMS) Student Enrichment Program at Southern University and A&M College	Agricultural Marketing Services	\$35,000.00	\$35,000.00	AFC5	Strengthen the partnership between AMS and SUBR which is recognized as a USDA 1890 Land Grant Institution and HBCU	Jones, Dewitt		10/1/2009-9/30/2010	Official Award Letter Just Received.
The Wallace Foundation Grant Southern Regional Education Board (SREB) Module Training in Support of the Core Conditions and Indicators of Program Redesign	LA BOR		\$4,863.00	Education	Identify a a person who will coordinate efforts to lead program improvement.	Peoples, Verjanis		10/1/2009-06/30/2010	Official Award Letter Just Received.
ExxonMobile Bernard Harris Summer Science Camp (EMBHSSC) 2010	The Harris Foundation	\$79,988.05	\$79,838.05	Chemistry	This initiative is aimed at systematically addressing the educational nees of 48 rising 6th, 7th, and 8th grade students to enhance their proficiency in STEM disciplines.	Kelley, Ella			Funding Just Approved to Support Summer Residential Camp for Middle School Students.
Development of Sensor Assisted Water Quality Nowcasting and Forecasting Environment for Coastal Beaches	LSU	\$60,000.00	\$60,000.00	AFC5	The objective of this project is to demonstrate the utility of NASA earth science products.	Namwamba, Fulbert	11/10/2009	10/1/2009-09/30/2010	Official Award Letter Just Received.

MRI-R2: Acquisition of a Transmission Electron Microscope (TEM) for Research, Research Training, and Education at S.U. a Research Undergraduate Institution (RUI)	NSF	\$1,409,944.00	\$1,000,000.00	Chemistry	Strengthen and increase research, research education, and training of students from Biology, Chemistry, Physics, Mechanical Engineering, and Electrical Engineering at S.U.	Walker, Edwin		3/1/2010- 2/28/2013	
Wind Tunnel Revitalization	LaSPACE	\$10,000.00		Mechanical Engineering	This project primarily aims to fully put the wind tunnel at S.U. back into service.	Mensah, Patrick	2/8/2010	TBD	
IRES-Strengthening the Global Competence of Minority Students in Terrestrial Ecosystem and Climate Change Research (SGCoMS)	NSF	\$150,000.00			Ensure an effective, transformative, and innovative approach to strengthen the global competence of minority students in STEM and enhance their research skills in climate change and terrestrial ecosystems.	Ning, Zhu		TBD	
Collaborative Research: Computational Science Workshops for Louisiana Educators	NSF	\$12,512.00		Computer Science	Will introduce Csci (Computational Science) to Louisiana teachers, and their courses curricula.	Finley, Rachel	2/18/2010	TBD	
Smart Joint Bonded by Adhesive with Negative Poisson's Ratio and Shape Memory Capability	NSF	\$317,943.00		Mechanical Engineering	Propose a smart self-prestressed and self-healing adhesive composite joints for repair and rehabilitation of damaged/degraded structures.	Ouyang, Zhenyu	2/8/2010	TBD	Not Funded.
Measurement and Intelligent Control Development for Micro-Optic Systems	NSF/LSU	\$69,409.00		Engineering	To design a practical instrumentation system	Ye, Zhengmao	2/8/201	TBD	

Damage Evaluation of Concrete Member Subjected to Combined Loading of Impulse and High Temperature	DARPA	\$294,706.00		Civil Engineering	This project will enhance the scientific understanding of the combined effect of impact and fire damage on concrete materials and will provide an important material model to develop a structural model simulating damage due to impact loadings.	Shin, Hak-Chul	2/1/2010	TBD	
Engineering Research Center (ERC) on Ultrasound Tool Sets for Health and Infrastructure	NSF	\$425,000.00		Physics	The mission of the proposed center is to enable ultrasound tool sets in application where the technology currently does not exist for implementation and to develop next generation ultrasound tool sets.	Wang, Jin T.		TBD	
The Sankofa Academy	LA DoEd	\$1,799,993.76		Physics	Enhance protective factors that are needed in order to ensure successful futures for the participants of the Sankofa Academy.	Bagayoko, Diola		TBD	
8(g) Superior Textbooks	LA DoEd	\$324.14		SU Laboratory School		Fields, Carolyn	2/2/2010	TBD	
Southern University Nuclear Education Curricula Development Program (NECDP)	Nuclear Regulatory Commission	\$300,000.00		CEES	The fundamental goal of the SUBR-UT-UMR partnership is to develop university specific and computer based educational materials that will support the nation's nuclear energy initiatives.	Washington, Samuel	2/1/2010	TBD	
CDI-Type II: Predictive Quantum Computation of the Electrocatalytic Properties of New Catalysts for Green Energy Applications	NSF	\$857,000.00		Physics	Develop an integrative ab initio quantum computation and molecular dynamics simulation method.	Zhao, Guang-Lin	2/3/2010	TBD	

Electronic Materials Characterization of Frozen Ionic Liquid Based Nanoparticles for Energy Storage Applications	LA BOR	\$150,000.00		CEES	Establos research programs that will make significant contributions to the strategic research and technology priorities.	Washington, Samuel	1/20/2010	TBD	
Performance Evaluation of Recycled PET Reinforced Concrete	LA Transportation Research Center	\$29,891.00		Civil Engineering	The goal of this research is to use recycled PET fiber in concrete mixture to enhance the mechanical properties and consume PET plastics.	Shin, Hak-Chul	2/22/2010	TBD	
US/Nigeria Trans-Atlantic Collaborative Research and Education on Cybercrime	NSF	49,230.00		Management & Marketing	Establish a collaborative international program.	Mbarika, Victor	2/22/2010	TBD	
Toxicity Evaluation of Insect Repellents	Inscent, Inc.	\$104,999.00		Environmental Toxicology	Provide undergraduate and graduate students a solid background in biochemistry by exploring a practical problem in the discovery of insect repellents.	Uppu, Rao	2/26/2010	TBD	

TOTAL:

Proposed Amount: **\$6,155,939.95**

Funded Amount: **\$1,179,701.05**

P (Pending): Awards awaiting a fully executed contract.
TBD (To Be Determined): Submitted proposals awaiting funding notice.