

# **SOUTHERN<sup>®</sup> UNIVERSITY SYSTEM**

**BATON ROUGE • NEW ORLEANS • SHREVEPORT**

## **BOARD OF SUPERVISORS MEETING**

**August 15, 2025**

**Southern University Baton Rouge  
Leon R. Tarver, II Cultural & Heritage Ctr**

## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **SPECIAL RECOGNITION COMMITTEE**

**Leon R. Tarver II Cultural & Heritage Center**

**Baton Rouge, LA**

**August 15, 2025**

## **AGENDA**

1. Call to Order
2. Invocation and Pledge of Allegiance
3. Special Presentation(s)
  - A. Ghana Africa Study Abroad 2025 Presentation
  - B. AT&T Cellular on Wheels (COW) Tower at A.W. Mumford Stadium Update
  - C. Brand Awareness Presentation (SUBR)
    1. Digital Television and Full Circle News Collaboration
    2. ALIVE Podcast Network
    3. WSUB Radion Station
4. Adjournment

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## ACADEMIC AFFAIRS COMMITTEE

(Following Special Recognition)

August 15, 2025

### AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request for Approval of Faculty Handbook (SUBR)
  - B. Request for Approval of Tenure and Promotion Applicants who Appealed: (SUBR)

### SOUTHERN UNIVERSITY AND A&M COLLEGE RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY

#### 1. PROMOTION and TENURE

**\*Effective Date: Fall Semester of 2025**

**Campus: Southern University Baton Rouge**

\*Provided all approvals are secured prior to this date

	Department	Present Rank	Next Rank	Years of Experience at SU as Full-time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)
Christine Jeansonne	English	Assistant Professor	Associate Professor	5	5	Yes	4/36%
Tesfalidet Tukue	Accounting, Finance and Economics	Assistant Professor	Associate Professor	5	5	Yes	7/90%

## Mission Statement

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### SOUTHERN UNIVERSITY AND A&M COLLEGE RECOMMENDATION FOR FACULTY TENURE AND RECOMMENDATION FOR FACULTY

#### 2. PROMOTION ONLY

**\*Effective Date: Fall Semester of 2025**

**Campus: Southern University Baton Rouge**

**\*Provided all approvals are secured prior to this date**

	Department	Promotion from Present	Next Rank	Years of Experience at SU as Full -time Faculty Member	Number of Years at Present Rank	Is Automatic Tenure Granted if this Promotion is Approved	Number and % of Tenured Faculty in Department (including Chair if Tenured)
Rachel E. Vincent-Finley	Mathematics	Associate Professor	Full Professor	15	9	Already Tenured	3/60%

#### C. Request for Approval for Academic Programs for Consideration:

- College of Sciences and Engineering, Bachelor of Science Degree in Chemical Engineering (SUBR)
  - Minor in Construction Management (SUBR)
  - College of Business, Graduate Certificate in Government Procurement and Contracts Management (SUBR)
6. Information Item(s)
- Governor's Task Force on Public Higher Education Reform - Executive Order #JML 25-083 (SUBR)
  - Restructuring for the Southern University School of Nursing and Allied Health for the 2025-2026 Academic Year (SUBR)
  - College of Sciences and Engineering-Integration of Artificial Intelligence (AI) in the Academic Program (SUBR)
7. Other Business
8. Adjournment

#### Members

Mrs. Ann Smith – Chair, Ms. Maple Gaines – Vice Chair, Ms. Zazell Dudley, Mr. Myron K. Lawson. Mr. Henry Whitehorn and Atty Tony Clayton – Ex Officio



## *Office of the Chancellor*

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J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 25, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor, J S Clark Administration Building  
Baton Rouge, Louisiana 70813

***Re: Request to Establish a Department of Chemical Engineering within the College of Sciences and Engineering***

Dear President Shields,

Dr. Lealon Martin, dean of the College of Sciences and Engineering, has been working diligently to establish a Chemical Engineering degree program within the College of Sciences and Engineering. In furtherance of that effort, Dr. Martin has provided me with a letter requesting that the establishment of the Department of Chemical Engineering be approved by the Southern University System Board of Supervisors at its August 15, 2025 meeting. If you have any questions, please feel free to contact me.

Yours sincerely,

John K. Pierre, Chancellor  
and Vanue B. Lacour Endowed Law Professor



College of Sciences and Engineering  
P.O. Box 9969  
Baton Rouge, LA 70813  
Office: (225) 771-5290  
[www.subr.edu/cse](http://www.subr.edu/cse)

July 25, 2025

Atty. John Pierre  
Chancellor  
Southern University and A&M College System  
Baton Rouge, Louisiana 70813

*RE: Request for the Establishment of a Department of Chemical Engineering*

Dear Chancellor Pierre,

I respectfully write to request your formal approval to establish a Department of Chemical Engineering within the College of Sciences and Engineering at Southern University and A&M College. This request is made with the full support and recommendation of both the College and University academic affairs committees, which have endorsed the buildout of a Chemical Engineering degree program that would be housed within the proposed department.

The need for a Chemical Engineering program at Southern University is both compelling and urgent. According to the U.S. Bureau of Labor Statistics, employment of chemical engineers is projected to grow steadily, driven by demand in industries critical to Louisiana's and the Gulf region's economic base, including energy, advanced manufacturing, and petrochemicals. Louisiana is home to one of the largest concentrations of chemical and energy-related industries in the nation, yet it lacks an HBCU offering a degree in Chemical Engineering. As a result, students who seek both a chemical engineering education and an HBCU experience are forced to leave the state. This represents a significant loss of talent and opportunity for our university, our state, and the broader Gulf Coast region.

The establishment of a Department of Chemical Engineering at Southern University will uniquely position the institution to advance workforce development and support economic development strategies aligned with the state's industrial priorities. The program has garnered broad and enthusiastic support from industry leaders including ExxonMobil, DOW, BASF, and Shell—companies that are both prominent employers in the region and strategic stakeholders in talent development. In particular, Shell has demonstrated an extraordinary level of commitment by seconding a senior executive to Southern University for a 2–3-year term to help organize and build the program. In addition, Shell has made a financial pledge of support to be announced later this year, signaling the confidence and investment of one of the world's foremost energy companies.

Academically, Chemical Engineering is a natural and strategic extension of the College's existing strengths in chemistry, biology, and engineering. The proposed department will foster new interdisciplinary opportunities, enhance student engagement through double majors and minors, and provide faculty collaboration across departments. We anticipate that the presence of a Chemical Engineering department will also stimulate growth in the chemistry program through expanded course

***Request for the Establishment of a Department of Chemical Engineering***

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offerings and research partnerships, while positioning Southern as a national leader in inclusive excellence in STEM.

The formation of a Department of Chemical Engineering with the College is a critical first-step. Upon your approval of the department, the Chemical Engineering Taskforce—comprising the Dean, Vice Dean, Director of Advancement, and our seconded Shell senior executive—will immediately finalize and submit the full program proposal for Chemical Engineering to the Louisiana Board of Regents. It is our intention to seek approval at the earliest Board of Regents meeting possible in order to align with strategic enrollment planning and industrial partnership timelines.

In closing, the establishment of a Department of Chemical Engineering at Southern University is not simply a structural or curricular change—it is a transformative step toward equity in engineering education, regional economic growth, and national competitiveness. I am confident that, with your leadership and support, this bold initiative will significantly enhance Southern University's legacy and future impact.

Thank you for your thoughtful consideration.

Sincerely,



Lealon L. Martin  
Dean  
College of Sciences and Engineering

Approved by:



Atty. John Pierre  
Chancellor  
Southern University and A&M College

July 28, 2025

Date



**OFFICE OF ACADEMIC AFFAIRS  
CURRICULUM CHANGE RECOMMENDATION FORM**

**College/School:** Sciences and Engineering

**Department:** Construction Management

**Course Title:** N/A

**Course Number:** N/A

**CIP Code:** 52.2001

**Credit Hours:** N/A

**Course Contact Hours:** N/A

**Course/Concentration/Minor/Program Description:**

A minor in construction management will be established.

**Course/Concentration/Minor/Program Description Goal(s):**

To equip students with the technical and professional skills to be successful construction managers while also providing the opportunity to earn a minor in Construction Management and other credentials.

**Course/Concentration/Minor/Program Description Objectives:**

To produce educated, qualified entry level construction managers with the technical and professional skills to be effective team leaders.

**Rationale for the Course/Concentration/Minor/Program:**

The increased demand for construction managers created by the IIJA will likely lead to increased demand for minority construction managers. According to the United Negro College Fund (UNCF), 25% of African American STEM graduates are produced by HBCUs. With its HBCU designation, SUBR is uniquely positioned to produce Construction Management graduates ready to meet the burgeoning demand for minority construction managers.

**PLEASE ANSWER THE FOLLOWING QUESTIONS**

**1. ITEMS PROPOSED FOR REVISION (check all that apply):**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Corequisites
<input type="checkbox"/> Title	<input type="checkbox"/> 40 Word Description	<input type="checkbox"/> Other (Explain)
<input type="checkbox"/> Short Title	<input type="checkbox"/> Prerequisites	

2. Has the course/concentration/program been reviewed by the Department and College Curriculum Committees? yes

3. Please attach copies of the curriculum committees' reports, if any.

4. Are there similar courses in the present curriculum? YES\_\_\_ NO\_\_\_ **N/A**

Title	Number
_____	_____
_____	_____

5. What is the projected enrollment for the course per semester? \_\_\_\_\_ **N/A**

6. How often will the course be offered? FALL \_\_\_\_\_ SPRING\_\_\_ SUMMER **N/A**

7. Is this a required or elective course and for what curriculum? **N/A**

REQUIRED \_\_\_\_\_ ELECTIVE\_\_\_ CURRICULUM\_\_\_\_\_

8. What is the impact of adding this course/concentration/minor on the total number of credit hours required to complete the existing degree program?

There will be 21 credit hours required for this minor.

9. Do you have faculty on your staff to teach the course? YES ☒ NO\_\_\_

If the answer is no, please state the additional funds needed to hire new faculty members,

10. What is the minimum rank required of the faculty member who will teach this course?

Adjunct Instructor

11. What are the qualifications required of the faculty member who will teach the course (degrees, certifications, professional experience, scholarly research, etc.)?

5-10 years professional experience in construction management (or closely related area) and bachelor's degree in construction management or a related field



Signatures:

H. Dwayne Jerro

College Curriculum Committee, Chair

4/29/2025

Date

Lealon Martin

College Dean

04/29/20

Date

Graduate School Dean (If graduate course/program)

Date

Asheya Lepton

SUBR Curriculum Committee, Chair

08/05/2025

Date

Luna Young

Executive Vice Chancellor and Provost

8/8/25

Date

President-Chancellor

Date

January 15, 2025

To: Dr. H. Dwayne Jerro, Chair  
College of Science and Engineering Curriculum Committee

From: Simonne R. Whitmore, P.E., Chair  
Department of Construction Management

Re: Establishment of Construction Management Minor

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This letter is to request consideration of the establishment of a Construction Management minor for undergraduate students not enrolled in the Bachelor of Science in Construction Management undergraduate program. In June 2024, the Louisiana Board of Regents approved a new undergraduate program in Construction Management. The new undergraduate program is a four-year, 120-hour bachelor's degree offered by the newly established Department of Construction Management. This program is ideal for prospective students or continuing students who have yet to choose a major. However, this degree program is not ideal for prospective or continuing students who wish to pursue majors other than construction management but also wish to receive education on construction management topics and principles.

There is substantial industry demand for qualified construction managers. Not all construction managers hold degrees in construction management. The establishment of this minor program with courses already existing in the construction management degree program would allow students to pursue knowledge and credentials in construction management without abandoning their current disciplines and programs. There is no anticipated additional cost to establish this minor.

Please add this item to the agenda of the next committee meeting.

## **Department of Construction Management**

### **Construction Management Minor**

The minor in Construction Management is designed to provide undergraduate students in other majors with the fundamentals of Construction Management necessary for advanced study in the discipline and/or employment in Construction related occupations. The minor in Construction Management offers a structured program that allows students to acquire some level of expertise in areas common to all Business / Construction / Engineering as well as a deeper knowledge in at least one specific area of interest. For the program, the 21 credit hours must be completed and passed. The student must complete at least 30 hours of academic credits in their own major before declaring a minor and must have a minimum GPA of 2.5. The minor will be printed on the students' transcript but not on the Diploma.

Course Number	Course Name	Credit Hours
CONS 200	Introduction to Construction Management	3
CONS 210	Construction Contracts and Law	3
CONS 220	Construction Safety	3
CONS 240	Mechanical and Electrical Systems	3
CONS 250	Construction Materials, Methods and Equipment	3
CONS 320	Construction Estimating	3
CONS 330	Construction Planning and Scheduling	3
	Total Credit Hours	21

January 15, 2025

To: Dr. H. Dwayne Jerro, Chair  
College of Science and Engineering Curriculum Committee

From: Simonne R. Whitmore, P.E., Chair  
Department of Construction Management

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## **Department of Construction Management**

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Course Number	Course Name	Credit Hours
CONS 220	Construction Safety	3
CONS 240	Mechanical and Electrical Systems	3
CONS 250	Construction Materials, Methods and Equipment	3
CONS 320	Construction Estimating	3
CONS 330	Construction Planning and Scheduling	3
CONS 480	Credentialing and Professional Development	3
	Total Credit Hours	18



## Office of the Chancellor

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J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 25, 2025

President Dennis J. Shields  
Southern University System  
4th Floor, J. S. Clark Administration Building  
Baton Rouge, Louisiana 70813

Dear President Shields:

I am writing to respectfully request your approval to submit the proposed **Graduate Certificate Program in Government Procurement and Contracts Management** for inclusion on the **Board of Supervisors' August meeting agenda**.

This certificate program has been developed in response to a growing demand for specialized education in procurement and contract administration within both public and private sectors. It is designed to provide graduate-level training in procurement law, contract negotiation, compliance, and project oversight, aligning with industry standards and government regulations.

The program has received the necessary internal approvals at the departmental and college levels, and we believe it represents a valuable addition to our academic offerings and workforce development goals. With your approval, we will proceed with submitting the proposal and all supporting documentation to the Board of Supervisors for consideration at their upcoming meeting in August.

Thank you for your time and consideration. Please let me know if you require any additional information or documentation in support of this request.

Thank you,

A handwritten signature in black ink, appearing to read 'John K. Pierre'. The signature is fluid and cursive, with a long, sweeping underline.

John K. Pierre, Chancellor  
and Vanue B. Lacour Endowed Law Professor



**OFFICE OF ACADEMIC AFFAIRS  
CURRICULUM CHANGE RECOMMENDATION FORM  
Request for a New Program**

**College/School:** College of Business  
**Department:** Graduate Business Programs  
**Course Title:** Graduate Certificate in Government Procurement and Contracts Management  
**Course Number:** NA  
**CIP Code:** 520701  
**Credit Hours:** NA

**Course/Concentration/Minor/Program Description:  
Program Description:**

The Graduate Certificate in Government Contract and Procurement Management is designed for individuals who aspire to become government procurement and contracting specialists and professionals. The program emphasizes both theory and practice, allowing students to learn government procurement and contracting principles and processes using relevant business courses for the profession.

**Course/Concentration/Minor/Program Description Goal(s):**

The goal of the Graduate Certificate Program in Government Contract and Procurement is to equip students with the necessary knowledge, skills, and experience to become successful professionals in the field of government contract and procurement management. This program aims to bridge the gap between theoretical concepts and practical applications, preparing students to navigate the complexities of government contracts, procurement processes, and regulations effectively.

### **Course/Concentration/Minor/Program Description Objectives:**

The program goals will be implemented through the following learning objectives.

#### **Objectives:**

1. Develop a comprehensive understanding of a comprehensive understanding of government procurement processes, regulations, and compliance requirements.
2. Enhance analytical skills to assess and evaluate government contract opportunities, risks, and challenges.
3. Build negotiation skills specific to government contracts and procurement, enabling them to secure favorable terms for their organizations.
4. Foster ethical practices in government contracting and procurement to ensure integrity and compliance.
5. Provide hands-on experience through case studies, simulations, and real-world projects to apply theoretical knowledge to practical scenarios.
6. Facilitate opportunities for students to network with industry professionals, government agencies, and alumni working in the government contracting sector.
7. Prepare for certifications in government contracting and procurement, enhancing their credibility and marketability in the field.

#### **Learning Outcomes:**

1. Acquire and demonstrate specialized Expertise in government contracts and procurement.
2. Demonstrate competency and knowledge in enhanced Regulatory Compliance.
3. Demonstrate analytical skills and perform detailed analysis in cost accounting.
4. Promote Ethical Practices and integrity in government contract and procurement execution processes.
5. Demonstrate critical thinking skills by providing analyses to advise on procurement matters, including contract documentation, legislative issues, and congressional inquiries impacting contracting matters.

6. Construct effective contracts and demonstrate accountability with measurable, high-quality, timely, and cost-effective results, and develop contracts that set priorities and comply with established control systems and rules.

### **Rationale for the Course/Concentration/Minor/Program:**

The rationale for developing a Graduate Certificate Program in Government Procurement and Contract Management within the MBA program is to meet the growing demand for professionals with specialized knowledge and skills in this field. The government contracting sector is complex and requires a unique set of competencies that are not typically covered in a general MBA program. By offering a focused certificate program, the College of Business can provide students with the specialized training needed to excel in this specific area of business.

### **Curriculum of the Graduate Certificate**

Based on the mission, goals, and objectives of the Graduate Certificate Program in Government Contract and Procurement Management, the College of Business has tailored the curriculum to meet the specific needs of students interested in pursuing careers in this specialized area of business.

The Graduate Certificate Program in Government Contract and Procurement Management consists of 18 credit hours, equivalent to six graduate courses, including five required courses and one elective course. This program equips students with the knowledge and skills necessary to effectively engage in the public procurement and contracting process. Students will learn how to analyze data, create implementation plans, and execute public procurement and contracting activities. Upon completing the program, students will develop a public procurement strategic plan to master the fundamental elements and strategies essential for successful contract formulation.

The College of Business offers a range of graduate courses within this program, delivered by esteemed faculty members from both academic units.

**Courses:**

<i>Course Number</i>	<i>Course Title</i>	<i>Cr. Hrs.</i>
<b><i>Required Courses (15 cr. hrs.)</i></b>		
MBAP 570	Gov. Procurement Regulations and Policies	3
MBAP 571	Government Contract Negotiation	3
MBAP 572	Ethics and Compliance in Government Procurement	3
MBAP 574	Risk Management in Government Contracting	3
MBAP 575	Strategic Sourcing and Supplier Relationship Management	
<b><i>Choose one of the Following (3 cr. hrs.)</i></b>		
MBAP 573	Financial Management in Government Contracts	3
MBAP 536	Logistics and Transportation Management	3
MBAP 538	Project Management	3

**PLEASE ANSWER THE FOLLOWING QUESTIONS**

**1. ITEMS PROPOSED FOR REVISION (check all that apply):**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Corequisites
<input type="checkbox"/> Title Short	<input type="checkbox"/> Course Description	<input type="checkbox"/> <b>Graduate Certificate Program</b>
<input type="checkbox"/> Title	<input type="checkbox"/> Prerequisites	

**2. Have the Department and College Curriculum Committees reviewed the course/concentration/program?**

YES ☐

NO \_\_\_\_\_

**3. Please attach copies of the curriculum committees' reports, if any.**

**4. Are there similar courses in the present curriculum? YES ☐ NO ☐**

Title: Minor in Entrepreneurship for Business Majors

Minor in Entrepreneurship for Non-Business Majors

**5. What is the projected enrollment for the course per semester? 20-25**

**6. How often will the course be offered? ☐ FALL ☐ SPRING ☐ SUMMER**

**7. Is this a required or elective course, and for what curriculum?**

REQUIRED \_\_\_\_\_ ELECTIVE \_\_\_\_\_ ☐ CURRICULUM: B.B.A in Entrepreneurship

8. How does adding this course/concentration/minor impact the total number of credit hours required to complete the existing degree program?

***The BBA in Entrepreneurship is a standalone program; thus, it doesn't affect the total number of hours required for any of the other COB programs.***

9. Do you have faculty on your staff to teach the course? YES. ☐ NO \_\_\_\_\_

If the answer is no, please state the additional funds needed to hire new faculty members.

***There are faculty members, but assigning a program leader and some adjunct faculty will be necessary.***

10. What is the minimum rank required of the faculty member who will teach this course?

**Assistant Professor**

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11. What qualifications are required of the faculty member who will teach the course (degrees, certifications, professional experience, scholarly research, etc.)?

***PH.D. in Business or M.S. with at least 10 Years of practical experience in the field of business/entrepreneurship.***

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12. Will this course/minor/program create a need for:

Yes ☐ No \_\_\_\_\_

No	Space/Renovations (office or classroom)?
Yes	Additional staffing (new course offerings or hiring of instructional or administrative staff)?
Yes	Additional budgetary needs (for equipment, supplies, etc.)?

13. What is the total amount of funds needed to implement this course/concentration, minor, or program?

*At least one Program Leader, fulltime faculty with a Ph.D. degree in Business, and two adjunct faculty members with sufficient business experience may be needed to run the program efficiently.*

14. Is the proposed curriculum change or new program subject to the SACSCOC Substantive Change Policy? Yes ☐ No ☐

If yes, please attach the Prospectus.

15. Please attach a copy of the detailed course syllabus and the reading list.

*The course syllabi of eight new courses are attached.*

**Comments:**

The Graduate Certificate in Government Contracts and Procurement Program is designed to cultivate advanced expertise and knowledge in response to the specialized requirements of government contracts and procurement. This program empowers professionals with the essential knowledge and skills to adeptly navigate the intricate landscape of public sector procurement and contracts while championing efficiency, accountability, and ethical practices. The addition of the Graduate Certificate in Government Procurement and Contract Management reinforces Southern University and A&M College as a premier institution offering a highly sought-after program tailored for the public sector.

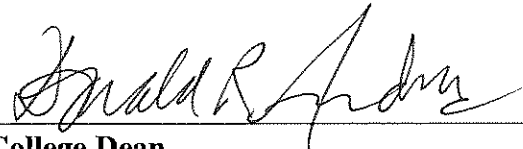
Signatures:

  
Departmental Curriculum Committee, Chair

06/12/25  
Date

  
College Curriculum Committee, Chair

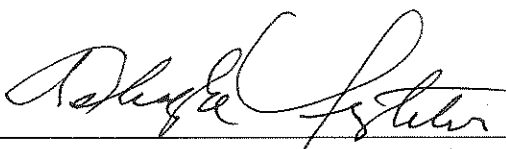
06/12/2025  
Date

  
College Dean

6/12/25  
Date

Graduate School Dean (If graduate course/program)

Date

  
SUBR Curriculum Committee, Chair

06/19/2025  
Date

  
V/Chancellor for Academic Affairs

7/23/25  
Date

  
SUBR Chancellor

7/25/25  
Date

# PROPOSAL to DEVELOP a NEW ACADEMIC CERTIFICATE PROGRAM

(CAS, PAC, UC, PBC, GC, PMC, PPC)

**Date:**

Campus: Southern University and A&M College Baton Rouge	Program: <u>CIP, Certificate Designation, Title</u>
Institutional Contact Person & Contact Info (if clarification is needed) Ashagre Yigletu, Ph.D. Associate Dean and Graduate Business Programs Director Tel. 225-288-0481(C). 225-771-6248 (O) Email: ashagre.yigletu@sus.edu	

## 1. Certificate Description

Describe the program concept: purpose and objectives; proposed curriculum; mode of delivery (on-site/hybrid/on-line).  
 Indicate which courses are new; describe plan for rolling out new courses.

**\*\* Attach catalog descriptions for the required and elective courses, including prerequisites and LCCN, when applicable. \*\***

***Concept:***

The Graduate Certificate in Government Procurement and contracts Management is designed for individuals who aspire to become government procurement and contracting specialists and professionals. The program emphasizes both theory and practice, allowing students to learn government procurement and contracting principles and processes using relevant business courses for the profession. The proposed program is to provide specialized education and training for individuals seeking to enhance their knowledge and skills in procurement processes within government entities and contract management principles.

***Purpose:***

The rationale for developing a Graduate Certificate Program in Government Procurement and Contracts Management within the MBA program is to meet the growing demand for professionals with specialized knowledge and skills in this field. The government contracting sector is complex and requires a unique set of competencies that are not typically covered in a general MBA program. By offering a focused certificate program, the College of Business can provide students with the specialized training needed to excel in this specific area of business.

***Mission:***

The Graduate Certificate Program in Government Procurement and Contracts Management aims to develop advanced expertise and knowledge to meet the unique demands of government contracts and procurement. The program seeks to empower professionals with the necessary knowledge and skills to navigate the complexities of public sector procurement and contracts, promoting efficiency, accountability, and ethical standards.

***Goal:***

The goal of the Graduate Certificate Program in Government Procurement and Contracts Management is to equip students with the necessary knowledge, skills, and exposure to become successful professionals in the field of government procurement and effectively manage contracts. This program aims to bridge the gap between theoretical concepts and practical applications, preparing students to navigate the complexities of government contracts, procurement processes, and regulations effectively.

***Objectives:***

1. Understand the legal and regulatory framework governing government procurement.
2. Develop proficiency in sourcing, negotiating, and managing contracts for government projects.
3. Analyze and assess procurement strategies to optimize value for government organizations.
4. Apply ethical standards in procurement practices and contract management.
5. Gain practical experience through case studies, simulations, or internships in government procurement settings.

***Learning Outcomes:***

The learning outcomes for the Graduate Certificate in Government Procurement and Contracts Management, aligned with the proposed program's goal and objectives, include the following:

1. Demonstrate a comprehensive understanding of the legal and regulatory framework governing government procurement, including the ability to interpret and apply relevant laws and regulations to procurement practices in public sector entities.
2. Apply best practices in procurement and contract management to effectively source, negotiate, and manage contracts for government projects, considering factors such as risk assessment, quality control, and ethical considerations.
3. Analyze and evaluate procurement strategies to optimize value for government organizations, including conducting cost-benefit analyses, assessing supplier performance, and identifying opportunities for process improvement and efficiency.
4. Demonstrate proficiency in communication and stakeholder engagement within the context of government procurement, including the ability to negotiate contracts, resolve conflicts, and build productive relationships with suppliers, internal teams, and government agencies.
5. Develop a capstone project or participate in an internship that integrates theoretical knowledge with practical experience in a government procurement setting, showcasing the ability to apply acquired skills in real-world scenarios and addressing current challenges in procurement and contract management.

***Curriculum:*****Purpose:**

The rationale for developing a Graduate Certificate Program in Government Procurement and Contract Management within the MBA program is to meet the growing demand for professionals with specialized knowledge and skills in this field. The government contracting sector is complex and requires a unique set of competencies that are not typically covered in a general MBA program. By offering a focused certificate program, the College of Business can provide students with the specialized training needed to excel in this specific area of business.

**Mission:**

The Graduate Certificate in Government Contracts and Procurement Program aims to develop advanced expertise and knowledge to meet the unique demands of government contracts and procurement. The program seeks to empower professionals with the necessary knowledge and skills to navigate the complexities of public sector procurement and contracts, promoting efficiency, accountability, and ethical standards.

**Goal:**

The goal of the Graduate Certificate Program in Government Contract and Procurement is to equip students with the necessary knowledge, skills, and experience to become successful professionals in the field of government contract and procurement management. This program aims to bridge the gap between theoretical concepts and practical applications, preparing students to navigate the complexities of government contracts, procurement

processes, and regulations effectively.

**Objectives:**

1. Develop a comprehensive understanding of a comprehensive understanding of government procurement processes, regulations, and compliance requirements.
2. Enhance analytical skills to assess and evaluate government contract opportunities, risks, and challenges.
3. Build negotiation skills specific to government contracts and procurement, enabling them to secure favorable terms for their organizations.
4. Foster ethical practices in government contracting and procurement to ensure integrity and compliance.
5. Provide hands-on experience through case studies, simulations, and real-world projects to apply theoretical knowledge to practical scenarios.
6. Facilitate opportunities for students to network with industry professionals, government agencies, and alumni working in the government contracting sector.
7. Prepare for certifications in government contracting and procurement, enhancing their credibility and marketability in the field.

**Learning Outcomes:**

1. Acquire and demonstrate specialized Expertise in government contracts and procurement.
2. Demonstrate competency and knowledge in enhanced Regulatory Compliance.
3. Demonstrate analytical skills and perform detailed analysis in cost accounting.
4. Promote Ethical Practices and integrity in government contract and procurement execution processes.
5. Demonstrate critical thinking skills by providing analyses to advise on procurement matters, including contract documentation, legislative issues, and congressional inquiries impacting contracting matters.
6. Construct effective contracts and demonstrate accountability with measurable, high-quality, timely, and cost-effective results, and develop contracts that set priorities and comply with established control systems and rules.

***Curriculum of the Graduate Certificate***

Based on the mission, goals, and objectives of the Graduate Certificate Program in Government Contract and Procurement Management, the College of Business has tailored the curriculum to meet the specific needs of students interested in pursuing careers in this specialized area of business.

The Graduate Certificate Program in Government Contract and Procurement Management consists of 18 credit hours, equivalent to six graduate courses, including five required courses and one elective course. This program equips students with the knowledge and skills necessary to effectively engage in the public procurement and contracting process. Students will learn how to analyze data, create implementation plans, and execute public procurement and contracting activities. Upon completing the program, students will develop a public procurement strategic plan to master the fundamental elements and strategies essential for successful contract formulation.

The College of Business offers a range of graduate courses within this program, delivered by COB faculty and highly qualified and experienced adjunct faculty.

**Courses:**

<b>Course Number</b>	<b>Course Title</b>	<b>Cr. Hrs.</b>
<b><i>Required Courses (15 cr. hrs.)</i></b>		
MBAP 570	Gov. Procurement Regulations and Policies	3
MBAP 571	Government Contract Negotiation	3
MBAP 572	Ethics and Compliance in Government Procurement	3
MBAP 574	Risk Management in Government Contracting	3
MBAP 575	Strategic Sourcing and Supplier Relationship Management	3
<b><i>Choose one of the Following (3 cr. hrs.)</i></b>		
MBAP 573	Financial Management in Government Contracts	3
MBAP 536	Logistics and Transportation Management	3
MBAP 538	Project Management	3
MBAP 573	Financial Management in Government Contracts	3

This curriculum is designed to provide students with a comprehensive understanding of government procurement and contract management principles, preparing them for roles in governmental organizations or related industries.

**2. Need**

Outline how this program is deemed essential for the well-being of the state, region, or academy (e.g., how is it relevant, how does it contribute to economic development, or relate to current/evolving needs). Identify similar programs in the state and explain why the proposed certificate is needed.

The proposed Graduate Certificate in Government Procurement and Contracts Management addresses a significant need in the professional landscape, particularly within government and public sector organizations. Here are some key points highlighting the necessity of such a program:

1. **Specialized Skillset:** Government procurement and contracts management require a distinct set of skills and knowledge that differ from private sector practices. This certificate program will provide individuals with focused education tailored to the unique regulations and processes governing procurement in public entities.
2. **Regulatory Compliance:** Government procurement is subject to specific laws and regulations to ensure transparency, fairness, and accountability. Professionals need a deep understanding of these legal requirements to navigate the complexities of procurement in the public sector effectively.
3. **Increasing Demand:** As government agencies aim to optimize spending and achieve value for taxpayers, there is a growing demand for professionals with expertise in government procurement and contracts management. This program will help fulfill the need for trained professionals in this specialized field.
4. **Career Advancement:** Individuals seeking to advance their careers in government procurement or contract management will benefit from a formal credential that demonstrates their specialized knowledge and skills. This certificate program can provide learners with a competitive edge in the job market and enable them to pursue higher-level positions.
5. **Industry Relevance:** With the increasing focus on efficient resource allocation and compliance in government spending, professionals with expertise in procurement and contract management are essential. This program will equip graduates with the tools and knowledge needed to navigate the complex landscape

of government procurement effectively.

In addition, the Graduate Certificate in Government Procurement and Contracts Management holds significant importance for the wellbeing of the state, region, economy, and academia for several reasons:

1. **Economic Development:** Effective government procurement practices play a crucial role in promoting economic development by ensuring the efficient allocation of resources, fostering competition among suppliers, and encouraging small businesses to participate in government contracts. By equipping professionals with specialized knowledge in government procurement and contracts management, the program contributes to promoting transparency, integrity, and value for money in public spending, thus driving economic growth and development.
2. **Good Governance and Accountability:** Sound procurement practices are essential for promoting good governance, transparency, and accountability in the public sector. By training individuals to understand and adhere to the legal and regulatory framework governing government procurement, the program cultivates a culture of integrity and ethical conduct within government organizations. This, in turn, enhances public trust and confidence in the state's governance structures, benefiting the overall wellbeing of the community.
3. **Addressing Evolving Needs:** The evolving landscape of government procurement, driven by technological advancements, changing regulations, and growing demands for efficiency and sustainability, underscores the need for professionals with up-to-date knowledge and skills in this field. The Graduate Certificate program will help bridge the skills gap by preparing individuals to adapt to changing procurement practices, embrace innovation, and address emerging challenges in government contracting.
4. **Academic Excellence and Relevance:** Offering a specialized program in government procurement and contracts management enhances the academic excellence and relevance of the College of Business. By providing students with a pathway to acquire expertise in a niche area of business administration, the program enriches the academic offerings of the institution, attracts high-quality learners, and strengthens the college's reputation as a hub for professional development and innovation.

In summary, the Graduate Certificate in Government Procurement and Contracts Management is not only relevant to the current needs of state and regional economies but also contributes to fostering good governance, promoting economic development, addressing evolving demands, and enhancing the academic standing of the institution.

The relevance of the proposed Graduate Certificate in Government Procurement and Contracts Management to both the university and the community is significant and multifaceted:

**1. University Relevance:**

- Introducing a specialized program in government procurement and contracts management enriches the academic portfolio of the university, catering to the diverse needs and interests of students and professionals seeking advanced education in this field.
- By offering a relevant and industry-driven program, the university enhances its reputation as a hub for quality education, professional development, and research excellence around business administration.
- The program can stimulate research activities and innovation, collaborations with government agencies, and industry partnerships, contributing to knowledge creation and innovation within the university community.

**2. Community Relevance:**

- The program equips individuals in the community with specialized skills and knowledge that align with the workforce demands of government agencies, enhancing their employability and career prospects in the public sector.

- Trained professionals in government procurement and contracts management play a pivotal role in promoting transparency, efficiency, and compliance in public spending, thereby contributing to the economic growth and development of the community.
- Strengthening Partnerships between the university and government entities, industry stakeholders, and community organizations can foster knowledge exchange, capacity-building initiatives, and community outreach programs that benefit the wider community.

Overall, the proposed program not only enriches the academic offerings of the Southern University College of Business graduate program but also addresses the workforce needs of the community, promotes economic development, and fosters collaboration and engagement between the university and the broader community stakeholders.

### 3. Students

Describe student interest. Project enrollment and productivity for the first 5 years; justify projections.

The existing trend for a workforce trained in government procurement and contracts management is quite favorable. As governments at all levels seek to improve efficiency, transparency, and accountability in their procurement processes, there is an increasing demand for professionals who possess the skills and knowledge to navigate the complexities of government contracting.

In the future, the demand for individuals trained in government procurement and contracts management is expected to continue to grow. As the public sector faces evolving challenges and technological advancements, there will be a need for skilled professionals who can help governments adapt to these changes and ensure that procurement practices remain effective and compliant.

In Louisiana, as well as nationally and globally, the demand for professionals with expertise in government procurement and contracts management is likely to increase. With the increasing complexity of government regulations and the size of public sector procurement activities, there will be a need for trained professionals to manage these processes effectively.

In Louisiana specifically, the demand for individuals with skills in government procurement and contracts management may be driven by factors such as infrastructure development projects, disaster recovery efforts, and investments in public services. At the national and global levels, the demand will be influenced by trends in government spending, international trade agreements, and the increasing importance of sustainable and socially responsible procurement practices.

Overall, individuals trained in government procurement and contracts management can expect to see strong demand for their skills both in Louisiana and across the nation and globally as governments strive to optimize their procurement processes and achieve value for money in their contracting activities.

Based on the above, the student enrollment, retention and graduation projection will be as follows:

<i><b>Students</b></i>	<i><b>Academic Year</b></i>				
	2026	2027	2028	2029	2030
Enrollment	10	17	20	25	30
Graduation	0	10	15	20	25

To improve the success of the program, a regular student learning outcome assessment, student exit survey will be conducted.

#### 4. Accreditation

Describe a plan for achieving program accreditation.

The College of Business at Southern University and A&M College has been accredited by the Association to Advance Collegiate Schools of Business (AACSB International) since 1998, as have its graduate programs including the on-campus MBA, online MBA, JD/MBA, and Graduate Certificate in Supply Chain Management.

#### 5. Faculty, Administration, & Other Resources

How will instructional needs be met: will additional faculty, facilities, equipment, or library resources be required? What department will deliver and oversee the proposed program?

The College of Business and the Southern University Law Center (SULC) have successfully collaborated on the JD/MBA Program for the past eight years. Drawing from this partnership, the proposed Graduate Certificate in Government Procurements and Contracts Management will be offered through a combination of online and hybrid instruction by faculty from both academic units. The College of Business graduate faculty specializing in Accounting, Management, and Information Systems will deliver business courses, while the SULC faculty will teach courses related to the legal aspects of the field. These faculty members are proficient in utilizing Canvas and Watermarks as Learning Management Systems (LMS). Given the emphasis on leveraging existing resources and faculty for the program, it is anticipated that minimal additional technology or new faculty will be required initially.

The administration of the new program will fall under the purview of the College of Business Graduate Business Programs Office, which also oversees the On-campus and Online MBA, JD/MBA, and Graduate Certificate in Supply Chain Management programs. Prospective students interested in joining the Graduate Certificate program will undergo a thorough review process conducted by the college's Graduate Faculty Committee. They will receive guidance from the Graduate Business Programs Associate Director and other faculty members as necessary.

The College of Business Graduate Business Programs Office, led by the Associate Dean and Graduate Business Programs Director, will collaborate closely with partners from both the public and private sectors to facilitate experiential learning opportunities such as internships and placements for students enrolled in the new program.

#### 6. Cost

Summarize the additional costs associated with offering the program. On a separate budget sheet, estimate costs and revenues for the projected program for the first four years, indicating need for additional appropriations (if any).

The following Table indicate the estimated costs and revenues for the proposed program for the first five years

# SUMMARY OF ESTIMATED ADDITIONAL COSTS/INCOME FOR PROPOSED CERTIFICATE

Institution: Southern University and A&M College

Date: 06/19/2025

Certificate Program, Unit: College of Business, Graduate Business Programs

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

EXPENDITURES								
	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
	AMOUNT	FTE	Amount	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$15,000		\$15,000		\$30,000		\$45,000	
Graduate Assistants	10,000		10,000		10,000		10,000-	
Support Personnel	\$0		\$0	\$0	\$0		\$0	\$0
Fellowships and Scholarships	\$0		\$0	\$0	\$0		\$0	\$0
<b>SUB-TOTAL EXPENSES</b>	<b>\$25,000</b>		<b>\$25,000</b>		<b>\$40,000</b>		<b>\$55,000</b>	
	AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0		\$0		\$0		\$0	
Equipment	\$0		\$0		\$0		\$0	
Travel	7,500		7,500		7,500		7,500	
Supplies	1,500		1,500		2,500		3,000	
<b>SUB-TOTAL</b>	<b>\$9,000</b>		<b>\$9,000</b>		<b>\$10,000</b>		<b>\$10,500</b>	
<b>GRAND TOTAL EXPENSES</b>	<b>\$34,000</b>		<b>\$34,000</b>		<b>\$50,000</b>		<b>\$65,500</b>	
REVENUES								
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$		\$		\$		\$	
Federal Grants/Contracts								
State Grants/Contracts								
Private Grants/Contracts								
Tuition	96,300		163,710		192,600		240,750	
Fees								
Other (specify)								
<b>TOTAL</b>	<b>96,300</b>		<b>163,710</b>		<b>192,600</b>		<b>240,750</b>	

**CERTIFICATIONS:**



Primary Administrator for Proposed Certificate

Provost/Chief Academic Officer

Management Board/System Office

6/19/25

Date

Date

Date



*College of Business*



## **Government Procurement Regulations and Policies Course Syllabus**

<b>Course:</b>	<b>Government Procurement Regulations and Policies</b> IoT, Blockchain)
<b>Course Number:</b>	MBAP 570
<b>CIP Code:</b>	
<b>Credit Hours:</b>	3 (Three)
<b>Course Prerequisite(s):</b>	None
<b>Class Date &amp; Time:</b>	TBA
<b>Instructor:</b>	TBA
<b>Office Location:</b>	TBA
<b>Office Hrs.:</b>	TBA
<b>Phone:</b>	TBA
<b>E-mail:</b>	TBA

### **I. Course Description:**

This course provides an in-depth analysis of government procurement regulations and policies that govern the process of acquiring goods and services by government agencies. Students will explore the legal frameworks, ethical considerations, and best practices related to government procurement.

### **II. Course Goal:**

The goal of this course is to equip students with the knowledge and skills necessary to navigate the complex landscape of government procurement regulations and policies. By the end of the course, students will have a comprehensive understanding of the legal and ethical requirements governing government procurement processes.

### **III. Course Objectives:**

1. Understand the legal framework governing government procurement at the federal, state, and local levels.
2. Analyze the impact of government procurement regulations on the acquisition process.
3. Identify ethical considerations in government procurement and their implications for decision-making.
4. Evaluate best practices in government procurement and their application in real-world scenarios.
5. Develop skills in interpreting and complying with government procurement regulations and policies.
6. Demonstrate the ability to navigate the complexities of government procurement through case studies and practical exercises.
7. Formulate strategies for effective and compliant government procurement practices.
8. Apply critical thinking and problem-solving skills to address challenges in government procurement processes.

### **IV. Course Learning Outcomes:**

By the end of the course, students will be able to:

1. Demonstrate a clear understanding of government procurement regulations and policies.
2. Evaluate the implications of regulatory compliance on procurement decision-making.
3. Apply ethical principles to navigate complex procurement challenges.
4. Design procurement strategies that align with government regulations and policies.
5. Analyze case studies to identify best practices in government procurement management.
6. Develop recommendations for improving procurement processes.

### **V. Teaching Approach/Methodology**

This course employs a blended approach of theoretical instruction and hands-on experiential learning to equip students with the skills needed to address real-world contract negotiation skills. A central feature of the course is the practical application of concepts through case

studies—either sourced from the Federal Government or individual businesses—that highlight inefficiencies or gaps in current contract negotiations.

## **VI. Required Text, Supplementary Readings, and References**

*Legal Aspects of Public Procurement, Third Edition*

## **VII. Course Requirements**

- A. Assignments
- B. Tests, Quizzes, and Exams
- C. Hands-On Projects

## **VIII. Administrative Requirements**

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
- B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests, Students will be given a make-up Test upon submission of written medical or other formally written and signed excuses.
- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## **IX. Assessment and Grading:**

This course is conducted in a “seminar” style, meaning that classes will include an instructor-led discussion, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources, as well as in-class discussions, will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

### A. Grading:

Contribution towards total score	Grades	Letter Grades
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
Tests: 20%	20	70% - 79% = C
Research Project: 10%	10	60% - 69% = D
Class Presentation: 15%	15	Below 60 = F
Assignments and Quizzes: 10%	<u>15</u>	
<b>TOTAL</b>	<b>100</b>	

### X. ADA Compliance

Southern University does not discriminate based on disability in the recruitment and admission of Students, in the recruitment and employment of faculty and staff, or in the operation of any of its Programs and activities, as specified by federal laws and regulations. The designated coordinator for Compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

### XI. Watermark:

Southern University and A&M College-Baton Rouge has entered into partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on outcome assessments and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

## XII. Lectures and Class Activities Calendar\*

<b>Week</b>	<b>Topics</b>	<b>Assignment, Tests, Exam</b>
Week 1	Overview of government procurement regulations and policies	
Week 2	Legal framework for government procurement	Assignment #1
Week 3	Key principles and objectives of government procurement regulations	
Week 4	Understanding different types of government contracts	Test #1
Week 5	Compliance requirements and ethical considerations in government procurement	
Week 6	Bid evaluation criteria and selection processes	
Week 7	Procurement methods and procedures in government contracting	
Week 8	Socio-economic policies and considerations in government procurement	Mid-term Exam
Week 9	Dispute resolution mechanisms in government procurement	
Week 10	Technology and innovation in government procurement	
Week 11	Technology and innovation in government procurement	
Week 12	Case studies and real-world examples of procurement regulations in action	Test #2
Week 13	Emerging trends and challenges in government procurement regulations	
Week 14	Semester Project Presentation	Semester Project Presentation
Week 15	Semester Review	
Week 16	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative



*College of Business*



## **Government Contracts Negotiation Course Syllabus**

<b>Course:</b>	<b>Government Contracts Negotiation</b> IoT, Blockchain)
<b>Course Number:</b>	MBAP 571
<b>CIP Code:</b>	
<b>Credit Hours:</b>	3 (Three)
<b>Course Prerequisite(s):</b>	None
<b>Class Date &amp; Time:</b>	TBA
<b>Instructor:</b>	TBA
<b>Office Location:</b>	TBA
<b>Office Hrs.:</b>	TBA
<b>Phone:</b>	TBA
<b>E-mail:</b>	TBA

### **I. Catalog Description:**

This course involves the study and application of the art and science of developing and conducting comprehensive government contract negotiations. Emphasis is placed on cost and price analytical techniques in the formulation and presentation of a pre-negotiation business clearance, strategy, and actual conduct of negotiations in a simulated business environment.

### **II. Course Goals:**

The primary goal of the course is to provide MBA students with a comprehensive overview of the legal and practical aspects of federal contracting, including negotiation strategies, regulatory considerations, and ethical issues.

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**III. Course Objectives:** By the end of this course, students will be able to:

1. Understand the basic principles and regulations governing federal contract negotiations.
2. Develop the skills necessary to analyze and assess contract requirements in the federal government context.
3. Master effective negotiation techniques and strategies specific to federal contracting situations.
4. Gain hands-on experience through practical exercises and case studies involving federal contract negotiation scenarios.
5. Learn how to navigate the unique challenges and complexities of negotiating contracts with federal agencies.

**IV. Course Learning Outcomes**

1. Analyze and evaluate the legal and regulatory framework governing federal contract negotiations.
  2. Apply negotiation strategies and tactics to effectively manage and resolve conflicts in federal contracting situations.
  3. Develop a comprehensive understanding of the key components of federal contracts and how they impact negotiations.
  4. Demonstrate the ability to assess risk factors and incorporate risk management strategies into federal contract negotiations.
  5. Synthesize knowledge and skills acquired to formulate and execute successful negotiation plans in the context of federal contracts.
  6. Develop and sharpen negotiation skills utilizing Federal Acquisition-specific regulations and policy frameworks.
  7. Apply critical thinking skills in developing and negotiating in mock Government/industry-controlled scenarios.
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## **V. Teaching Approach/Methodology**

This course employs a blended approach of theoretical instruction and hands-on experiential learning to equip students with the skills needed to address real-world contract negotiation skills. A central feature of the course is the practical application of concepts through case studies—either sourced from the Federal Government or individual businesses—that highlight inefficiencies or gaps in current contract negotiations

## **VI. Required Text, Supplementary Readings and References:**

Charles Tiefer, Joshua Schwartz, and William A. Shok, "Government Contracting: Promises and Perils", 2010

## **VII. Course Requirements**

- Assignments
- Tests, Quizzes, and Exams
- Hands-On Projects

## **VIII. Administrative Requirements**

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
- B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests, Students will be given a make-up Test upon submission of written medical or other formally written and signed excuses.
- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## **IX. Assessment and Grading:**

This course is conducted in a “seminar” style, meaning that classes will include an instructor-led discussion, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources, as well as in-class discussions, will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

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**Grading:**

<b>Contribution towards total score</b>	<b>Grades</b>	<b>Letter Grades</b>
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
Tests: 20%	20	70% - 79% = C
Research Project: 10%	10	60% - 69% = D
Class Presentation: 15%	15	Below 60 = F
Assignments and Quizzes: 10%	<u>15</u>	
<b>TOTAL</b>	<b>100</b>	

**X. ADA Compliance**

Southern University does not discriminate based on disability in the recruitment and admission of Students, in the recruitment and employment of faculty and staff, or in the operation of any of its Programs and activities, as specified by federal laws and regulations. The designated coordinator for Compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

**XI. XI. Watermark:**

Southern University and A&M College-Baton Rouge has entered into partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on outcome assessments, and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

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## **XII. Lectures and Class Activities Calendar\***

<b>Week</b>	<b>Topics</b>	<b>Assignment, Tests, Exam</b>
Week 1	Introduction to Government Contracts: Overview and Importance	
Week 2	Legal and Regulatory Framework for Federal Contracting	Assignment #1
Week 3	Types of Government Contracts and Their Implications for Negotiation	
Week 4	Key Components of Government Contracts: Scope, Terms, etc.	Test #1
Week 5	Negotiation Strategies and Tactics in Government Contracting	
Week 6	Ethical Considerations in Government Contract Negotiations	
Week 7	Performance Evaluation and Dispute Resolution in Government Contracts	
Week 8	Contract Negotiations and Financial Risk Management - Financial aspects of contract negotiations in government contracts	Mid-term Exam
Week 9	Risk management techniques to mitigate financial risks in government contracting	
Week 10	Pricing and Cost Analysis in Government Contract Negotiations	
Week 11	Competition and Source Selection in Federal Contracting	
Week 12	Subcontracting and Team Agreements in Government Contracts	Test #2
Week 13	Emerging Trends and Future Developments in Government Contract Negotiation	
Week 14	Semester Review	Semester Review
Week 15	Semester Project Presentation	Semester Project Presentation
Week 16	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative

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*College of Business*



## **Ethics and Compliance in Government Procurement Course Syllabus**

<b>Course:</b>	<b>Ethics and Compliance in Government Procurement</b>
<b>Course Number:</b>	MBAP 572
<b>CIP Code:</b>	
<b>Credit Hours:</b>	3 (Three)
<b>Course Prerequisite(s):</b>	None
<b>Class Date &amp; Time:</b>	TBA
<b>Instructor:</b>	TBA
<b>Office Location:</b>	TBA
<b>Office Hrs.:</b>	TBA
<b>Phone:</b>	TBA
<b>E-mail:</b>	TBA

### **I. Catalog Description:**

This course provides an in-depth examination of ethical considerations and compliance requirements in government procurement processes. Students will explore the legal and ethical frameworks governing government acquisitions, with a focus on promoting transparency and accountability in public sector procurement practices.

### **II. Course Goals:**

The goal of this course is to equip MBA students with the necessary knowledge and skills to navigate the complex landscape of government procurement while upholding the highest ethical standards. By the end of the course, students should be able to recognize and address ethical dilemmas in government contracting and procurement processes.

### **III. Course Objectives:**

1. Identify the regulatory environment and ethical considerations impacting government procurement.
2. Analyze the role of stakeholders in ensuring compliance and ethical conduct in government contracting.
3. Evaluate the impact of unethical practices on government procurement outcomes and public trust.
4. Develop strategies for promoting transparency, fairness, and integrity in government procurement processes.
5. Demonstrate ethical decision-making skills in real-world government procurement scenarios.

### **IV. Course Learning Outcomes**

By the end of this course, students will be able to:

1. Identify and explain key legal and ethical frameworks relevant to government procurement.
2. Evaluate the ethical implications of different procurement practices and decisions.
3. Apply ethical principles to analyze and address procurement challenges in the public sector.
4. Develop and implement ethical guidelines and compliance mechanisms in government procurement settings.
5. Communicate effectively with stakeholders to promote transparency and ethical conduct in government acquisitions.

### **V. Teaching Approach/Methodology**

This course employs a blended approach of theoretical instruction and hands-on experiential learning to equip students with the skills needed to address real-world contract negotiation skills. A central feature of the course is the practical application of concepts through case studies—either sourced from the Federal Government or individual businesses—that highlight inefficiencies or gaps in current contract negotiations

## **VI. Required Text, Supplementary Readings and References:**

Sue Arrowsmith and Gian Luigi Albano, "Ethics in Public Procurement: International Perspective,".

## **VII. Course Requirements**

- Assignments
- Tests, Quizzes, and Exams
- Hands-On Projects

## **VIII. Administrative Requirements**

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
- B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests, Students will be given a make-up Test upon submission of written medical or other formally written and signed excuses.
- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## **IX. Assessment and Grading:**

This course is conducted in a "seminar" style, meaning that classes will include an instructor-led discussion, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources, as well as in-class discussions, will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

**Grading:**

<b>Contribution towards total score</b>	<b>Grades</b>	<b>Letter Grades</b>
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
Tests: 20%	20	70% - 79% = C
Semester Project: 10%	10	60% - 69% = D
Class Presentation: 15%	15	Below 60 = F
Assignments and Quizzes: 10%	<u>15</u>	
<b>TOTAL</b>	<b>100</b>	

**X. ADA Compliance**

Southern University does not discriminate based on disability in the recruitment and admission of Students, in the recruitment and employment of faculty and staff, or in the operation of any of its Programs and activities, as specified by federal laws and regulations. The designated coordinator for Compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

**XI. XI. Watermark:**

Southern University and A&M College-Baton Rouge has entered into partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on outcome assessments, and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

## **XII. Lectures and Class Activities Calendar\***

<b>Week</b>	<b>Topics</b>	<b>Assignment, Tests, Exam</b>
<b>Week 1</b>	Introduction to Government Procurement - Overview of government procurement processes - Importance of ethics and compliance in government contracting	
<b>Week 2</b>	Regulatory Framework - Federal Acquisition Regulation (FAR) and other relevant regulations - Compliance requirements for government contractors	Assignment #1
<b>Week 3</b>	Ethics in Procurement - Ethical principles and values in government procurement - Ethical decision-making frameworks	
<b>Week 4</b>	Corruption and Fraud Risks - Types of corruption and fraud in government procurement - Anti-corruption measures and enforcement mechanisms	Test #1
<b>Week 5</b>	Compliance Programs - Designing and implementing effective compliance programs - Compliance training and monitoring	
<b>Week 6</b>	Vendor Management and Due Diligence	Vendor Management and Due Diligence
<b>Week 7</b>	Conflict of Interest - Understanding and managing conflicts of interest - Disclosure requirements for government contractors	Conflict of Interest
<b>Week 8</b>	Whistleblowing and Reporting Mechanisms - Importance of whistleblowing in ethics and compliance - Protection for whistleblowers under the law	Mid-term Exam
<b>Week 9</b>	Contract Management and Performance - Ensuring compliance during contract execution - Addressing performance issues and remedies	
<b>Week 10</b>	Ethical Challenges in Bid Processes - Bid rigging and collusion - Fair competition and transparency in bidding	
<b>Week 11</b>	Sustainability and Social Responsibility in Procurement - Incorporating sustainability practices in government procurement - Social responsibility obligations of government contractors	Assignment #2

<b>Week 12</b>	Case Studies and Real-World Applications - Analyzing ethical dilemmas in government procurement - Learning from real-world examples of compliance successes and failures	Test #2
<b>Week 13</b>	Future Trends and Best Practices - Emerging trends in government procurement ethics - Best practices for maintaining ethical standards in procurement processes	
<b>Week 14</b>	Semester Review	
<b>Week 15</b>	Semester Project Presentation	Semester Project Presentation
<b>Week 16</b>	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative



*College of Business*



## **Financial Management in Government Contracts Course Syllabus Course Syllabus**

**Course:** Financial Management in Government Contracts

**Course Number:** MBAP 573

**CIP Code:**

**Credit Hours:** 3 (Three)

**Course Prerequisite(s):** None

**Class Date & Time:** TBA

**Instructor:** TBA

**Office Location:** TBA

**Office Hrs:** TBA

**Phone:** TBA

**E-mail:** TBA

### **I. Catalog Description:**

This course provides students with an understanding of the financial management principles and practices specific to government contracts. Topics covered include budgeting, financial reporting requirements, cost control, compliance, auditing, and risk management in the context of government contracts.

### **II. Course Goals:**

The goal of this course is to equip MBA students with the necessary knowledge and skills to effectively manage financial aspects within government contracts and navigate the unique financial challenges associated with government contracting

### **III. Course Objectives:**

1. Understand the financial regulations, policies, and procedures governing government contracts.

2. Develop proficiency in financial planning and budgeting specific to government contracts.
3. Analyze and interpret financial statements and reports required for government contract compliance.
4. Implement cost control measures and strategies to optimize financial performance in government contracts.
5. Apply risk management techniques to mitigate financial risks associated with government contracting.

#### **IV. Course Learning Outcomes**

Upon completing the course, students should be able to:

1. Demonstrate an understanding of government contract financial regulations and compliance requirements.
2. Evaluate and apply financial planning strategies within the context of government contracts.
3. Analyze financial statements and reports to ensure compliance with government contract terms and conditions.
4. Develop and implement cost management strategies to optimize financial performance in government contracts.
5. Identify and assess financial risks inherent in government contracting and propose risk mitigation strategies.

#### **V. Teaching Approach/Methodology**

This course employs a blended approach of theoretical instruction and hands-on experiential financial management in Government contracts management skills. A central feature of the course is the practical application of concepts through case studies—either sourced from the public or the private sectors—that highlight inefficiencies or gaps in current financial management in government contracts.

## **VI. Required Text, Supplementary Readings and References:**

Title: "Financial Management in the Public Sector: Tools, Applications, and Cases"

Authors: Aman Khan, W. Bartley Hildreth

Publisher: Routledge

Edition: 3rd Edition

Publication Year: 2020

## **VII. Course Requirements**

- Assignments
- Tests, Quizzes, and Exams
- Hands-On Projects

## **VIII. Administrative Requirements**

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
- B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests, Students will be given a make-up Test upon submission of written medical or other formally written and signed excuses.
- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## **IX. Assessment and Grading:**

This course is conducted in a “seminar” style, meaning that classes will include an instructor-led discussion, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources, as well as in-class discussions, will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

**Grading:**

<b>Contribution towards total score</b>	<b>Grades</b>	<b>Letter Grades</b>
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
Tests: 20%	20	70% - 79% = C
Semester Project: 10%	10	60% - 69% = D
Class Presentation: 15%	15	Below 60 = F
Assignments and Quizzes: 10%	<u>15</u>	
<b>TOTAL</b>	<b>100</b>	

**X. ADA Compliance**

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## XII. Lectures and Class Activities Calendar\*

Week	Topics	Assignment, Tests, Exam
<b>Week 1</b>	Introduction to Financial Management in Government Contracts - Overview of financial management principles in the context of government contracts - Key differences between financial management in the public and private sectors - Overview of the contracting landscape, including the importance of contract integrity.	
<b>Week 2</b>	Government Contract Regulations and Compliance - Understanding government contract regulations and compliance requirements - Compliance considerations in financial management	
<b>Week 3</b>	Understanding Contract Costs: <ul style="list-style-type: none"> <li>Analyzing different types of contract costs, including direct and indirect costs, and understanding cost allocation methods</li> <li>Delving into the Cost Accounting Standards (CAS) and their impact on contract pricing.</li> </ul>	Assignment #1
<b>Week 4</b>	Cost Control in Government Contracts - Cost management strategies and controls in government contracting - Cost efficiency and optimization in government contracts	
<b>Week 5</b>	Financial Planning and Budgeting in Government Contracts - Budgeting techniques and strategies specific to government contracts - Financial planning process in government contracting	
<b>Week 6</b>	Cash Management and Working Capital in Government Contracts - Cash flow management strategies for government contracts - Working capital management considerations	
<b>Week 7</b>	Financial Reporting Requirements for Government Contracts - Financial statement preparation and reporting for government contracts - Compliance with government contract financial reporting standards	

<b>Week 8</b>	Cost Estimation and Pricing in Government Contracts - Principles of cost estimation and pricing in government contracting - Factors influencing cost estimation and pricing decisions	
<b>Week 9</b>	Auditing and Internal Controls in Government Contracts <ul style="list-style-type: none"> <li>• Audit requirements and procedures for government contracts</li> <li>• Importance of internal controls in financial management of government contracts</li> <li>• Financial Performance Measurement in Government Contracts</li> <li>• Key performance indicators for evaluating financial performance in government contracts</li> <li>• Financial performance analysis and interpretation</li> </ul>	
<b>Week 10</b>	Contract Fraud: <ul style="list-style-type: none"> <li>• Identifying different types of contract fraud schemes and their potential impact.</li> <li>• Overcharging, Misrepresenting costs, and kickbacks, and understanding the penalties and remedies.</li> </ul>	
<b>Week11</b>	Remedies for Contract Fraud: <ul style="list-style-type: none"> <li>• Understanding the various penalties and remedies available for contract fraud.</li> </ul> Anti-corruption measures and enforcement mechanisms	
<b>Week 12</b>	Financial Risk Management: <ul style="list-style-type: none"> <li>• Developing strategies for identifying, assessing, and mitigating financial risks.</li> </ul>	
<b>Week 13</b>	Audits and Government Contracts: <ul style="list-style-type: none"> <li>• Understanding the role of auditors in monitoring contract compliance and identifying fraud.</li> <li>• Ensuring adherence to contract terms and conditions and understanding the consequences of non-compliance.</li> </ul>	
<b>Week 14</b>	Semester Review	
<b>Week 15</b>	Semester Project Presentation	Semester Project Presentation
<b>Week 16</b>	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative



*College of Business*



## **Risk Management in Government Contracting Course Syllabus**

<b>Course:</b>	<b>Risk Management in Government Contracting</b>
<b>Course Number:</b>	MBAP 574
<b>CIP Code:</b>	
<b>Credit Hours:</b>	3 (Three)
<b>Course Prerequisite(s):</b>	None
<b>Class Date &amp; Time:</b>	TBA
<b>Instructor:</b>	TBA
<b>Office Location:</b>	TBA
<b>Office Hrs.:</b>	TBA
<b>Phone:</b>	TBA
<b>E-mail:</b>	TBA

### **I. Course Description:**

This course provides an in-depth understanding of risk management principles and practices specifically tailored to government contracts. Participants will explore the unique challenges and opportunities associated with managing risks in the context of government contracts.

### **II. Course Goal:**

The goal of this course is to equip students with the knowledge and skills necessary to effectively identify, assess, and mitigate risks in government contracts. By the end of the course, participants should be able to apply risk management strategies to minimize potential threats and enhance project success in government contracting.

### III. Learning Objectives:

1. Understand the fundamentals of risk management and its application in government contracts.
2. Identify and analyze potential risks specific to government contracts.
3. Develop risk mitigation strategies tailored to government contracting contexts.
4. Evaluate the impact of risks on project performance and success.
5. Apply risk management tools and techniques in a government contracting environment.

### IV. Learning Outcomes:

By the end of the course, participants should be able to:

1. Define and discuss key risk management concepts and principles.
2. Identify and assess risks commonly associated with government contracts.
3. Develop comprehensive risk management plans for government projects.
4. Implement effective risk mitigation strategies to manage project uncertainties.
5. Analyze the impact of risk management on project outcomes in government contracting scenarios.
6. Evaluate and enhance risk management practices to improve project success rates.

### V. Teaching Approach/Methodology

This course employs a blended approach of theoretical instruction and hands-on experiential learning to equip students with the skills needed to address real-world contract negotiation skills. A central feature of the course is the practical application of concepts through case studies—either sourced from the Federal Government or individual businesses—that highlight inefficiencies or gaps in current contract negotiations.

### VI. Required Text, Supplementary Readings, and References

**Risk Management for Complex U.S. Government Contracts and Projects Paperback – January 1, 2009**

by PMP Gregory A. Garrett, CPCM, CPM (Author)

### VII. Course Requirements

- Assignments
- Tests, Quizzes, and Exams
- Hands-On Projects

## VIII. Administrative Requirements

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
- B. No make-up tests are given for missed quizzes or Tests. However, for missed Tests, Students will be given a make-up Test upon submission of written medical or other formally written and signed excuses.
- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## IX. Assessment and Grading:

This course is conducted in a “seminar” style, meaning that classes will include an instructor-led discussion, analysis of homework assignments, in-class activities, and exercises. The textbook serves as a foundation for further discussion. The case analysis of problems/data from various sources, as well as in-class discussions, will provide for a deeper understanding. Students will be expected to come to class having read all assigned readings (chapters, cases, articles) and ready to share, present, and discuss.

### A. Grading:

Contribution towards total score	Grades	Letter Grades
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
Tests: 20%	20	70% - 79% = C
Research Project: 10%	10	60% - 69% = D
Class Presentation: 15%	15	Below 60 = F
Assignments and Quizzes: 10%	<u>15</u>	
<b>TOTAL</b>	<b>100</b>	

## **X. ADA Compliance**

Southern University does not discriminate based on disability in the recruitment and admission of Students, in the recruitment and employment of faculty and staff, or in the operation of any of its Programs and activities, as specified by federal laws and regulations. The designated coordinator for Compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

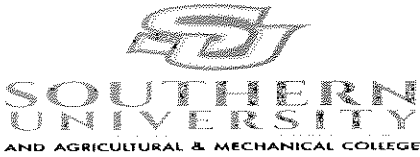
## **XI. Watermark:**

Southern University and A&M College-Baton Rouge has entered into a partnership with Watermark. It allows the gathering, understanding, reflecting on, and acting on outcome assessments and accreditation self-study of learners. Therefore, all learners enrolled in this course are required to use Watermark for completing assignments in the course; for storing and displaying coursework; for sharing résumés, professional portfolios and virtually any projects that can be photographed or video recorded; and for building a complete educational record that is easily accessible and serves in academic pursuits beyond graduation.

## **XI. Lectures and Class Activities Calendar\***

<b>Week</b>	<b>Topics</b>	<b>Assignment, Tests, Exam</b>
Week 1	Introduction to risk management in government contracts	
Week 2	Overview of government procurement processes and regulations	Assignment #1
Week 3	Risk assessment techniques in government contracts	
Week 4	Risk assessment techniques in government contracts	Test #1
Week 5	Risk mitigation strategies in government contracts	
Week 6	Contractual risk allocation in government contracts	
Week 7	Compliance and ethics in government contract risk management	
Week 8	Financial risk management in government contracts	Mid-term Exam
Week 9	Legal considerations in government contract risk management	
Week 10	Performance risk management in government contract	
Week 11	Supply chain risk management in government contracts	
Week 12	Case studies in government contract risk management	Test #2
Week 13	Emerging trends in government contract risk management	
Week 14	Best practices and lessons learned in government contract risk management	
Week 15	Semester Review and Project presentation	Semester Project Presentation
Week 16	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative



*College of Business*

## **Strategic Sourcing and Supplier Relationship Management Course Syllabus**

<b>Course:</b>	<b>Strategic Sourcing and Supplier Relationship Management</b>
<b>Course Number:</b>	MBAP 575
<b>CIP Code:</b>	
<b>Credit Hours:</b>	3 (Three)
<b>Course Prerequisite(s):</b>	None
<b>Class Date &amp; Time:</b>	TBA
<b>Instructor:</b>	TBA
<b>Office Location:</b>	TBA
<b>Office Hrs.:</b>	TBA
<b>Phone:</b>	TBA
<b>E-mail:</b>	TBA

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### **I. Course Description:**

The Strategic Sourcing and Supplier Relationship Management course offers an in-depth examination of strategic sourcing principles and practices, with a focus on developing effective supplier relationships to optimize procurement processes. It covers strategic sourcing strategies, supplier evaluation and selection, contract negotiation, risk management, and performance measurement.

### **II. Course Goal:**

The goal of this course is to equip students with the knowledge and skills required to strategically manage supplier relationships, enhance procurement efficiency, and drive value for organizations through effective sourcing practices.

### III. Course Objectives:

1. Understand the role and importance of strategic sourcing in procurement.
2. Explore various sourcing strategies and their applications.
3. Learn how to evaluate and select suppliers based on defined criteria.
4. Develop negotiation skills for successful contract agreements.
5. Implement risk management practices to mitigate supply chain vulnerabilities.
6. Measure and monitor supplier performance to ensure strategic alignment and continuous improvement.

### IV. Course Learning Outcomes:

By the end of the course, students will be able to:

1. Articulate the key concepts and principles of strategic sourcing and supplier relationship management.
2. Apply strategic sourcing strategies to optimize procurement processes and achieve cost savings.
3. Evaluate and select suppliers based on criteria such as quality, cost, and delivery performance.
4. Conduct effective supplier negotiations to secure favorable contract terms and conditions.
5. Identify potential risks in the supply chain and develop mitigation strategies.
6. Monitor supplier performance metrics and implement continuous improvement initiatives to enhance supplier relationships and procurement efficiency.

### V. Teaching Approach/Methodology

This course adopts a blended approach that combines theoretical instruction with hands-on experiential learning to equip students with the skills necessary for real-world contract negotiation. A key aspect of the course is the practical application of concepts through case studies sourced from the Federal Government or individual businesses, which highlight inefficiencies or gaps in current Sourcing and Supplier Relationship Management practices.

### VI. Required Text, Supplementary Readings, and References

Strategic Sourcing in the New Economy: Harnessing the Potential of Sourcing Business Models for Modern Procurement Hardcover – November 5, 2015 by Bonnie Keith (Author), Kate Vitasek (Author), Karl Manrodt (Author), Jeanne Kling (Author)

## VII. Course Requirements

- A. Assignments
- B. Tests, Quizzes, and Exams
- C. Hands-On Projects

## VIII. Administrative Requirements

- A. According to the Southern University policy, class attendance and active participation in the classroom are strictly part of the course requirements (See Southern University Current Catalog).
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- C. Academic dishonesty will be administered based on the University policy stipulated in the current Catalog.

## IX. Assessment and Grading:

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### A. Grading:

Contribution towards total score	Grades	Letter Grades
Midterm Exam: 20%	15	90% and above = A
Final Exam: 25%	25	80% - 89% = B
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<b>TOTAL</b>	<b>100</b>	

## **X. ADA Compliance**

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## XII. Lectures and Class Activities Calendar\*

<b>Week</b>	<b>Topics</b>	<b>Assignment, Tests, Exam</b>
Week 1	Introduction to Strategic Sourcing	
Week 2	Supplier Selection Criteria and Process	Assignment #1
Week 3	Total Cost of Ownership in Sourcing	
Week 4	Strategic Sourcing Process and Steps	Test #1
Week 5	Supplier Relationship Management Strategies	
Week 6	Bid evaluation criteria and selection processes	
Week 7	Procurement methods and procedures in government contracting	
Week 8	Socio-economic policies and considerations in government procurement	Mid-term Exam
Week 9	Dispute resolution mechanisms in government procurement	
Week 10	Technology and innovation in government procurement	
Week 11	Technology and innovation in government procurement	
Week 12	Case studies and real-world examples of procurement regulations in action	Test #2
Week 13	Emerging trends and challenges in government procurement regulations	
Week 14	Semester Project Presentation	Semester Project Presentation
Week 15	Semester Review	
Week 16	Final Exam	Final Exam

\*The Curriculum Calendar is Tentative

## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **FACILITIES AND PROPERTY**

**(Following Academic Affairs Committee)**

**August 15, 2025**

### **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Informational Item(s)
  - A. Facilities Update (SUS)
6. Other Business
7. Adjournment

### **Members**

Rev. Donald Ray Henry – Chair, Ms. Maple Gaines – Vice Chair, Ms. Zazell Dudley, Mr. Chris Masingill, Mr. Paul P. Matthews, Atty. Domoine Rutledge, Atty. Edwin Shorty, Mrs. Ann Smith, Dr. Rani Whitfield, and Atty. Tony Clayton – Ex Officio

Capital Outlay Funded Projects

## Construction

SUS Board Meeting - March 2025

### Self-Funded Projects

[illegible]

## **Mission Statement**

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## **FINANCE COMMITTEE** **(Following Facilities and Property Committee)** **August 15, 2025**

### **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request for Approval of Retirement Incentive Plan (SUNO)
  - B. Request for Approval of FY 2025-2026 Operating Budgets:
    1. Southern University System Employee Schedule
    2. Southern University Board and System Administration Operating Budget
    3. Southern University Board and System Inter-Institutional Cost Transfer Budget
    4. Southern University Board and System Administration Inter-Institutional Transfers Direct Charges Budget
    5. Southern University Board and System Special Meals and Miscellaneous Travel Budget
    6. Southern University Baton Rouge Campus Operating Budget
    7. Southern University Law Center Operating Budget
    8. Southern University New Orleans Campus Operating Budget
    9. Southern University Shreveport Campus Operating Budget
    10. Southern University Agricultural Research and Extension Center Operating Budget
    11. SUBR Athletics Intercollegiate Budget
    12. SUNO Athletics Budget
    13. SUSLA Athletics Budget
6. Informational Item(s)
7. Other Business
8. Adjournment

### **Members**

Mr. Myron K. Lawson – Chair, Mrs. Ann Smith – Vice Chair, Mr. Reggie Abraham, Atty. Quincy Cawthorne, Ms. Zazell Dudley, Ms. Maple Gaines, Mr. Chris Masengill, Atty. Domoine Rutledge, and Atty. Tony Clayton– Ex Officio

**Office of the Chancellor**  
**Southern University at New Orleans**

James H. Ammons, Jr., PH.D.  
Chancellor



6400 SUNO Knights Drive  
New Orleans, LA 70126  
(504) 286-5311

July 31, 2025

Dennis J. Shields, JD  
President  
Southern University System  
J.S. Clark Administration Building, 4<sup>th</sup> Floor  
Baton Rouge, Louisiana 70813

RE: Retirement Incentive Plan

Dear President Shields,

I am writing to bring to your attention an urgent and unforeseen development regarding the Staff Retirement Incentive Plan that necessitates immediate consideration and rectification. As you are aware, the original plan was scheduled for presentation at the June meeting of the Board of Supervisors. However, due to the cancellation of that meeting, we sought guidance from the System General Counsel, Attorney Blache, regarding the feasibility of a retroactive Board approval, effective June 30, 2025.

In accordance with her legal counsel, the campus proceeded to update the Staff Retirement Incentive Plan and provided revised cost calculations reflecting the inclusion of July retirements. All staff applicants were informed of the adjusted timeline and the new effective retirement date. With the exception of one employee, all participants opted to defer their retirement to July 31, 2025. The individual, however, elected to retire as originally scheduled on June 30 and was therefore excluded from the revised July cost projections.

Subsequently, it was brought to my attention that a critical clerical error occurred in the July Board packet submission: reflecting a retirement deadline of June 30, 2025, rather than the intended and accurately reflected July 31, 2025, as applied to the faculty plan. Upon reviewing this matter today, she reaffirmed that we are legally bound to enforce the version of the plan as approved by the Board.

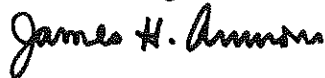
This discrepancy has a significant consequence: the two staff members who delayed their retirement based on the updated July timeline are now ineligible for the incentive as a result of the incorrect version submitted. Conversely the other former staff member, who retired in June, is the only staff member now eligible under the plan as officially approved.

In the spirit of fairness, equity, and institutional accountability, I respectfully propose that we take immediate action to apprise the Board of this discrepancy and submit a formal request to honor all three staff retirement applications. Such a recommendation would correct a procedural error while upholding the university's moral obligation to our employees who acted in good faith based on communications from university leadership.

It is also important to note that the \$24,510 payout for the acknowledged staff member was not included in the previously submitted cost schedule and will need to be reflected in the updated financial projections.

Thank you for considering this request and submitting it for approval at the August 15, 2025 meeting of the Southern University and A&M College System Board of Supervisors.

With kind regards,



James H. Ammons, Jr., Ph.D.  
Chancellor  
Southern University at New Orleans

Cc: Flandus McClinton Jr., Vice President for Finance and Business Affairs, Southern University System  
Corinee M. Blache, Esq., General Counsel, Office of the President, Southern University System  
Alrean Wehle, CPA, Vice Chancellor of Finance and Administration, Southern University at New Orleans

## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **GOVERNANCE COMMITTEE**

**(Following Finance Committee)**

**August 15, 2025**

### **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request for Approval of the Intellectual Property Policy (SUAREC)
  - B. Request for Approval: Board Compliance with SACSCOC Standards:
    1. SACSCOC Standard 4.2a (Mission Review) – Campus Mission Statements are submitted for the Board’s annual review.
    2. SACSCOC Standard 4.2d (Conflict of Interest) – A blank 2025 Conflict of Interest Form is attached that needs to be completed by each Board Member.
    3. SACSCOC Standard 4.2g (Board Self-Evaluation) – A blank 2025 Board Self-Evaluation Form is attached that needs to be completed by each Board Member.
  - C. Request for Approval: Human Resources
    1. SUS-7-010 – New Policy: Recoupment of Employee Overpayments  
The purpose of this policy is to support mandated internal controls that prevent employee overpayments and to establish a formal process for the recoupment of unearned or erroneous payments made to active, transferring, or separated employees in accordance with Article 7, Section 14 of the Louisiana Constitution and the La. R.S. 42:460.
    2. SUS-7-011 - New Policy: FLSA, Overtime & Compensatory Leave, and the PUMP Act  
The purpose of this policy is to ensure that the Southern University System fairly and lawfully compensates employees for all hours worked, in strict alignment with the Fair Labor Standards Act (FLSA) and federal regulations, including the Pump Act. It provides clear guidance on the authorization, accrual, and payout of overtime and compensatory leave, helping the System comply with state and federal labor laws. The policy promotes fiscal responsibility by mandating supervisor oversight of overtime and compensatory leave accruals to minimize financial liability.

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### 3. SUS-7-012 – Revised Policy: Employee Leave

This revised policy provides a unified framework for administering various types of leave for unclassified staff and faculty, including annual, sick, compensatory, parental, educational, and other applicable leave types. It ensures that employee leave is managed equitably, consistently, and in accordance with the Louisiana Revised Statutes, the Fair Labor Standards Act (FLSA), the Family and Medical Leave Act (FMLA), and Louisiana State Civil Service rules, where applicable. It clarifies employee entitlements, supervisor responsibilities, and administrative procedures regarding the accrual, use, and payment of leave balances.

### 4. SUS-7-013 - New Policy: Code of Conduct and Ethical Behavior

This new policy underscores Southern University System's commitment to fostering an environment grounded in ethical behavior, mutual respect, and personal responsibility. This Code of Conduct outlines the principles and standards of behavior expected of all employees. All personnel are expected to adhere to the highest standards of professional and ethical behavior in accordance with the values of the SUS, applicable federal and state laws, and System policies. This policy formalizes a baseline for conduct and ethical behavior.

## D. Request for Approval for Approval: Compliance

### 1. SUS-12-001 – Revised Policy: Power-Based Violence Sexual Misconduct

This revised policy underscores the fact that the Southern University System strives to maintain an educational community where all are welcome by ensuring the safety and well-being of students, employees, and visitors. This policy was revised based on best practices supported by the Louisiana Board of Regents and in alignment with other state universities and colleges. Stakeholders in the review and revision process included the System's Title IX Coordinators along with the System Director for Compliance. The policy was revised in accordance with the Louisiana Campus Accountability and Safety Act and Title IX of the 1972 Education Amendments.

### 2. SUS-12-002 – Revised Policy: Title IX Formal Grievance Procedure

This policy is a revision. It provides minor edits and revisions to ensure alignment with the Power-Based Violence/Sexual Misconduct Policy (SUS 12-001). There are no major substantive revisions to this policy. This policy supplements Title IX Formal Grievance Procedure supplements the Power-Based Violence/Sexual Misconduct Policy. The Title IX Formal Grievance Procedure addresses allegations of Title IX Sexual Harassment subject to the Title IX Regulations adopted by the U.S. Department of Education (USDOE), effective August 14, 2020. Misconduct that falls outside the scope of the Title IX Regulations (i.e., other power-based violence) may be addressed by applying the Power-Based Violence/Sexual Misconduct Policy or appropriate Human Resources policy. The Title IX Grievance Procedure and its terms supersede any policies or procedures pertaining to the investigation or adjudication of "sexual harassment" as defined in this Policy.

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### **E. Request for Approval of Artificial Intelligence**

#### **1. SUS-1-004 – New Policy: Comprehensive Artificial Intelligence**

The purpose of this policy is to establish a clear framework for the responsible use of artificial intelligence (AI) across the Southern University System. This policy promotes ethical practices, academic integrity, and equitable access to AI resources while addressing privacy concerns and intellectual property protection. By defining principles, responsibilities, and prohibited uses of AI, the policy seeks to ensure that faculty, staff, and students use AI tools in ways that enhance learning, research, and institutional efficiency, while mitigating risks such as misuse, bias, and breaches of privacy. This forward-looking policy positions the university system to adapt to the rapid evolution of AI technology while maintaining its commitment to academic excellence and fairness.

### **6. Adjournment**

## **Members**

Dr. Samuel Tolbert – Chair  
Atty. Quincy Cawthorne – Vice Chair  
Mr. Aaron Manzy,  
Mr. Chris Masingill, Atty. Domoine Rutledge, Atty. Edwin Shorty, Mr. Henry Whitehorn, and  
Atty. Tony Clayton – Ex Officio



## **POLICY TITLE**

### ***Intellectual Property Policy***

## **POLICY NUMBER**

***SUAREC-11-001***

## **EXECUTIVE SUMMARY**

1. What is the purpose/rationale for this policy? (policy description)

This policy is written on behalf of the Southern University Agricultural Research and Extension Center to provide guidance in the development and capture of intellectual properties that may have economic value on behalf of the inventor(s) and the University. This policy develops procedures for identifying and rewarding intellectual properties of value.

2. What is the fiscal impact of this policy? (financial impact)

This policy should be beneficial both to the University and its employees. These new procedures identify proper selection and marketing of intellectual properties and the capturing of monies possible, provided by the systematic procedures this policy puts in place. The new policy identifies possible processes, various types of creations and inventions, and methods of increasing economic benefit from these creations.

3. Was this policy developed based on best practices and in alignment with similar universities/colleges, policy organizations such as the Association of Governing Boards of Universities and Colleges (AGB), Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), Louisiana Board of Regents, etc? Briefly discuss and provide an example.

Revisions and updates of this policy align with practices and procedures used at other universities by both emphasizing the need to develop and exploit value from developed intellectual properties and their creation. For university employees, there are many checks and balances to ensure fair treatment by both the inventor and the University, forming a partnership of benefit to all parties. As an example, a new rose is developed and needs to be marketed. The University believes the new rose is unique and of economic value, and agrees to pay all fees and legal costs involved in bringing this particular rose to market, and as monies are captured from this sale, there is a recovery of all out-of-pocket expenses including legal considerations to the University, and a formula for dividing future income for both the inventor(s) and the University.

4. If this is a policy revision or update, please provide a summary of the proposed revisions and the reason(s) for the revisions.

This work represents a new policy by SUAREC, recognizing the benefits that can be obtained from inventions, discoveries, innovations, and the proper marketing of a variety of products and discoveries. The new policy uniquely sets up a procedure where the University may be responsible for additional legal costs of bringing a product to market, recovering those out-of-pocket costs, and then a formula for the long-term division of dividing income between the inventor/ employee and the University to each party's financial benefit.



**POLICY TITLE**  
***Intellectual Property Policy***

**POLICY NUMBER**  
***SUAREC-11-001***

<b>Responsible Units:</b> <i>Office of Research and Extension</i>	<b>Effective Date:</b> <i>August 15, 2025</i>
<b>Responsible Officials:</b> <i>Vice Chancellor of Research</i>	<b>Last Reviewed Date:</b>
<b>Policy Classification:</b> <i>Extension and Research</i>	<b>Origination Date:</b>

**I. POLICY STATEMENT AND RATIONALE**

The Southern University Agricultural Research & Extension Center (SU Ag Center) was established in 2001 as the outreach arm of the Southern University System. The SU Ag Center provides the state of Louisiana with educational outreach programs in the areas of agriculture and natural resources, economic and community development, youth development, mental and public health, nutrition, and emergency preparedness. With agents stationed across Louisiana parishes and the Sustainable Agriculture and Rural Development Institute (SARDI) satellite campus in Opelousas, the SU Ag Center is making a meaningful, hands-on impact in the communities we serve.

Through scientific strides in the areas of Urban Forestry, Viticulture and Enology, Beef Cattle Operations, Sustainable Agriculture, Soil Health and Crop Production, Aquaculture, and Food Safety, we are enabling farmers to increase their incomes through value-added crops and agricultural cost-saving methods.

The College of Agricultural, Human and Environmental Sciences (CAHES) is producing the next generation of agricultural professionals in competitive and global markets. Many CAHES alumni have secured employment in federal and private agricultural industries.

Since 1943, the SU Ag Center has held a Livestock and Poultry Show. We remain the only HBCU land-grant institution that continues to conduct a youth livestock show.

Our mission is to conduct basic and applied research and disseminate information to the citizens of Louisiana in a manner that is essential in addressing their scientific, technological, social, economic, and cultural needs. CAHES at Southern University in Baton Rouge was relinked to the Southern University Ag Center with an inaugural Chancellor-Dean on September 1, 2016. The SU Ag Center and CAHES are collectively referred to as SU Ag, focusing on teaching, research, and extension/ outreach to fulfill our statewide land-grant mission.

The central mission of the Southern University Agricultural Research and Extension Center (hereafter referred to as the “University”) is to create, preserve, and disseminate knowledge through teaching, research, and service. The community of scholars at the University has determined and established norms and values for the conduct of scholarly and scientific work that have evolved over the long history of the University. These norms and values are consistent with those recommended by the American Association of University Professors (“AAUP”) and those applicable to higher educational institutions throughout the United States of America.

The University community must be free to choose and pursue areas of study and concentration without interference, to share the results of their intellectual efforts with colleagues, to use and disseminate their creations, and to take their created works with them should they leave the University, subject to the terms of the University’s Intellectual Property Policy.

This Intellectual Property Policy is intended to maintain those traditional norms and values that foster, in various ways, the open and free exchange of ideas and opinions. In this regard, this Policy follows a basic tenet of the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors:

*Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free expression.*

The ongoing revolution in the use of information technology for the production and dissemination of knowledge enables members of the University community to create new forms or types of scholarly works, to communicate with current audiences with new types of materials, and to reach new audiences. This Intellectual Property Policy delineates the rights and responsibilities of the University and its faculty, employees, students, and other members of the community.

By longstanding custom, faculty members hold copyright for lecture notes, class notes, books, monographs, articles, and similar works as delineated in this Policy, whether distributed in print or electronically. This pattern will not change. This Policy retains and reasserts those rights.

The use of new media technologies has changed the process of creating intellectual works. Some of the resources (physical, financial, and human) needed to employ the new technologies are shared resources, provided by the University for the common benefit of all members of the University community. But, in many cases, the use of new media technologies requires

increased involvement by the University in the form of financial support, expert services, equipment, and other facilities beyond the base level of support and common resources provided to faculty.

Consistent with this changed environment in which intellectual property is created, the University will have interest in all forms of intellectual property (including but not limited to copyrights, patents, trade secrets, and trademarks) that are created at the University by Faculty, Staff, Students, Employees, and others that, a) are supported by a direct allocation of University funds, b) are commissioned by the University, c) made substantial use of financial or logistical support from the University beyond the level of common resources provided to faculty, and d) are otherwise subject to contractual obligations for Intellectual Property rights.

In those instances in which the University has determined that it holds rights, University community members can use the works involved for non-commercial purposes.

This Policy recognizes that ownership of Intellectual Property and the sharing of economic returns from the licensing or commercialization of Intellectual Property are two related yet distinct matters. Even when Intellectual Property rights are held by the University, revenues from any Intellectual Property should be shared among its creators, including individual faculty, researchers, students, employees, departments, schools, and the University. A description of the precise mechanism for the distribution of revenues received from Intellectual Property is included in the Policy.

Any beneficial returns to the University should be used for the common good in furtherance of its mission. Any share of revenues from Intellectual Property returned to the University must be reinvested visibly in the teaching and research enterprise of the University to seed new initiatives, enhance educational quality, and support quality academic programs, including those that are not capable of reaping significant returns from their own created works.

This Policy is also intended to strengthen current protection of the reputation of the names "Southern University Agricultural Research and Extension Center," "Southern University System," and their variations and appendages. When the University's name is associated with a work of scholarship or other educational materials, the interests of the University are impacted. For these reasons, the University must exercise the highest standards of integrity and accountability with respect to the use of its name. This is particularly true when Intellectual Property is created for use by other educational institutions or by for-profit organizations, including the development of online courses. Faculty members, deans, and other members of the University community who create courses or digitized content for other universities or for-profit entities should be certain that all new collaborative agreements with outside entities receive approval from the appropriate University officers, System President, and Board of Supervisors.

## **II. POLICY SCOPE AND AUDIENCE**

This Policy covers all types of Intellectual Property, including, but not limited to, the following: creative and scholarly works and inventions, patentable materials, copyrightable materials, trade secrets, trademarks, mask works, and novel plant varieties.

The University recognizes that commercially valuable Intellectual Property may arise during research and other activities conducted by Faculty, Staff, Employees, Students, and others using University resources. This Intellectual Property Policy defines the conditions of ownership, legal protection, development, and licensing of Intellectual Property conceived or first reduced to practice by individuals who use resources and facilities at one or more of the five University campuses listed above. This Intellectual Property Policy furthers the University's mission, enhances the value of intellectual property, and maximizes benefits to the University Originators (Authors, Creators, and Inventors) and the public.

This Policy applies to all University Employees and Students and anyone using University resources under the supervision of University Employees, including, but not limited to, visiting and adjunct faculty. No exception to the Policy shall be valid unless negotiated in advance and agreed to in writing by the Board of Supervisors or its designee. This Policy is subject to change from time to time.

### **III. POLICY COMPLIANCE**

All SUAREC 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 University who use University resources, shall be required to agree to this Intellectual Property Policy and the procedures to be promulgated pursuant hereto.

### **IV. POLICY DEFINITIONS**

- **Assignment** - The transfer of rights and titles in real, personal, or Intellectual Property by a written instrument so that the assignee is vested with rights of ownership. Federal patent law requires that the University obtain an Assignment of Inventions for Patentable Materials that have been conceived or created in a project supported by federal funds. Other intellectual property may be assigned to the University or other parties under a Research or License Agreement.
- **Author** - An Author is the person who creates copyrightable work, such as a literary, dramatic, musical, or artistic work, or a computer program.
- **Copyright** - Works of Authorship – United States Copyright Law protects original works of authorship. Works are original when they are independently created by a human author and have a minimal degree of creativity. Independent creation means that it was not copied. A work is "fixed" when it is captured (either by or under the authority of the author) in a sufficiently permanent medium such that the work can be perceived, reproduced, or communicated for more than a short time.

The categories of copyrightable Works of Authorship include:

Literary works, including works other than audiovisual works, expressed in words, numbers, or other verbal or numerical symbols or indicia, regardless of the nature of the material objects, such as books, periodicals, manuscripts, phonorecords, film, computer programs, tapes, disks, or cards in which they are embodied.

- a. Musical works, including any accompanying words.
- b. Dramatic works, including any accompanying music.
- c. Pantomimes and choreographic works.
- d. Pictorial, graphic, and sculptural works.
- e. Motion pictures and other audiovisual works.
- f. Sound recordings.
- g. Architectural works.
- **Copyrightable Materials** - Creative and scholarly works such as the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional materials; (7) mask works; (8) research notes, research data reports, and research notebooks; and (9) other materials or works other than software which qualify for protection under the copyright laws of the United States (see 17 U.S.C. Section 102, et. seq.) or other protective statutes whether or not registered with the United States Copyright Office.
- **Confidentiality Agreement** - An Agreement that outlines the terms under which proprietary information will be exchanged between two parties. Since the University has a legitimate interest in protecting proprietary information generated by Faculty, Staff, Employees, and Students during their duties at a given campus, such agreements, when associated with Intellectual Property, are frequently negotiated by a duly designated representative(s) on behalf of the University.  
A signed confidentiality agreement should be in place before an inventor or University representative discusses proprietary technology with anyone other than the University's officially designated representatives. The University will insist on such an agreement to protect its proprietary technology. Confidentiality agreements simply spell out what is to be disclosed and under what conditions. Authorized representatives of the University shall not disclose to a potential licensee the claims of any patent unless there is a signed confidentiality agreement. Neither shall they discuss any ongoing research which may impact a pending patent application without such an agreement.
- **Conflict of Interest** - A conflict that occurs whenever two or more goals or ends might not be advanced simultaneously, placing them in potential competition with each other. Productive interchange between the University, its faculty, or other employees and the non-academic world may sometimes engender conflicts of interest, in which legitimate but disparate goals of the institution, or an individual employee, may present difficult choices. If conflicts of interest cannot be avoided, they may be minimized, in accordance with the University's policies and procedures for such management.
- **Contract** - 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.
- **Creator** - Originator or discoverer of any kind of Intellectual Property, including Faculty, Staff, Employees, and Students who create or discover Intellectual Property using University resources.

- **Direct Expenses** - Costs associated with the protection and licensing of Intellectual Property.
- **Disclosure** - An action that makes an individual's invention known to others. In general, the following are the types of disclosure:
  - A. **Confidential Disclosure** - Any disclosure made for the purpose of testing, research, and development of the invention under an understanding or expectation of confidentiality. These disclosures are mostly made under a written or express agreement of confidentiality and non-disclosure.
  - B. **Public Disclosure** - Any publication or public utterance anywhere in the world describing the invention. It may be further defined as any public use of the invention or distribution of articles by, resulting from, or derived from the invention, or any offer for sale of the invention.
  - C. **Enabling Disclosure** - A description of an invention, in a patent application, a publication, or a presentation that could allow a person skilled in the art to replicate the invention.
- **Employee** - Employees include, 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, and 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 University employees and who come to the University as guest lecturers, or to teach colloquia, seminars, or short courses are not University employees for purposes of this Policy to the extent of their teaching and classroom activities.
- **Exempted Scholarly Works** - Creative and scholarly works created by faculty, such as textbooks, class notes, journal articles, lectures, research, and other works of non-fiction, such as theses, dissertations, papers, poems, musical compositions, and visual works of art, whether such works are disseminated in print or electronically.
- **Faculty** - Employees of the University as defined in the University's Faculty Handbook. This designation also includes instructors and special faculty appointments, such as joint faculty members and part-time faculty.
- **Federal Ownership Rights** - Rights that cover both data and software and arise from certain federal grants, contracts, and cooperative agreements. They require that Intellectual Property developed under these funding sources be owned by the federal government. When such funding sources are in force, the University requires faculty and employees working under such funding to assign ownership of the Intellectual Property (e.g., software or data) to the University for conveyance to the federal government. The regulations covering such Intellectual Property are not uniform across federal agencies, and sometimes waivers may be sought in advance, or a petition for greater rights may be entertained.
- **Gross Income** - Funds obtained from the commercialization of technology under a License Agreement. Gross Income may include License Fees, milestone payments, minimum annual royalties, earned or running royalties, equity, equipment, or reimbursement of

patent expenses and fees. It does not include research support in a mixed-purpose Research Contract/License Agreement.

- **Income** - Funds received by the University under a License Agreement.
- **Invention Statement (Disclosure)** - A term typically used to describe a formal (written) description of an invention that is confidentially made by the creator or inventor to their employer. Within the University, an Invention Statement is an enabling disclosure that includes details as to co-inventors and funding sources and should be submitted in the manner set forth herein. Such a statement is the "first alert" to the University that an invention has been made.
- **Inventor** - Any Employee or Student associated with the University who is the originator(s) of an Intellectual Property.
- **Inventions** - An invention is any new or useful process or discovery, art, method, technique, machine, device manufacture, software, composition of matter, or improvement thereof.
- **Intellectual Property** – Creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images used in commerce, including but not limited to Patentable Materials, Copyrightable Materials, Trademarks, tradenames, Trade Secrets, Mask Works, Novel Plant Varieties, or Patentable Plants as defined herein.
- **Know-how** - The knowledge, innovations, practices, expertise, processes or procedures, and secrets of individuals regarding the use of a material, product, or resource, or the practice of a method, for a particular purpose.  
"Know-how" usually refers to one of two situations: (1) "confidential know-how," which is equivalent to "trade secrets," and (2) "non-confidential know-how," which is readily discoverable by reverse engineering, or is information generally known in the trade. A third definition of "know-how" is any information needed to run a business, such as how to market a product. Because of these varying definitions, "know-how" should be specifically defined either in a licensing agreement or by implication through the manner in which it is used.
- **License** - 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.
- **License Option** - A contract between the University and another party that conveys to that party the right to negotiate for a License to certain Intellectual Property, generally on terms within certain specified parameters. If the option is exclusive, the University agrees to refrain from granting a License to a third party during the option period. Exclusive options on future inventions are often offered in return for the agreement of the unrelated party to pay for patent costs and/or to support research.
- **Mask Work** - A series of related images, however fixed or encoded, having or representing the predetermined, three dimensional pattern of metallic, insulating, or semiconductor material present or removed from layers of a semiconductor chip product; and in which series the relation of the images to each other has the pattern of the surface of one form of the semiconductor chip product. (See 17 U.S.C. Section 901, et. seq.)

- **Net Income** - Gross income less non-reimbursed University expenses and other direct expenses for patent prosecution, litigation and licensing expenses associated with a particular License Agreement (e.g., travel made expressly to market an invention or negotiate a particular License Agreement). Net Income may be subject to sharing with inventors and creators and is distributed in accordance with University policy.
- **Novel Plant Variety** - A novel variety of a sexually reproduced plant. (See 7 U.S.C. Section 2321, et. seq.)
- **Originator** - An inventor, creator, or author of Intellectual Property.
- **Patent** - A grant issued by the U.S. or a foreign patent office that gives an inventor the right to exclude others from making, using, or selling the invention within the United States or other geographic territories for a period of years from the date of filing of the patent application.
- **Patentable Materials** - Inventions or any new and useful improvement thereof, which reasonably appear to qualify for protection under the patent laws of the United States (see 35 U.S.C. 101 et seq.) or other protective statutes, whether or not actually patentable thereunder. To be patentable, the item must embody some new idea or principle not before known, and it must be a discovery as distinguished from mere mechanical skill or knowledge. Patentable Materials include novel plant varieties and patentable plants, whether or not patentable thereunder.
- **Patentable Plant** - An asexually reproduced, distinct, and new variety of plant. (See 35 U.S.C. Section 161).
- **Royalties** - All compensation of whatever kind received from the sale, license, or other transfer of Intellectual Property rights by the University 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.
- **Software** - One or more computer programs existing in any form, or any associated operational procedures, manuals, or other documentation, whether or not protected by patent or copyright. The term "computer program" shall mean a set of instructions, statements, or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.
- **Sponsored Research Agreement**- A contract, grant, cooperative agreement, or other funded research instrument between the University 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.
- **Staff** - Any employee of the University other than students and faculty as defined within this document. If a student is also a part-time University employee, they are considered as staff concerning Intellectual Property developed as a result of their employment, and as a student with regard to other Intellectual Property. A full-time non-faculty employee who is also taking one or more courses is considered to be staff. Visitors to the University, including post-doctoral persons, are considered as staff with respect to any Intellectual Property arising from University activities.

- **Student** - Any full-time or part-time graduate or undergraduate student, regardless of whether the student receives financial aid from the University or external sources. It is the responsibility of the students who are also employees of other outside entities to resolve any conflicts between this Policy and provisions of agreements with their employers prior to beginning any undertaking at the University that will involve the development of Intellectual Property.
- **Trademarks** – A legally protected symbol, word, design, or phrase used to identify and distinguish a product or service from others, ensuring consumers recognize the source of goods and services.
- **Trade Secret** - Information including, but not limited to, technical or non-technical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable through proper means by, other persons who can obtain economic value from its disclosure or use; and is the subject of efforts that are reasonable under the circumstances to maintain its secrecy.
- **Tangible Research Property** - Research results in their physical form, including, but not limited to, data, notes, workbooks, software, biological organisms, chemicals, materials, compositions of matter, instruments, machines or devices, drawings, and other property that can be physically distributed. Tangible Research Property may also be Intellectual Property.
- **University** - 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).
- **University Resources** - All tangible resources, including facilities, provided by the University to authors, creators, and inventors, (originators) including, but not limited to, office, laboratory, and 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. POLICY IMPLEMENTATION PROCEDURES

### 1. Copyright Material

- Traditional Authorship Rights.** Consistent with established academic customs, the University recognizes Faculty and Employee ownership of copyright in traditional works of authorship such as textbooks, class notes, journal articles, lectures, research and other works of fiction, non-fiction such as these, dissertations papers, poems, musical compositions and visual works of art, whether or not such works are disseminated in print or electronically. Use of resources such as the

libraries, office, desktop computer, and University computer infrastructure, secretarial staff and supplies, is not considered to be substantial use of such resources for the purposes of vesting the University with copyright ownership in such works.

The University shall not have ownership of Intellectual Property when the Creator is a Faculty, Staff, Employee, or other non-faculty researcher and the Intellectual Property is a traditional academic copyrightable work in the Creator's field of experience. Even though such work may be within the scope of employment, it is the property of the Creator unless it is a scholarly work, a) created by someone who was specifically hired or required to create it, or b) commissioned by the institution. In either of those cases, the University, not the Creator, will own the Intellectual Property.

## **B. Student Rights**

1. Ownership of copyrights to works produced by enrolled students that are produced outside any University 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 University 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.
2. If the use of the work by the University is reasonably determined by the Creator to impair the exercise of such rights, the University shall discontinue the impeding use but otherwise shall remain free to use the work.

**C. University Rights.** Subject to the provisions of Sections 1 (A) and (B), the University asserts copyright ownership in any work of authorship that is: a) created with substantial use of University resources (over and above that referenced in "A" above), financial support or the support of non-faculty University personnel beyond the level of common resources provided to Faculty; b) created or commissioned for use by the University; or c) created under the terms of a sponsored project where the terms of the sponsored project require that copyright be in the name of the University. Additionally, any work created by an officer of administration (including a faculty member or officer of research when acting in their capacity as an officer of administration), or by a staff member (including student employees) acting within the scope of their employment, generally constitutes a "work for hire" as defined by federal law. The University asserts copyright ownership of such works. Through predetermined agreements and provisions, Creators of works that constitute works for hire may share in revenues arising from their creation.

**D. Use of Course Content and Courseware Independent of Copyright Ownership.**

A faculty member has the right to use all course content and courseware they develop or create in the normal course of teaching or research. This right includes the right to make changes to the works and the right to distribute such works to the University faculty and other University personnel for teaching, research, and other noncommercial institutional purposes.

**E. Videotapes and Recordings.** The University has an interest in videotapes or other recordings of courses, and the parts thereof, that are made at University expense. Ownership of the videotape or recording itself does not mean that the University claims rights in the Intellectual Property presented on the tape or recording. Interest in the content shall be governed by the principles set forth above.

**2. Patentable Material**

**A. Previously Created Patentable Material.** Faculty and researchers having rights to Patentable Material prior to employment by the University should notify the hiring administrator, who shall, in turn, notify the University attorney of such Intellectual Property so that ownership of any further development of that same Intellectual Property at the University may be established by written agreement.

**B. Patentable Material Created at University.** Title to Patentable Material shall remain with the Inventor, provided the University attorney and the University Intellectual Property Committee confirm that the discovery or invention was made under at least one of the following purported conditions:

- Outside the course of, and or scope of employment;
- Without the use of common resources such as the libraries, office desktop computer, and University computer infrastructure, secretarial staff, and supplies;
- Created without the use of substantial University resources over and above those provided routinely for faculty or employee use; and
- Cases where the University received reimbursement for the use of substantial resources in accordance with University Policy.

**C. Invention Statement.** Inventors shall submit an Invention Statement to the University's designated representative or designee and the Intellectual Property Committee. This statement shall contain sufficient information to enable the representative and committee to determine whether the University has any right to the Invention. If confidential information is required, the involved campus will sign a nondisclosure agreement for purposes of this review.

**D. University Interest.** Should the University attorney determine that the University does have a proprietary interest in the Invention, a complete technical description

of the Invention may be required before making a decision regarding title. If it is determined that the University has an interest in the Invention, the provisions of the University Policy shall then be applicable. Appeals of such determinations may be made to the President of the university.

- E. Disclosure.** Rights in and to Discoveries and Inventions described in (II. A. "Traditional Authorship Rights") shall be disclosed to the University when the Author or Creator commences work on a similar or related work in the same or allied field.
- F. Good Faith Determination of Ownership.** Each unit of the University agrees to act in good faith with respect to the determination of ownership. The University may, at its discretion, waive rights in favor of the Inventor. If the University retains rights, the University will execute an agreement with the Inventor(s), according to the formula stipulated in Section 7(a)(2) of this document, that provides for distribution of Net Income derived from the Intellectual Property. If there is more than one Inventor, each receives an equal share unless the Inventors agree among themselves on another distribution in a written and signed declaration.

### **3. Other Forms of Intellectual Property**

#### **A. Software**

1. Software is a form of Intellectual Property covered by this Policy. Software differs considerably from Inventions because Software may be copyrighted. Some Software can also be or contain Patentable Material. This option may provide broader protection for the Intellectual Property, but at a greater expense.
2. Any Software should be treated as an Invention and handled by its Inventor and the University as described in Section 2 on the management of Patentable Material.

- B. Other Intellectual Property.** The University owns all other forms of Intellectual Property arising from University research, including trademarks, trade secrets, and know-how (except those listed in II. A. and unless the know-how is related to Intellectual Property otherwise not owned by the University).

Other Intellectual Property may exist in the form that is not Patentable Material or Copyrightable Material, but which by its nature can be protected, including mask works and biological material capable of harvesting. 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 Creator and the University in the same fashion as described for the management of Intellectual Property as contained in this Policy.

### **4. General Provisions for All Intellectual Property**

**A. Sponsored Efforts**

1. Sponsored project agreements often contain specific provisions with respect to ownership of Intellectual Property developed during the creation of such work, in which case the terms of the sponsored project agreement shall establish ownership.
2. The University may enter into a contract or contracts with an external sponsor covering specific creations, inventions, or discoveries, covering all such Intellectual Property in which the University has an interest.

**B. Consulting**

1. An Employee who anticipates engaging in off-campus consulting shall request approval in accordance with the System's Outside Employment Policy before commencing the endeavors, including the scope of the off-campus consulting. These activities include independent off-campus research, consultation, and other related activities in which a third party may claim an ownership interest.
2. Employees 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 University. The consulting or other agreement shall be submitted to the University president, Chancellor, Vice Chancellor for Academic Affairs, Dean, and Chair of the Unit (or Units) to which the consultant reports routinely.
3. The University does not ordinarily assert ownership of Intellectual Property produced by those involved with consulting. In cases where use of University resources supports the consulting activity, there should be negotiation between the consultant and the University 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.

**C. Jointly Originated Works.** Collaboration between University Employees or Students and persons not employed or associated with the University, including researchers at other universities or companies, can result in the development of Intellectual Property jointly owned by the University 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. University employees involved in or contemplating collaborative activities that may result in the development of Intellectual Property will advise the University 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.

**D. Modifications, Extensions, or Translations of Intellectual Property.** The University owns and retains an interest in Intellectual Property acquired

consistently with the stipulations governing ownership in this Policy. Nonetheless, any changes, modifications, translations by the University of an original work, invention, or creation shall have the creator's, author's, or inventor's permission and, where reasonable, their participation.

## **5. Responsibilities Under this Policy**

### **A. The Intellectual Property Committee ("IPC") Composition and Duties**

1. Each campus shall establish an Intellectual Property Committee of which no less than one-third (1/3) shall be appointed by the Faculty Senate.
2. This Intellectual Property Committee shall comprise members of constituent groups such as the Faculty, Students, and Staff 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 University concerning ownership of works and what constitutes substantial use of University resources. Members of the University community may obtain advice from this Committee. The Creator of a work may appeal the decision of the Committee to the Board of Supervisors through the University President. The decision of the Board of Supervisors shall be final. Decisions of the Committee and the President will be publicly available.
3. To ensure continuity of the activities of all Intellectual Property Committees of the five campuses, individual members shall be appointed initially for varying terms of service, provided that any member may be re-appointed upon the expiration of their term of service. Vacancies occurring on the committees, 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 the Faculty Senate.
4. The Intellectual Property Committee for a given campus shall, in addition to the functions hereinbefore described, consider and make recommendations to the Chancellor concerning the following:
  - a. The review, establishment, interpretation, and modification of University policies and procedures affecting research, inventions, and intellectual property.
  - b. Whether or not an application for Intellectual Property protection should be made on any particular Intellectual Property, and whether such Intellectual Property should be submitted for licensing by the campus, dedicated to the public, or whether the rights therein should be relinquished to the Creator.
  - c. Matters submitted to the Committee by any interested employee or student may include, when appropriate, the conduct of a hearing where the issue may be ownership of Intellectual Property or an alleged improper distribution of rights or compensation between a Creator and the campus, or a sponsor, when applicable.

## **B. University Attorney**

1. The University Attorney may review the determination of the IPC upon the written appeal of the Creator of the Intellectual Property. If this review finds that the determination of the IPC is in contradiction to written policy, or is otherwise unsubstantiated, the matter may be referred for a judicial hearing before the Chancellor, legal counsel of the University, chairperson of the IPC, the campus research officer, the aggrieved individual and their legal representative and any other person who can offer "expert testimony" or contribute significantly to the procedure. The results of the hearing shall be forwarded through the System President to the Board of Supervisors for a final, conclusive, and binding decision or dismissal.
2. The University Attorney may review the determination of the IPC committee, at the request of an interested person with a justifiable claim. The University Attorney may affirm, modify, or reject the determination of the Committee, based on legal merit. If the Committee recommends in any particular case that the campus should have an interest different from that stated as the general policy for Intellectual Property belonging to the University, the recommendation shall be referred to the University Attorney. The results of this review shall be forwarded through the System President to the Board of Supervisors for a final, conclusive, and binding decision or dismissal.

**C. The Chancellor.** The Chancellor's role includes charging the IPC to address any issues concerning the proper interpretation of this Policy and to resolve any disputes between Creators and the University concerning ownership of Intellectual Property and what constitutes substantial use of University resources. The Chancellor shall work with the faculty senate to fill vacancies on the IPC. Other roles for the chancellor shall include reviewing recommendations made by the IPC and general oversight of the processing and assignments of intellectual property.

**D. The System President.** The System President has general overarching responsibility for the actions of campus-based IPCs and the work of the campus chancellors. Other responsibilities include making judgments about matters to be referred to the Board of Supervisors for approval.

**E. Board of Supervisors.** The Board of Supervisors is the final cognizant authority over all Intellectual Property matters and makes the final determination and ruling about matters referred to them by the System President. The Board of Supervisors is the only authority authorized to make and approve policies that govern the disposition of Intellectual Property.

## **6. Management of Intellectual Property**

**A. Responsibility and Organization.** The administration of the principles and policies outlined in this document is the responsibility of the duly designated representative or designee of a campus, with the advice of the Intellectual Property Committee and a University Legal Advisor.

**B. Disclosure and Appeals**

1. The Creators of Intellectual Property shall file an Invention Statement with the Intellectual Property Committee and Vice Chancellor for Research (each member of these positions or groups shall be sworn to keep the process confidential, under penalty of law).
2. Within ten (10) days of such disclosure, the Vice Chancellor or designee shall transmit the statement to the technology transfer officer, with a non-confidential information copy to the originator's chair, dean of the college, or other administrative officer.
3. The technology transfer officer shall append to the invention statement or confidential technical description, a statement setting forth their opinion concerning the scientific, technical and economic merit of such Intellectual Property; the likelihood and desirability of obtaining a patent, trademark, copyright, trade secret, or other Intellectual Property protection; an estimate of the commercial potential; and a general description of the University facilities or resources used in the development of the Intellectual Property.

**C. Invention Statement or Confidential Disclosure Processing**

1. Only after receiving a completed Invention Statement will the University attorney review, evaluate, and make a confidential disposition of the Invention Statement. Upon making a disposition, the representative will promptly notify the Creator whether the University should seek protection for the Intellectual Property. The evaluation and disposition will be completed as soon as possible, but for Patentable Materials (and computer software) ordinarily no later than ninety (90) days, and for Copyrightable Materials (other than computer software) ordinarily no later than thirty days (30) after the University attorney receives a complete, accurate confidential Invention Statement and any other information that they request to make an informed evaluation.
2. Whether the campus shall seek Intellectual Property protection depends upon the availability of funds, the protectability, and the commercial value. A determination by the University Attorney not to seek Intellectual Property protection is reviewable by the Chancellor at the request of the Creator. The campus personnel involved shall be entitled to appear before the Chancellor and present evidence with respect to the report. The Chancellor's determination shall be made in writing and shall contain a statement of findings and grounds of decision.
3. When there is a failure to obtain Intellectual Property protection based solely upon lack of University funds, the Creator, and or any other party may commit discretionary funds to patent Intellectual Property. Should it be licensed, the

sponsor(s) may only recover out-of-pocket costs out of gross royalties. The commitment of such funds must have prior approval from the University Attorney. However, under no circumstance is the use of non-University funds considered a relinquishment of interest in the Intellectual Property by the University.

4. Intellectual Property determined not to be of merit or use to the University may be released to the Creator under the guidelines of the research sponsor, where applicable. A campus will ordinarily waive its ownership rights in favor of the Creator of Intellectual Property if the Creator has made a complete and accurate confidential disclosure of such Intellectual Property in accordance with this Policy and if the research sponsor also waives its rights.
5. In cases where the University's claim to Intellectual Property is in accordance with the stipulations of this Policy (Section 1. C. "University Rights"), the University may commercialize the property rights using its own resources. However, if the University elects not to exploit an interest through commercialization, the Intellectual Property should be released to the Creator as allowed by law. In this instance, the Creator is free to obtain Intellectual Property protection and retain any derivative income rights.

#### **D. Assignment and Protection of Intellectual Property**

1. To protect and preserve the Intellectual Property rights defined in this Policy and to comply with federal regulations, the Creator shall furnish such additional information and execute such documents from time to time as may be reasonably requested.
2. The University shall have the sole right to determine the disposition of Intellectual Property over which it asserts ownership. As such, Creators may not assign or license rights in Intellectual Property to third parties without the prior written consent of the University.
3. Creators of Intellectual Property shall assist as reasonably necessary for the University to obtain statutory protection for the Intellectual Property and to perform all obligations to which it may be subject concerning Intellectual Property, including the exercise of prudent, intellectual stewardship of their Intellectual Property, as well as the execution of any necessary documents to protect the Intellectual Property.
4. The campus representative shall inform the Creator regularly of the progress of protection efforts and commercialization of Intellectual Property disclosed by that Creator.

#### **E. Licensing Intellectual Property**

1. The individual campuses do not sponsor product manufacturing, company support functions, customer service, or technology maintenance. In general, it is not appropriate for academic units to produce, market, or sell products, or to establish organizations or companies to do so. Instead, the designated University authority has the responsibility to license or sell University

developed products (products which were developed with substantial use of University resources as delineated in II. B. "University Rights"). These may be sold to end-users when sales and support do not interfere with the normal activities of campus personnel, and when the sale is consistent with the educational mission of the University.

2. The designated University authority will work with the Creator to identify and pursue licensing opportunities. The Creator is often aware of, familiar with, or in direct contact with the companies most likely to have an interest in Intellectual Property.
3. Initial communication with potential licensees normally is based on a non-confidential summary of the Intellectual Property. Interested companies are then requested to sign a Confidentiality Agreement before receiving confidential information, such as the application for protection of Intellectual Property, and access to the Creator for discussion of confidential information.
4. The involvement of the Creator is encouraged and supported, and is usually essential for successful licensing. However, the Creator should limit their communication with a company until a Confidentiality Agreement has been signed.

## **7. Distribution of Income**

### **A. Financial Responsibility and Cost**

1. The University, through each campus, assumes financial responsibility for Intellectual Property to which it takes ownership. This responsibility may include, for example, the costs of assessing patentability and commercial potential, filing and maintaining intellectual property protection, marketing and licensing inventions and works, and sharing of net income. The campuses are not, however, obligated to protect or commercialize any particular Intellectual Property unless it has made an explicit contractual commitment to do so. Activities related to the protection and marketing of University Intellectual Property are intended to be self-supporting. Thus, each campus representative is charged with the responsibility of using the University's resources carefully, with a view to promoting the fiduciary interest of the University as a whole.
2. Income earned from the licensing, or other transfer of Intellectual Property of a campus shall be received solely by the campus and shall, except where a grant or Sponsored Research Agreement specifies otherwise, be distributed successively as follows:
  - a. From gross royalties, reimburse all direct expenses related to prosecuting and maintaining Intellectual Property protection and securing licenses, such as fees for outside legal counsel and other experts, if required.
  - b. From net royalties distributed:
    - Forty percent (40%) to the Creator for personal use.
    - Forty percent (40%) to the University Intellectual Property Fund for academic and research use.

- Twenty percent (20%) to the System.
3. Each campus shall develop an implementation plan for the use of these funds and submit an annual accountability report to the University for the use and expenditure of such funds.
  4. For inventions disclosed before the effective date of this policy, royalties shall be distributed in accordance with the written agreement made as a result of negotiations between the Creator and the University.
  5. When more than one Creator is listed, the allocation will be determined by the percentage of ownership listed in the original invention statement. That allocation may only be altered for future *Net Income* distribution by written requests signed by all inventors listed on the original invention statement. In the event an agreement cannot be reached, the distribution shall be prorated according to *Section 8, Dispute Resolution*.
  6. *Net Income* is payable only upon actual receipt by the University. In the case of the death of a Creator, all *Net Income* distributions which would have been due shall be paid to their estate.
  7. In rare and exceptional circumstances, a non-Creator student may make an important inventive contribution to the development of an Intellectual Property. In such cases, the faculty Creator or conceiver of the invention may share a portion of the *Net Income* with the student.

## **8. Dispute Resolution**

- A. The designated campus representative or designee shall attempt to resolve any claim, dispute, or controversy involving the rights 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, which will investigate the dispute and determine the rights of the parties.
- B. Following a determination by the Intellectual Property *Committee*, a party interested in the assignment of rights may seek a review by submitting a written notification of appeal, which is forwarded to the University Attorney. The University Attorney shall review the determination of the IPC to establish whether the IPC's determination contradicts written policy, or is otherwise flawed or unsubstantiated. If this review finds that the IPC's determination contradicts written policy, or is otherwise flawed or unsubstantiated, the matter may be referred for a judicial hearing before the Chancellor, legal counsel of the University, chairperson of the IPC, University research officer, the aggrieved individual and their legal representative and any other person who can offer "expert testimony" or contribute significantly to the procedure. The aggrieved individual and their legal representative may appeal the decision of the Committee to the Board of Supervisors through the University President. The decision of the Board of Supervisors shall be final and binding upon all parties.

- C. Committee 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.

## **8. Policy Administration**

The University Attorney shall be charged by the Chancellor with the responsibility of working with the Intellectual Property Committee in making a formal Intellectual Property review of disclosed inventions and the administration of Intellectual Property agreements in conformance with the University's policies and contractual obligations. The University Attorney and support staff shall have the responsibility to:

1. Maintain the official records of invention statements, patents, copyright registrations, any other document showing Intellectual Property protection, licenses, and compliance with regulations and terms of grant awards by research sponsors.
2. Evaluate the Intellectual Property commercial potential of inventions and copyrighted works.
3. Negotiate and sign confidentiality licenses and option agreements with companies and employees.
4. Help create programs that build new relationships between research faculty and companies.
5. Advise and counsel academic and administrative units regarding Intellectual Property.
6. Assist schools, colleges, programs, and administrative units to develop new sources of revenue.
7. Engage outside consultants and other service providers as necessary to perform licensing activities, including marketing; negotiating agreements, drafting licenses and other legal instruments, and performing any other services required to effectuate the commercialization of University Intellectual Property.
8. Advise the Chancellor on Intellectual Property policy.
9. Serve as an *ex officio* member of the Intellectual Property Committee.

## **VI. POLICY-RELATED INFORMATION**

- SUS-07-000 Outside Employment of SU System Employees
- 17 U.S.C. Section 102, et. seq.
- 17 U.S.C. Section 901, et. seq.
- 7 U.S.C. Section 2321, et. seq.
- 35 U.S.C. Section 161.

## **VII. POLICY HISTORY AND REVIEW CYCLE**

The Office of Research and Extension will be charged with implementing this policy. This policy replaces the previous IP policy and is subject to a five-year review cycle.

### **VIII. POLICY URL**

The approved policy will be posted on the SUAREC website under its Policies.

### **IX. POLICY APPROVAL**



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***Orlando McMeans, Ph.D.***

*Chancellor, Southern University Agricultural Research and Extension Center*



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***Effective Date of Policy***



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

## Office of the Vice President, Strategic Planning, Policy & IE

J. S. Clark Administration Building, Fourth Floor, Baton Rouge, LA 70813

### MEMORANDUM

**TO:** Dennis J. Shields, President  
Southern University System

**FROM:** Vladimir A. Appeaning, Ph.D. *VAA*  
Vice President, Strategic Planning, Policy and IE

**DATE:** July 24, 2025

**RE:** Board Compliance with SACSCOC Standards - 4.2a, 4.2d, and 4.2g and 7 Policy Submissions

The following items are submitted for Board review, consideration and approval during the August 15, 2025, Board of Supervisors meeting to ensure continued Board compliance with SACSCOC Standards 4.2a, 4.2d, & 4.2g.

- SACSCOC Standard 4.2a (Mission Review) – Campus Mission Statements are submitted for the Board's annual review.
- SACSCOC Standard 4.2d (Conflict of Interest) – A blank 2025 Conflict of Interest Form is attached that needs to be completed by each Board Member.
- SACSCOC Standard 4.2g (Board Self-Evaluation) – A blank 2025 Board Self-Evaluation Form is attached that needs to be completed by each Board Member.

Additionally, on June 11, 2025, the Southern University System Policy Committee approved seven policies for Board review, consideration and approval during the August 15, 2025 Board of Supervisors meeting. A synopsis of each policy is listed below:

**Policy Submitter:** Ms. Dawn Harris

- ***SUS-7-010 – New Policy: Recoupment of Employee Overpayments***  
The purpose of this policy is to support mandated internal controls that prevent employee overpayments and to establish a formal process for the recoupment of unearned or erroneous payments made to active, transferring, or separated employees in accordance with Article 7, Section 14 of the Louisiana Constitution and the La. R.S. 42:460.
- ***SUS-7-011 - New Policy: FLSA, Overtime & Compensatory Leave, and the PUMP Act***  
The purpose of this policy is to ensure that the Southern University System fairly and lawfully compensates employees for all hours worked, in strict alignment with the Fair Labor Standards Act (FLSA) and federal regulations, including the Pump Act. It provides clear guidance on the authorization, accrual, and payout of overtime and compensatory leave, helping the System comply with state and federal labor laws. The policy promotes fiscal responsibility by mandating supervisor oversight of overtime and compensatory leave accruals to minimize financial liability.

- **SUS-7-012 – Revised Policy: Employee Leave**

This revised policy provides a unified framework for administering various types of leave for unclassified staff and faculty, including annual, sick, compensatory, parental, educational, and other applicable leave types. It ensures that employee leave is managed equitably, consistently, and in accordance with the Louisiana Revised Statutes, the Fair Labor Standards Act (FLSA), the Family and Medical Leave Act (FMLA), and Louisiana State Civil Service rules, where applicable. It clarifies employee entitlements, supervisor responsibilities, and administrative procedures regarding the accrual, use, and payment of leave balances. Revisions include:

- Clarifies the policy scope inclusive of unclassified employees and identifies specified exclusions (e.g., classified, student workers).
- Adds detailed responsibilities for employees, supervisors, and HR under "Policy Compliance."
- Improves definitions with statutory citations and new terms (e.g., "Legal Parent," "Pregnant Workers Fairness Act").
- With respect to Annual and Sick Leave Accrual:
  - Details accrual rates in table format by years of service.
  - Defines accrual rules for part-time, adjunct, and public-school system service.
  - Adds exclusions for when leave is not accrued (e.g., on-call status, unpaid sabbatical).
- With respect to Use of Leave:
  - Clarifies advance request requirements for annual leave.
  - Defines when sick leave is required and added guidance on using compensatory leave in place of sick leave.
  - Specifies FMLA referral after 3 consecutive sick days.
- With respect to Worker's Compensation:
  - Memorializes the "leave buy-back" option to restore leave balances when workers' compensation begins.
- With respect to Leave Payment and Retirement Provisions:
  - Clarifies terminal payment maximums:
  - 300 hours for annual leave, 200 hours for sick leave.
  - Specific eligibility by retirement system (TRSL, LASERS, ORP).
  - Introduces rules for re-employment and reimbursement of leave payouts.
  - Addresses leave conversion to service credit (TRSL and LASERS).
  - Introduces robust rules for compensatory leave
  - Defines eligibility, accrual, limits, and payout for non-exempt and exempt unclassified employees.
  - Clarifies compensatory time for travel, including weekend and holiday differentials.
  - Sets maximum accrual caps aligned with Civil Service Rule 21.11 (e.g., 240/480 for non-exempt; 360/540 for exempt).
  - Restricts use of compensatory leave to avoid abuse (e.g., not for lunch breaks).
- With respect to Special Leave Types (Expanded and Formalized):
  - Parental Leave: Up to 6 weeks (240 hours) paid leave added.
  - Includes eligibility and usage criteria; runs concurrently with FMLA.
  - Military Leave: Defines leave accrual, pay differential, and reinstatement rights.
  - Details treatment of unused leave and reemployment.
  - Funeral Leave: Aligns with Civil Service Rule 11.23.1.
  - Educational Leave: Up to 3 hours per week per semester, with eligibility tied to performance evaluations.

- Emergency Leave, Civil Leave, Administrative Leave: Clarifies qualifying circumstances and limitations.
  - Sabbatical Leave: References faculty handbook
  - Other Notable Additions:
    - Holiday Leave: Codifies the 14-holiday rule with eligibility and payout rules.
    - Leave Without Pay: Details employer and employee responsibilities during unpaid periods.
    - Cites Office of Group Benefits (OGB) rules and Louisiana Administrative Code.
    - Leave of Absence Without Pay: Introduced formal process requiring supervisor, division head, and appointing authority approval.
    - Leave Held in Abeyance: New provision to preserve leave when an employee becomes temporarily ineligible.
  - Reference Section Added:
    - Links to related policies (e.g., SUS Policy 7-009), state and federal laws, and civil service rules.
- **SUS-7-013 - New Policy: Code of Conduct and Ethical Behavior**

This new policy underscores Southern University System’s commitment to fostering an environment grounded in ethical behavior, mutual respect, and personal responsibility. This Code of Conduct outlines the principles and standards of behavior expected of all employees. All personnel are expected to adhere to the highest standards of professional and ethical behavior in accordance with the values of the SUS, applicable federal and state laws, and System policies. This policy formalizes a baseline for conduct and ethical behavior.

**Policy Submitter:** Attorney Jeremiah Sams

- **SUS-12-001 – Revised Policy: Power-Based Violence Sexual Misconduct**

This revised policy underscores the fact that the Southern University System strives to maintain an educational community where all are welcome by ensuring the safety and well-being of students, employees, and visitors. This policy was revised based on best practices supported by the Louisiana Board of Regents and in alignment with other state universities and colleges. Stakeholders in the review and revision process included the System’s Title IX Coordinators along with the System Director for Compliance. The policy was revised in accordance with the Louisiana Campus Accountability and Safety Act and Title IX of the 1972 Education Amendments.

Revisions to this policy include:

  - Updates to the Notice of Discrimination based on current executive orders, a time frame to resolve grievances, consolidation allowances, and dismissals in alignment with the Title IX Formal Grievance Procedure Policy;
  - Adds an emergency removal process in alignment with federal regulations;
  - Updates the Victims’ Rights Policy to be in alignment with the emergency removal process; and updates the reporting requirements on trainings in accordance with Act 482 of the 2024 Regular Louisiana Legislative Session.
- **SUS-12-002 – Revised Policy: Title IX Formal Grievance Procedure**

This policy is a revision. It provides minor edits and revisions to ensure alignment with the Power-Based Violence/Sexual Misconduct Policy (SUS 12-001). There are no major substantive revisions to this policy. This policy supplements Title IX Formal Grievance Procedure supplements the Power-Based Violence/Sexual Misconduct Policy. The Title IX Formal Grievance Procedure addresses allegations of Title IX Sexual Harassment subject to the Title IX Regulations adopted by the U.S. Department of Education (USDOE), effective August 14, 2020. Misconduct that falls outside the scope of the Title IX Regulations (i.e., other power-based violence) may be addressed by applying the Power-Based Violence/Sexual Misconduct Policy or appropriate Human Resources policy. The Title IX Grievance Procedure and its terms supersede any policies or procedures pertaining to the investigation or adjudication of “sexual harassment” as defined in this Policy.

**Policy Submitter:** Dr. Scott Wicker

- ***SUS-1-004 – New Policy: Comprehensive Artificial Intelligence***

The purpose of this policy is to establish a clear framework for the responsible use of artificial intelligence (AI) across the Southern University System. This policy promotes ethical practices, academic integrity, and equitable access to AI resources while addressing privacy concerns and intellectual property protection. By defining principles, responsibilities, and prohibited uses of AI, the policy seeks to ensure that faculty, staff, and students use AI tools in ways that enhance learning, research, and institutional efficiency, while mitigating risks such as misuse, bias, and breaches of privacy. This forward-looking policy positions the university system to adapt to the rapid evolution of AI technology while maintaining its commitment to academic excellence and fairness.

Thank you for your favorable consideration and approval of this request.

Approved:

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**Dennis J. Shields**  
**President**  
**Southern University System**

**Attachments:**

- Campus mission statements related to SACSCOC compliance
- A blank 2025 Conflict of Interest Form
- A blank 2025 Board Self-Evaluation Form
- 7 policies approved by the SU System Policy Committee on June 11, 2025



# SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

## Office of the Vice President, Strategic Planning, Policy & IE

J. S. Clark Administration Building, Fourth Floor, Baton Rouge, LA 70813

### MEMORANDUM

**TO:** Dennis J. Shields, President  
Southern University System

**FROM:** Vladimir A. Appeaning, Ph.D. *VAA*  
Vice President, Strategic Planning, Policy and IE

**DATE:** July 24, 2025

**RE:** Board Compliance with SACSCOC Standards - 4.2a, 4.2d, and 4.2g and 7 Policy Submissions

The following items are submitted for Board review, consideration and approval during the August 15, 2025, Board of Supervisors meeting to ensure continued Board compliance with SACSCOC Standards 4.2a, 4.2d, & 4.2g.

- SACSCOC Standard 4.2a (Mission Review) – Campus Mission Statements are submitted for the Board's annual review.
- SACSCOC Standard 4.2d (Conflict of Interest) – A blank 2025 Conflict of Interest Form is attached that needs to be completed by each Board Member.
- SACSCOC Standard 4.2g (Board Self-Evaluation) – A blank 2025 Board Self-Evaluation Form is attached that needs to be completed by each Board Member.

Additionally, on June 11, 2025, the Southern University System Policy Committee approved seven policies for Board review, consideration and approval during the August 15, 2025 Board of Supervisors meeting. A synopsis of each policy is listed below:

**Policy Submitter:** Ms. Dawn Harris

- ***SUS-7-010 – New Policy: Recoupment of Employee Overpayments***  
The purpose of this policy is to support mandated internal controls that prevent employee overpayments and to establish a formal process for the recoupment of unearned or erroneous payments made to active, transferring, or separated employees in accordance with Article 7, Section 14 of the Louisiana Constitution and the La. R.S. 42:460.
- ***SUS-7-011 - New Policy: FLSA, Overtime & Compensatory Leave, and the PUMP Act***  
The purpose of this policy is to ensure that the Southern University System fairly and lawfully compensates employees for all hours worked, in strict alignment with the Fair Labor Standards Act (FLSA) and federal regulations, including the Pump Act. It provides clear guidance on the authorization, accrual, and payout of overtime and compensatory leave, helping the System comply with state and federal labor laws. The policy promotes fiscal responsibility by mandating supervisor oversight of overtime and compensatory leave accruals to minimize financial liability.

- **SUS-7-012 – Revised Policy: Employee Leave**

This revised policy provides a unified framework for administering various types of leave for unclassified staff and faculty, including annual, sick, compensatory, parental, educational, and other applicable leave types. It ensures that employee leave is managed equitably, consistently, and in accordance with the Louisiana Revised Statutes, the Fair Labor Standards Act (FLSA), the Family and Medical Leave Act (FMLA), and Louisiana State Civil Service rules, where applicable. It clarifies employee entitlements, supervisor responsibilities, and administrative procedures regarding the accrual, use, and payment of leave balances. Revisions include:

- Clarifies the policy scope inclusive of unclassified employees and identifies specified exclusions (e.g., classified, student workers).
- Adds detailed responsibilities for employees, supervisors, and HR under "Policy Compliance."
- Improves definitions with statutory citations and new terms (e.g., "Legal Parent," "Pregnant Workers Fairness Act").
- With respect to Annual and Sick Leave Accrual:
  - Details accrual rates in table format by years of service.
  - Defines accrual rules for part-time, adjunct, and public-school system service.
  - Adds exclusions for when leave is not accrued (e.g., on-call status, unpaid sabbatical).
- With respect to Use of Leave:
  - Clarifies advance request requirements for annual leave.
  - Defines when sick leave is required and added guidance on using compensatory leave in place of sick leave.
  - Specifies FMLA referral after 3 consecutive sick days.
- With respect to Worker's Compensation:
  - Memorializes the "leave buy-back" option to restore leave balances when workers' compensation begins.
- With respect to Leave Payment and Retirement Provisions:
  - Clarifies terminal payment maximums:
  - 300 hours for annual leave, 200 hours for sick leave.
  - Specific eligibility by retirement system (TRSL, LASERS, ORP).
  - Introduces rules for re-employment and reimbursement of leave payouts.
  - Addresses leave conversion to service credit (TRSL and LASERS).
  - Introduces robust rules for compensatory leave
  - Defines eligibility, accrual, limits, and payout for non-exempt and exempt unclassified employees.
  - Clarifies compensatory time for travel, including weekend and holiday differentials.
  - Sets maximum accrual caps aligned with Civil Service Rule 21.11 (e.g., 240/480 for non-exempt; 360/540 for exempt).
  - Restricts use of compensatory leave to avoid abuse (e.g., not for lunch breaks).
- With respect to Special Leave Types (Expanded and Formalized):
  - Parental Leave: Up to 6 weeks (240 hours) paid leave added.
  - Includes eligibility and usage criteria; runs concurrently with FMLA.
  - Military Leave: Defines leave accrual, pay differential, and reinstatement rights.
  - Details treatment of unused leave and reemployment.
  - Funeral Leave: Aligns with Civil Service Rule 11.23.1.
  - Educational Leave: Up to 3 hours per week per semester, with eligibility tied to performance evaluations.

- Emergency Leave, Civil Leave, Administrative Leave: Clarifies qualifying circumstances and limitations.
  - Sabbatical Leave: References faculty handbook
  - Other Notable Additions:
    - Holiday Leave: Codifies the 14-holiday rule with eligibility and payout rules.
    - Leave Without Pay: Details employer and employee responsibilities during unpaid periods.
    - Cites Office of Group Benefits (OGB) rules and Louisiana Administrative Code.
    - Leave of Absence Without Pay: Introduced formal process requiring supervisor, division head, and appointing authority approval.
    - Leave Held in Abeyance: New provision to preserve leave when an employee becomes temporarily ineligible.
  - Reference Section Added:
    - Links to related policies (e.g., SUS Policy 7-009), state and federal laws, and civil service rules.
- **SUS-7-013 - New Policy: Code of Conduct and Ethical Behavior**

This new policy underscores Southern University System’s commitment to fostering an environment grounded in ethical behavior, mutual respect, and personal responsibility. This Code of Conduct outlines the principles and standards of behavior expected of all employees. All personnel are expected to adhere to the highest standards of professional and ethical behavior in accordance with the values of the SUS, applicable federal and state laws, and System policies. This policy formalizes a baseline for conduct and ethical behavior.

**Policy Submitter:** Attorney Jeremiah Sams

- **SUS-12-001 – Revised Policy: Power-Based Violence Sexual Misconduct**

This revised policy underscores the fact that the Southern University System strives to maintain an educational community where all are welcome by ensuring the safety and well-being of students, employees, and visitors. This policy was revised based on best practices supported by the Louisiana Board of Regents and in alignment with other state universities and colleges. Stakeholders in the review and revision process included the System’s Title IX Coordinators along with the System Director for Compliance. The policy was revised in accordance with the Louisiana Campus Accountability and Safety Act and Title IX of the 1972 Education Amendments.

Revisions to this policy include:

  - Updates to the Notice of Discrimination based on current executive orders, a time frame to resolve grievances, consolidation allowances, and dismissals in alignment with the Title IX Formal Grievance Procedure Policy;
  - Adds an emergency removal process in alignment with federal regulations;
  - Updates the Victims’ Rights Policy to be in alignment with the emergency removal process; and updates the reporting requirements on trainings in accordance with Act 482 of the 2024 Regular Louisiana Legislative Session.
- **SUS-12-002 – Revised Policy: Title IX Formal Grievance Procedure**

This policy is a revision. It provides minor edits and revisions to ensure alignment with the Power-Based Violence/Sexual Misconduct Policy (SUS 12-001). There are no major substantive revisions to this policy. This policy supplements Title IX Formal Grievance Procedure supplements the Power-Based Violence/Sexual Misconduct Policy. The Title IX Formal Grievance Procedure addresses allegations of Title IX Sexual Harassment subject to the Title IX Regulations adopted by the U.S. Department of Education (USDOE), effective August 14, 2020. Misconduct that falls outside the scope of the Title IX Regulations (i.e., other power-based violence) may be addressed by applying the Power-Based Violence/Sexual Misconduct Policy or appropriate Human Resources policy. The Title IX Grievance Procedure and its terms supersede any policies or procedures pertaining to the investigation or adjudication of “sexual harassment” as defined in this Policy.

**Policy Submitter:** Dr. Scott Wicker

- ***SUS-1-004 – New Policy: Comprehensive Artificial Intelligence***

The purpose of this policy is to establish a clear framework for the responsible use of artificial intelligence (AI) across the Southern University System. This policy promotes ethical practices, academic integrity, and equitable access to AI resources while addressing privacy concerns and intellectual property protection. By defining principles, responsibilities, and prohibited uses of AI, the policy seeks to ensure that faculty, staff, and students use AI tools in ways that enhance learning, research, and institutional efficiency, while mitigating risks such as misuse, bias, and breaches of privacy. This forward-looking policy positions the university system to adapt to the rapid evolution of AI technology while maintaining its commitment to academic excellence and fairness.

Thank you for your favorable consideration and approval of this request.

Approved:

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**Dennis J. Shields**  
**President**  
**Southern University System**

**Attachments:**

- Campus mission statements related to SACSCOC compliance
- A blank 2025 Conflict of Interest Form
- A blank 2025 Board Self-Evaluation Form
- 7 policies approved by the SU System Policy Committee on June 11, 2025

## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **LEGAL AFFAIRS COMMITTEE**

**(Following Governance Committee)**

**August 15, 2025**

### **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Item(s)
  - A. Request for Approval for the Preservation Easement/Covenant for Southern University Archives Building (Historic Preservation Fund Grant) (SUBR)
6. Adjournment

### **Members**

Atty. Quincy Cawthorne – Chair Atty. Domoine Rutledge – Vice Chair, Miss Dana Bailey,  
Ms. Maple L. Gaines, Atty. Edwin Shorty, Mr. Henry Whitehorn, and  
Atty Tony Clayton – Ex Officio

**Conservation Easement Agreement  
for a Historic Preservation Fund Grant to a Historic Subject Property  
Southern University and A&M College – Archives Building**

**INTRODUCTION.** This conservation easement agreement is made the \_\_\_\_ day of August, 2025, between Southern University and A&M College, as GRANTOR of a conservation easement (hereafter referred to as the “Grantor”), and the Louisiana State Historic Preservation Office, as GRANTEE of the conservation easement (hereafter referred to as the “Grantee”). This conservation easement agreement is entered under Section 102(a)(5) of the National Historic Preservation Act of 1966 (as amended) for the purpose of preserving the Southern University and A&M College - Archives Building (hereafter referred to as the “Subject Property”), a building that is important culturally, historically, and/or architecturally.

1. **The Subject Property.** This agreement creates a conservation easement in real estate immovable property legally described in Exhibit A. The Subject Property is the site of the Southern University and A&M College - Archive Building adjacent to the Mississippi River and immediate surrounding land, located at 2 G. Leon Netterville Dr, Baton Rouge, LA 70807 (Latitude: 30.52171, Longitude: -91.1974285).
2. **Grant of conservation easement.** In consideration of the sum of \$499,938.00 received in grant-in-aid financial assistance from the National Park Service of the United States Department of the Interior, the Grantor hereby grants to the Grantee a conservation easement in the Subject Property for the purpose of ensuring preservation of the Subject Property.
3. **Easement required for Federal grant.** This conservation easement is granted as a condition of the eligibility of the Grantor for the financial assistance from the National Park Service of the United States Department of the Interior appropriated from the Historic Preservation Fund for the Historically Black Colleges & Universities (HBCU).
4. **Conditions of easement:**
  1. **Duration.** This conservation easement is granted for a period of twenty (20) years commencing on the date when it is filed in the Conveyance Records of the Office of the Clerk of Court, East Baton Rouge Parish, in the State of Louisiana, in the United States of America.
  2. **Documentation of the condition of the Subject Property at time of grant of this easement.** In order to document the full extent of Grantor’s obligations and the restrictions on the Subject Property, and in order to document the nature and condition of the Subject Property, including significant interior elements in spatial context, a list of character-defining materials, features, and spaces is incorporated as Exhibit “B” at the end of this agreement. The Grantor has provided to the Grantee architectural drawings of the Subject Property. To complement Exhibit “B”, Grantee and/or the Grantor personnel have compiled a photographic record,

including photographer's affidavit, black and white photographs and negatives, or electronic image files saved as high-resolution images, photograph logs, and a keyed location map. The Grantor agrees that the nature and condition of the Subject Property on the date of execution of this easement are accurately documented by the architectural drawings and photographic record, which shall be maintained for the life of this easement in the Grantee's conservation easement file for the Subject Property.

3. **Duty to maintain the Subject Property.** The Grantor agrees to assume the cost of continued maintenance and repair of the Subject Property so as to preserve the architectural, historical, and/or archeological integrity of the Subject Property and its materials to protect those qualities that made the Subject Property eligible for listing in the National Register of Historic Places (or a Subject Property contributing to the significance of a National Register listed Historic District) throughout the duration of this Easement.
4. **Restrictions on activities that would affect historically significant components of the Subject Property.** The Grantor agrees that no demolition, construction, alteration, remodeling, relocation, or any other activity shall be undertaken or permitted to be undertaken on the Subject Property which would affect historically significant exterior features or interior spaces identified as significant in Exhibit "B." Exterior construction materials, architectural details, form, fenestration, scale, and mass shall not be adversely affected nor the structural soundness or setting altered without prior written permission of the Grantee affirming that such reconstruction, rehabilitation, preservation, or restoration will meet The Secretary of the Interior's Standards for the Treatment of Historic Properties (hereinafter referred to as the "Standards").
5. **Restrictions on activities that would affect archeological resources.** The Grantor agrees that no ground disturbing activity shall be undertaken or permitted to be undertaken on the Subject Property which would affect historically significant archeological resources identified in Exhibit "A" without prior written permission of the Grantee affirming that such work will meet The Secretary of the Interior's applicable Standards for Archeology and Historic Preservation.
6. **Maintenance of recovered materials.** The Grantor agrees to ensure that any data and material recovered will be placed in a repository that will care for the data and material in the manner prescribed in the applicable Standards for Archeology and Historic Preservation or will comply with the requirements of the Native American Graves Protection and Repatriation Act, and with 36 CFR 79 and 43 CFR 10.
7. **Public access.** The Grantor agrees to provide public access to view the grant-assisted work or features no less than 12 days per year on an equitably spaced basis. The dates and times when the Subject Property will be open to the public must be annually published and provided to the Grantee. At the option of the Grantor, the relevant portions of the Subject Property may also be open at other times in addition

to the scheduled 12 days a year. Nothing in this agreement will prohibit a reasonably nondiscriminatory admission fee, comparable to fees charged at similar facilities in the area.

8. **Right to inspect.** The Grantor agrees that the Grantee, its employees, agents and designees shall have the right to inspect the Subject Property at all reasonable times, with twenty-four hours' written notice, in order to ascertain whether the conditions of this conservation easement agreement are being observed. However, in the case of any natural or man-made disaster or imminent endangerment to the Subject Property the Grantee shall be granted access to the Subject Property with no prior notice.
9. **Anti-discrimination.** The Grantor agrees to comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d), the Americans with Disabilities Act (42 U.S.C. 12204), and with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). These laws prohibit discrimination on the basis of race, religion, national origin, or disability. In implementing public access, reasonable accommodation to qualified disabled persons shall be made in consultation with the Grantee (or State Historic Preservation Office if another organization is holding the easement).
10. **Easement shall run with the building and land; conditions on conveyance.** This conservation easement shall run with the land and be binding on the Grantor, its successors, and assigns. The Grantor agrees to insert an appropriate reference to this easement agreement in any deed or other legal instrument by which it divests itself in part or in whole of either ownership or other lesser estate in the Subject Property, the Subject Property, or any part thereof.
11. **Casualty Damage or Destruction.** In the event that the Subject Property or any part of it shall be damaged or destroyed by fire, flood, windstorm, earth movement, or other casualty, the Grantor shall notify the Grantee in writing within 14 calendar days of the damage or destruction, such notification including what, if any, emergency work has already been completed. No repairs or reconstruction of any type, other than temporary emergency work to prevent further damage to the Subject Property and to protect public safety, shall be undertaken by the Grantor without the Grantee's prior written approval indicating that the proposed work will meet the Standards. The Grantee shall give its written approval, if any, of any proposed work within 60 days of receiving the request from the Grantor. If after reviewing the condition of the Subject Property, the Grantee determines that the features, materials, appearance, workmanship, and environment (or setting) which made the Subject Property eligible for listing in the National Register of Historic Places have been lost or so damaged that its continued National Register listing is in question, the Grantee will notify the Keeper of the National Register (or the SHPO if the Grantee is not the State) in writing of the loss. The Keeper of the National Register will evaluate the findings and notify the Grantee in writing of any decision to remove the Subject Property from the National Register. If the Subject Property is removed, the Grantee will then notify the Grantor that the

agreement is null and void. If the damage or destruction that warrants the property's removal from the National Register is deliberately caused by the gross negligence or other actions of the Grantor or successor owner, then the Grantee will initiate requisite legal action to recover, at a minimum, the Federal grant funds applied to the Subject Property which will then be returned to the U.S. Government.

12. **Enforcement.** The Grantee shall have the right to prevent and correct violations of the terms of this conservation easement. If the Grantee, upon inspection of the Subject Property, finds what appears to be a violation, it may exercise its discretion to seek injunctive relief in a court having jurisdiction. Except when an ongoing or imminent violation will irreversibly diminish or impair the cultural, historical and/or architectural importance of the Subject Property, the Grantee shall give the Grantor written notice of the violation and allow thirty (30) calendar days to correct the violation before taking any formal action, including, but not limited to, legal action. If a court, having jurisdiction, determines that a violation exists or has occurred, the Grantee may seek to obtain an injunction to stop the violation, temporarily or permanently. A court may also issue a mandatory injunction requiring the Grantor to restore the Subject Property to a condition that would be consistent with preservation purposes of the grant from the National Park Service. In any case where a court finds that a violation has occurred, the court may require the Subject Property to reimburse the Grantee and the Louisiana Attorney General for all the State's expenses incurred in stopping, preventing, and/or correcting the violation, including, but not limited, to reasonable attorney's fees. The failure of the Grantee to discover a violation or to take immediate action to correct a violation shall not bar it from doing so at a later time.
13. **Effective date; severability.** This conservation easement shall become effective when filed by the Grantor in the Conveyance Records of the Office of the Clerk of Court, East Baton Rouge Parish, Louisiana, with a copy of the recorded instrument provided to the Grantee for its conservation easement file. If any part of this conservation easement agreement is held to be illegal by a court, the validity of the remaining parts shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the conservation agreement did not contain the particular part held to be invalid.
14. **Amendments.** The parties may by mutual written agreement jointly amend this conservation easement, provided the amendment shall be consistent with preservation purpose of this conservation easement and shall not reduce the regulatory controls listed in the conditions of this conservation easement. Any such amendment shall not be effective unless it is executed in the same manner as this easement, refers expressly to this easement, and is filed in the Conveyance Records of the Office of the Clerk of Court, East Baton Rouge Parish, Louisiana.

This instrument reflects the entire agreement of Grantor and Grantee regarding the subject easement. Any prior or simultaneous correspondence, understandings, agreements, and representations are null and void upon execution of this agreement, unless set out in this

instrument. In witness whereof, Grantor and Grantee have set their hands under seal on the days and year set forth below.

Grantor: Southern University and A&M College

By: John K. Pierre, Chancellor

**STATE OF LOUISIANA,**

**EAST BATON ROUGE PARISH**

**NOW COMES, JOHN K. PIERRE,** who serves as **CHANCELLOR** for the Southern University and A&M College, that no seal has been procured by said University, and that the foregoing instrument was signed on behalf of said University by authority of its Board of Supervisors, and that as such officer, he acknowledged that he executed the foregoing instrument as his voluntary act and the voluntary act of the University.

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**JOHN K. PIERRE**

**BEFORE ME,** undersigned Notary Public, did come John K. Pierre on the \_\_\_\_ day of August, 2025.

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**NOTARY PUBLIC**

Grantee: Louisiana State Historic Preservation Office

By: Carrie Broussard, State Historic Preservation Officer

**STATE OF LOUISIANA**

**EAST BATON ROUGE PARISH**

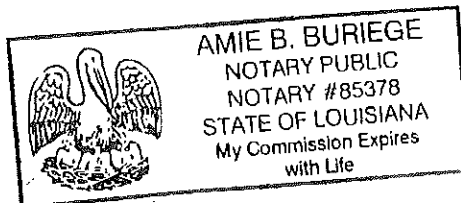
NOW COMES, CARRIE BROUSSARD, who serves as STATE HISTORIC PRESERVATION OFFICER for the Louisiana State Historic Preservation Office, and that she acknowledged that she executed the foregoing conservation easement agreement as her voluntary act of the State Historic Preservation Office.

*Carrie Broussard*

CARRIE BROUSSARD

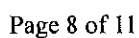
BEFORE ME, undersigned Notary Public, did come Carrie Broussard on the 4 day of August, 2025.

*Amie B. Buriege*  
NOTARY PUBLIC



# CONVERSATION EASEMENT AGREEMENT

- Address: 2 G. Leon Netterville Dr, Baton Rouge, LA 70807
- Coordinates: GPS: 30°31'18.619"N - 91°11'49.164W"
- Please see the attached site plan



## **EXHIBIT B**

### **CONVERSATION EASEMENT AGREEMENT**

#### **Southern University and A&M College – Archives Building, Baton Rouge, Louisiana**

To remain eligible for listing on the National Register of Historic Places, a Subject Property must be able to convey its significance. The following character-defining materials, spaces, and features have been identified as those that help convey the significance of Southern University – Archives Building. Also, current photo documentation and the narrative of the National Register nomination must be attached to the baseline documentation.

#### **Significant Character-Defining Interior Spaces and Features**

- The interior is three rooms wide, with additional rooms added over the years
- The original fireplace, circa 1870, with a simple wood mantle, is located in the front right room.
- All windows (non-historic) maintain a simple wood trim and sill in all rooms.
- There are wood floors throughout, though replaced at an unknown time.
- The spatial flow from room to room in the front rooms is important to the age and character of the building.

#### **Significant Character-Defining Exterior Spaces and Features**

- The Archives Building is a simple one-story wood frame landmark on the University's campus.
- The building has architectural style roof shingles, with exposed eaves along the rear gable
- The side gable cottage is covered in wood weatherboards, and is supported by brick piers no higher than three feet
- The porch is accessed by stairs on each side and is supported by six boxed wooden columns evenly spaced with double brackets above each column and along the sides in the entablature
- Exterior doors on the facade enter each room, with window(s) along the center and the room on the right. The fenestration pattern on the façade is door-window-door-door-double window
- An exterior brick chimney exists on the right side between the first and second windows and is constructed with natural brick. The chimney extends above the roofline

A FLOOR PLAN IS PROVIDED BELOW.



## **EXHIBIT C**

### **CONSERVATION EASEMENT AGREEMENT**

#### **RESOLUTION OF THE BOARD OF SUPERVISORS OF THE SOUTHERN UNIVERSITY SYSTEM**

RESOLVED, that Southern University and A&M College, a Louisiana Higher Educational Institution (the “Grantor”) shall execute a conservation easement with the Louisiana State Historic Preservation Office (the “Grantee”). This conservation easement will be entered under Section 102(a)(5) of the National Historic Preservation Act (as Amended) for the purpose of preserving the Southern University and A&M College – Archives Building, a building that is important culturally, historically, and architecturally.

RESOLVED, that John K. Pierre, as the Chancellor of Southern University and A&M College, is authorized, directed, and empowered to take such action and execute and deliver such document in such form as he deems to be in the best interests of Southern University and A&M College, including without limitation the execution and delivery of a conservation easement.

I, Tony Clayton, Chairman of Southern University System, do hereby certify that the foregoing is a full, true and correct copy of the resolution of the Board of Supervisors of said System, duly and regularly passed by the Board of Supervisors of said System in all respects as required by law, and by the By-Laws of said System, on the \_\_ day of August, 2025, at which time a majority of the Board of Supervisors of said System was present and voted in favor of said resolution.

\_\_\_\_\_  
By: John K. Pierre, Chancellor

\_\_\_\_\_  
By: Tony Clayton, Chairman

## Mission Statement

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## PERSONNEL AFFAIRS COMMITTEE

(Following Legal Committee)

August 15, 2025

### AGENDA

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comment
5. Action Item(s)

- A. Request for Approval of Personnel Action on Positions Equal to or Greater than \$100,000.00 (SUBR)

Name	Position/Department	Personnel Action	Waived/ Search	Salary		Funding Source
				Previous	Suggested	
1.Tracie Abraham	Associate Vice Chancellor for Student Affairs & Executive Director of Housing and Residential Life	New Position New Appointment	Waived	\$92,000	\$143,000	State
2. Sandra Brown	Vice Chancellor of Health Initiatives and Dean, College of Nursing and Allied Health	Salary Adjustment	N/A	\$192,000	\$225,000	State
3. Dr. Barbara Carpenter	Dean, International Education and the Center for International Affairs & University Outreach	Salary Adjustment	N/A	\$140,000	\$153,000	State
4.Sharon Coulter	Chairperson, Undergraduate Nursing Program (BSN)	New Position New Appointment	N/A	N/A	\$108,000	State
5.Susan Flowers	Chairperson, Disability Services & Counseling	New Position New Appointment	N/A	N/A	\$108,000	State
6. Kathryn Jones	Chairperson, Therapeutic Recreation & Leisure Studies	New Position New Appointment	N/A	N/A	\$108,000	State

## Mission Statement

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7. Patricia Minnis	SUSON Assoc Dean /Chairperson, Speech-Language Pathology & Audiology	New Position New Appointment	N/A	N/A	\$132,000	State
8. Annisa Taylor	Chairperson, Graduate Nursing Programs	New Position New Appointment	N/A	N/A	\$108,000	State
9. Dr. Emily Jackson Osagie	Director, School of Education	Existing Position New Appointment	Search	\$141,484 (Previous Incumbent)	\$142,000	State

### B. Request for Approval of Personnel Action on Positions Equal to or Greater than \$100,000.00 (SULC)

Name	Position/Department	Personnel Action	Waived/ Search	Salary Previous   Suggested		Funding Source
1. Dr. Adrienne Shields	Special Assistant to the Chancellor	New Position New Appointment	Waived	N/A	\$123,400	State

### C. Request for Approval of Personnel Action on Positions Equal to or Greater than \$100,000.00 (SUAREC)

Name	Position/Department	Personnel Action	Waived/ Search	Salary Previous   Suggested		Funding Source
1. Jacqueline Dixon	Executive Assistant to the Chancellor-Dean	Salary Adjustment	N/A	\$91,052	\$110,000	State
2. Tamika Porter	Comptroller	Salary Adjustment	N/A	\$93,730	\$120,000	State

### D. Request for Approval of Personnel Action on Positions Equal to or Greater than \$100,000.00 (SUNO)

Name	Position/Department	Personnel Action	Waived/ Search	Salary Previous   Suggested		Funding Source
1. Jullin Renthrope	Interim Vice Chancellor for Administration and Finance	Existing Position New Appointment	N/A	\$175,000	\$175,000	State
2. Dr. Ashonta Wyatt	Vice Chancellor for Enrollment Management and Student Success	Existing Position New Appointment	Waived	\$140,000	\$140,000	State

## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **6. Adjournment**

## **Members**

Atty. Edwin Shorty– Chair Ms. Maple Gaines – Vice Chair, Mr. Reggie Abraham, Ms. Zazell V. Dudley, Mr. Chris Masengill, Atty. Domoine Rutledge, Mrs. Ann Smith, Mr. Henry Whitehorn, and Atty Tony Clayton – Ex Officio



## *Office of the Chancellor*

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J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 25, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor, J S Clark Administration Building  
Baton Rouge, Louisiana 70813

### ***Re: Appointment of Tracie Abraham to Associate Vice Chancellor for Student Affairs***

Dear President Shields,

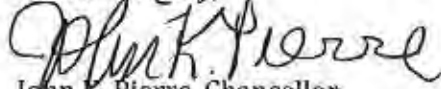
Dr. F. Carl Walton, Vice Chancellor for Student Affairs has made a request to appoint Ms. Tracie Abraham as the Associate Vice Chancellor for Student Affairs at Southern University and A&M College. She has served as the Acting Associate Vice Chancellor for Student Affairs and Executive Director for Housing and Residential Life for almost two years.

The position of Associate Vice Chancellor for Student Affairs was previously held by Dr. Anthony Jackson, who is now the Vice Chancellor for Enrollment Management for Southern University and A&M College. Dr. Walton proposes to merge the Associate Vice Chancellor role with the Executive Director for Housing and Residential Life. In his professional opinion, the merger will lead to cost savings. He believes that Mrs. Abraham has demonstrated the ability and capacity to manage multilayered responsibilities with efficiency and professionalism. Mrs. Abraham will continue to serve as the Director of Housing and Residential Life as part of her duties as Associate Vice Chancellor of Student Affairs.

The combined role, if approved by the Southern University Board of Supervisors will have a proposed salary of \$143,750. Based upon the request and recommendation made by Dr. Walton, I respectfully request that an agenda item be placed on the August 15, 2025 board meeting agenda for the Board of Supervisors to consider merging the aforementioned positions and appointing Mrs. Abraham to the merged position without a search.

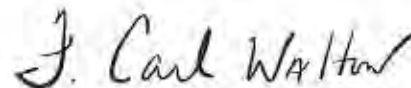
I concur with the assessment of Dr. Walton that Mrs. Abraham is a dedicated professional with proven leadership qualities and experience. If approved by the board, the appointment will become effective on September 1, 2025. If you have any questions, please feel free to contact me.

Yours sincerely,



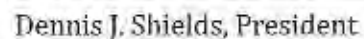
John K. Pierre, Chancellor

and Vanue B. Lacour Endowed Law Professor



F. Carl Walton, Vice Chancellor  
Student Affairs

Approved:



Dennis J. Shields, President

## TRACIE ALCORN-ABRAHAM

**OBJECTIVE SUMMARY:** My objective is to leverage my experience while continuing to be challenged. I have 18 years of experience working in higher education leadership with successful experience as a university administrator. My background in Enrollment Management, Student Affairs, Alumni Affairs and Institutional Advancement represent a unique combination of disciplines, with proven records for creating a vision, conveying expectations and accomplishing results. Personally, I have the drive and determination to consistently achieve success as a leader in all of the areas that I worked in.

### **EDUCATION**

Southern University and A & M College Baton Rouge, Louisiana 70813  
**Master of Public Administration**  
December 1995

Southern University and A & M College Baton Rouge, Louisiana 70813  
**B.S. -Economics/Finance**  
December 1993

### **PROFESSIONAL EXPERIENCE**

**October 2023 to Present**      Interim Associate Vice Chancellor of Student Affairs and Director of Residential Life and Housing

- Served as an liaison with the Southern University System Administration and campus to implement plans to address COVID-19 for the Baton Rouge Campus
- Oversee and manage the budget for the Division of Student Affairs, Student Success, and Enrollment Management
- Serve as Bayou Classic committee member
- Manages department leaders, holding them accountable for results of individual and shared goals, coordination and collaboration within Student Services and with community stakeholders
- Coordinate training and education for the University staff and faculty communities and external units to ensure proper understanding of and connection to resources provided by the Division of Student Affairs & Enrollment Management.
- Develop students as global leaders and support student organization or University activities and special events through attendance and/or participation.
- Plan, design, develop and deliver student programs and services that reflect the goals of the University, including the development of New Student Orientation and Parent & Family Programs.
- Advise and support System SGA Presidents for each campus of Southern University System.

- Provide leadership for ensuring quality in all aspects of the University's non-academic student experience with a clear focus on successful student outcomes.
- Recommend, develop and implement policies, procedures and practices that foster and promote student success; recommend department and operational structures, personnel, and resources to ensure a student-centered environment at all levels.
- Prepare appropriate reports; analyze and evaluate data, outcomes and metrics to be used in strategic decision making.
- Coordinate crisis response and appropriate follow-up On-Call Duty Rotation.
- Directly supervise, coach, evaluate, and support 7 full-time professionals; Indirectly supervise and support 80 professional and classified staff and 100+ graduate and undergraduate student staff
- Serve as a member of the university conduct appellate board; Review student conduct, academic dishonesty to ensure quality and integrity in the process
- Assist in the coordination of the student services response to major crises and other unusual events impacting students in the College community.
- Ensure financial sustainability. In collaboration with the Vice Chancellor for Student Affairs and Enrollment Management the division's financial liaison, develop the annual budget, setting appropriate targets for revenue and expenses
- Advise campus activities, student organizations, and Student Government Association to promote and support development, policy interpretation, event management, diversity and inclusion
- Engages in ongoing benchmarking of best practices to ensure strong evidence-based services and programs
- Maintains confidentiality, as appropriate according to law or policy, of information acquired in the work of the College

*December  
2012 to Present*

***Residential Life and Housing***

Southern University, Baton Rouge, Louisiana 70813 ***Director***

- Manages the University's housing and residence life operations in the Division For Student Affairs; provides fiscal management for department budget; supervises professional and support staff, ensuring efficient operations and programming , and ensures compliance with all relevant policies , procedures , standards, and laws;
- Evaluates and assesses University housing occupancy, retention , and projection trends ; oversees the residential facilities to maintain a safe, secure, and healthy living environment; confirms that all room assignments and billings are completed and communicated to students;
- Ensures the security and safety of students; responsible for crisis and risk management ;
- Establishes long range planning mechanisms; represents the department and establishes a collaborative relationship with the University departments;
- Is responsible for ensuring employees are adequately trained with proper oversight to ensure that University policies and procedures, laws and regulations are followed, laws and regulations are adhered to, and that duties are properly segregated for all financial and personnel processes;
- Performs special projects and other duties as assigned.

***September 2012 to  
December 2012***

***Division for Student Affairs***

Southern University, Baton Rouge, Louisiana 70813

***Executive Assistant to the Vice Chancellor***

- Provided research, support in terms of the technological and administrative aspect;
- Assisted the Vice Chancellor with the overseeing the day-to-day operations of the office;
- Assisted the Vice Chancellor with conducting research , collecting data and information, formulating reports and presentations;
- Performed other duties as assigned by supervisor.

***Office of Institutional Advancement***

Southern University System, Baton Rouge, Louisiana 70813

***October 2010 to  
August 2012***

***Director of Development***

- Assisted in developing fundraising strategies and methods or activities to ensure proper acknowledgement, recognition, and stewardship of donors;
- Participated in developing campaign materials, case statements, and brochures;
- Built working relationships and serves as development liaison to schools and colleges, deans, department heads/directors, and other key personnel to achieve successful fundraising; nurtures culture of philanthropic support.
- Participated in professional development organizations, committees, boards, and meetings; travels locally, and out-of-town as necessary; prepares call reports in a timely manner.
- Supervised support staff; participates in special projects and other duties as assigned.

***January 2009 Office of Alumni Affairs to October 2010*** Southern University  
System, Baton Rouge, Louisiana 70813 ***Assistant Director of Alumni Affairs***

- Assisted in developing the department's strategic plan and budgeting.
- Assisted with development, planning, and executing workshops, programs , lectures and other activities of interest to students, alumni, and the university community, i.e., homecoming, reunions, golf tournament, Alumni Conference, etc.
- Communicated frequently with alumni, former students and friends of the University through written correspondence and oral interactions.
- Assisted the Assistant VP in planning and implementing strategies and activities to market the Alumni Federation membership to former students of the University.
- Assisted in the development of strategies to maintain the momentum of the Alumni Federation and to achieve its programmatic and financial objectives.
- Interfaced with various University departments in the promotion of alumni affairs.

- Assisted in development and implementation of chapter development.
- Assisted with the needs and requirements of the SU National Alumni Association.
- Served on various campus committees, e.g. homecoming, Founder's Day.
- Interacted with students in order to facilitate their transition to alumni status through the Student Alumni Association, senior disorientation, new student orientation, scholarship programs, etc. Advisor to the Student Alumni Association
- Oversaw day-to-day activities of the Alumni Affairs including staff supervision, alumni correspondence, and inquiries. Travel and a commitment to working some evenings and weekends.
- Performed other related duties as assigned.

***May 2006  
to October 2008***

***Office of Admissions and Recruitment***

Southern University, Baton Rouge, Louisiana 70813

***Executive Director of Admissions and Recruitment***

- Developed, planned, managed and evaluated all recruitment activities.
- Served as the senior professional staff member in the admissions area of Enrollment Management.
- Supervised, evaluated and assigned territories to University Recruiters.
- Created and administered recruitment marketing plan targeting select recruitment events and key populations. Closely worked with

University Relations and University Marketing to effectively promote Southern University.

- Provided excellence in customer service that involved resolving serious complaints, maintaining key relationships, handling high profile meetings and dealing with very sensitive material.

- Administered /developed effective budget items to facilitate enrollment goals.
- Developed a network of alumni and community leaders to promote the successful recruitment of qualified leaders to promote the successful recruitment of qualified applicants to improve school relations.
- Provided guidance to prospective students and families as well as school

administrators regarding academic programs, scholarship programs, support services, and other University initiatives.

- Created various enrollment reports for on-campus, and other demographic areas.
- Developed various strategic recruitment campaigns to target select populations.
- Stayed current on related University policies and procedures.
- Served on University committees as requested, particularly those related

to recruitment, retention or marketing. □ Performed other duties as assigned by supervisor.

***April 2005 Office of Admissions and Recruitment to May 2006*** Southern  
University, Baton Rouge, Louisiana 70813

***October 2004 to*** ***Interim Executive Director of Admissions and Recruitment***  
***March 2005*** ***Office of Student Life***  
***Assistant***  
***Director of Student Life***  
Southern University, Baton Rouge, Louisiana 70813

- Acted as designee for the Director of Student Life and Vice Chancellor for Student Affairs as University Representative during disciplinary hearings.
- Served on the University Screening Committee for Student Judicial Affairs.
- Performed informal dispositions as referred by the screening Committee and Director of Student Life.
- Conducted workshops and training sessions regarding the university's discipline system and topics related to student conduct.
- Assisted in developing posters, pamphlets, handbooks, public service announcements and material designed to promote the university's student conduct standards.
- Continually evaluates and refines present policies, procedure and systems.
- Certified disciplinary standing prior to a student withdrawing from the university.
- Any other related duties as may be assigned by the Director of Student Life.

***Office of Admissions and Recruitment***  
Southern University, Baton Rouge, Louisiana 70813

***July 2000 to***  
***October 2004***

***Recruiter/Program Coordinator***

- Assisted the Director with planning and implementation of special on campus programs.
- Responsible for the marketing of Southern University, that specifically serves to facilitate the recruitment of students for this university.
- Visited high schools, junior colleges and other interested groups assigned to recruit students for the university.
- Conducted campus tours.
- Performed other responsibilities assigned which relates to the recruitment of students.

***July 1997 to  
July 2000***

***Office of Career Services***

Southern University, Baton Rouge, Louisiana 70813 ***Career  
Counselor***

- Provided guidance in career planning and development to students of all majors.
- Helped organize job fairs, counsel students, and lead workshops and programs in career-related topics.
- Helped organize the planning, development and implementation of strategies to promote Career Services programs and activities.
- Prepared research and statistical analysis of surveys.

***Special Assignments***

- Conducted need analysis to determine computer hardware and software for the Division of Student Affairs.
- Developed survey instruments, conducted surveys of students relative to levels of satisfaction and needs assessment.

***Liberty Bank and Trust Company***

Baton Rouge, Louisiana 70813

***Manager Trainee***

***July 1996 to  
January 1997***

- Managed daily operations of office.
- Assisted branch manager with appointments, reports and customer relations.
- Responsible for typing reports, letters, loans, and etc.
- Processed loans.
- Assisted in preparing annual and quarterly reports for the branch.

***Food Service Department***

Southern University, Baton Rouge, Louisiana 70813

***January 1994 to  
December 1995***

***Graduate Assistant/Management Intern***

- *A Study of Out-of-School Suspensions and Expulsions in Louisiana Public Schools: Policy Implications* (Master of Public Administration Research Project 1995)

### ***A WARDS AND HONORS***

- People Choice Award for Community Service, 1994
- Alpha Kappa Alpha Sorority, Inc. - Distinguish Service Award, 1993 • Alpha Kappa Alpha Sorority, Inc. - Distinguish Service Award, 1992

### ***ORGANIZATIONS & COMMITTEES***

- Louisiana Association of Housing Officers (LAHO), State Officer
- Louisiana Association Of Collegiate Registrars and Admissions Officers (LACRAO)
- Alpha Kappa Alpha Sorority, Inc.
- Southern University National Alumni Federation
- Blue and Gold Alumni Recruitment, Committee Co-Chairperson
- S.O.S/ Save Our Southern University Campaign
- The Council for Advancement and Support of Education (CASE)
- Louisiana Association of College and University Student Personnel (LACUSPA)

### ***REFERENCES AVAILABLE UPON REQUEST***



# Southern University and A&M College

## Position Description – Associate Vice Chancellor for Student Affairs & Executive Director of Housing & Residential Life

### POSITION DESCRIPTION:

Position Title:	Associate Vice Chancellor for Student Affairs & Executive Director of Housing & Residential Life	FLSA Status: Non Exempt
Reports To:	Vice Chancellor of Student Affairs	
Department:	Student Affairs	
Date Prepared:	July 1, 2025	

### University Mission Statement

Southern University and A&M College, a historically black land-grant institution, provides a learning-centered environment that prepares a diverse student population to become lifelong learners, engaged citizens, and productive leaders in a global economy. With a strong commitment to academic excellence, research, service, and access, the University fosters an environment that embraces innovation, inclusiveness, and a deep respect for cultural heritage.

### Position Summary

Southern University and A&M College seeks a dynamic, student-centered, and experienced higher education professional to serve as the Associate Vice Chancellor for Student Affairs & Executive Director of Housing & Residential Life. This senior-level position is responsible for leading, developing, and assessing student housing programs and services that foster a vibrant, safe, and inclusive residential community. The role also supports institutional priorities related to student success, wellness, and holistic development through strategic leadership within the Division of Student Affairs. The Vice Chancellor oversees the following Departments: Director of Housing Operations, Assistant Directors, Residence Life Coordinators, Resident Assistants, Intramural Center, Student Leadership and Engagement, Dean of Students, Student Union and support staff.

### Key Responsibilities:

#### Leadership & Strategic Planning

- Serve as a key member of the Student Affairs leadership team, advising the Vice Chancellor on matters related to student life and residential experiences.
- Provide vision and oversight for all Housing and Residential Life operations, including occupancy management, facility maintenance, residential education, and crisis response.
- Develop and implement strategic plans to improve student engagement, retention, and satisfaction in alignment with the University's mission.

#### Student Housing Operations

- Manage day-to-day operations of on-campus housing for over 2,000 students, including assignments, billing, room selection, and maintenance coordination.
- Oversee the development and enforcement of housing policies, procedures, and safety protocols.



# **Southern University and A&M College**

## **Position Description – Associate Vice Chancellor for Student Affairs & Executive Director of Housing & Residential Life**

- Partner with Facilities Management and University Police to ensure residential environments are well-maintained and secure.

### **Residential Education & Community Development**

- Supervise staff responsible for residential programming, including Resident Assistants (RAs), Residence Directors, and professional staff.
- Promote a culture of student learning, leadership development, and personal growth within residence halls.
- Support diversity, equity, and inclusion initiatives through culturally competent programming and staff development.

### **Budgeting & Resource Management**

- Oversee multimillion-dollar housing and auxiliary services budget, ensuring fiscal responsibility and effective resource allocation.
- Identify opportunities for revenue generation and cost-saving measures.
- Monitor capital improvement projects related to residential facilities.

### **Collaboration & Campus Partnerships**

- Collaborate with departments such as Academic Affairs, Enrollment Management, Counseling Services, and Athletics to enhance the residential student experience.
- Serve on institutional committees and task forces focused on student well-being, retention, and success.
- Engage with parents, alumni, and community stakeholders to promote housing initiatives.

### **Crisis Management & Student Support**

- Lead emergency response and crisis management efforts within residence halls, including student conduct matters and behavioral intervention.
- Ensure compliance with federal and state regulations, including Title IX, ADA, Clery Act, and FERPA.

### **Qualifications:**

#### **Required:**

- Master's degree in Higher Education Administration, Student Affairs, Public Administration, or a related field.
- Minimum of 8 years of progressively responsible experience in student housing/residential life or student affairs.



# **Southern University and A&M College**

## **Position Description – Associate Vice Chancellor for Student Affairs & Executive Director of Housing & Residential Life**

- Demonstrated leadership in supervising professional staff, strategic planning, and program development.

### **Preferred:**

- Doctorate in Higher Education, Leadership, or related discipline.
- Experience working in a public HBCU or similarly situated institution.
- Familiarity with housing management software (e.g., StarRez, Adirondack, Banner).
- Experience managing capital projects and public-private partnerships (P3).

### **Knowledge, Skills, and Abilities:**

- Deep understanding of student development theory and the residential college model.
- Strong organizational, interpersonal, and conflict resolution skills.
- Capacity to manage complex projects and make data-informed decisions.
- Commitment to student advocacy and creating inclusive, supportive living environments.



## *Office of the Chancellor*

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J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

August 8, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor, J S Clark Administration Building  
Baton Rouge, Louisiana 70813

***Re: Proposal for Vice Chancellor of Health Initiatives and Dean, College of Nursing and Allied Health***

Dear President Shields,

Dr. Sandra Brown has been an extraordinary dean at the School of Nursing and Allied Health at Southern University and A&M College. The School of Nursing has received national attention by being voted as the best nursing school in the United States by Nurse.org in 2024. Other finalist for the award included Emory University, Florida State University, University of Michigan, and University of Washington. It was ranked in the top 10% of undergraduate nursing programs by the U.S. News and World Report in 2025, and among the top 10 best value nursing bachelor's degree in Louisiana.

Dr. Brown is the recipient of the Louisiana State Nursing Association's Nightingale Award for Nurse Administrators of the year in 2023. The school was the Louisiana State Nursing Association's Nightingale Award for Best Graduate Nursing Programs in 2021 and 2023.

The School of Nursing has achieved the following milestones:

- Graduated the largest number of African American nurses with BSN degrees in the state of Louisiana;
- Enrolled the largest number of African American male nursing students in the United States;
- Secured over \$17,000,000 from donors including health care agencies, the Louisiana Board of Regents, and Louisiana Department of Health in 5 years, as well as securing capital funds from donors for new nursing facilities and renovations;
- Launched a mobile health unit for underserved communities in 2023 and provided over 3,000 health screenings to over 1,800 participants in 2024;
- Secured a 10-year re-accreditation for the BSN and MSN Program (2023-2033) and a 10-year re-accreditation for the DNP Program (2020-2030).

Dean Brown has written a proposal to redefine her role which would be unique, timely, and transformative. Her proposal has merit and is attached for your review.

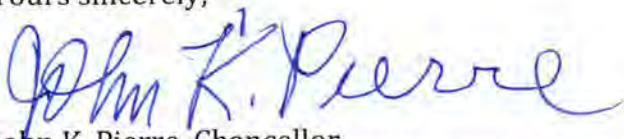
In addition to her attached proposal, I have done my own research to develop a pathway for Southern University to position Southern University and tangentially the Southern University System to assume a unique position of leadership in the looming healthcare crisis, in the wake of federally legislated cuts to Medicaid, Medicare, and the Affordable Care Act that will disproportionately affect historically marginalized communities. I concur with Dr. Brown's assertion that as the healthcare landscape continues to shift, HBCU institutions must become vanguard institutions equipped with visionary leadership that can proactively respond to these challenges.

In addition to the proposal made by Dr. Brown related to revitalizing the master of science in nursing administration track, expanding the PhD in Nursing through strategic partnerships with hospitals and the healthcare industry, and offering stackable credentials in nursing, I am proposing that Southern University pursue the development of the following programs in the following areas at the graduate level:

- Psychiatric Mental Health Nurse Practitioner
- PhD in Clinical Mental Health
- DNP in Educational Leadership
- Master of Public Health degree in Maternal and Child Health
- Master of Public Health degree in Public Health Leadership
- Master of Health Administration
- Master of Science in Health Behavior Research
- Master of Science in Biotechnology
- PhD in Health Behavior Research
- Certificate in Biomedical Entrepreneurship
- Certificate in Healthcare Management for Nursing
- Certificate in Chronic Disease Management
- Certificate in Digital Health Disparities and Technology

Pursuing the path advocated by Dr. Brown and working to develop the aforementioned programs would elevate and solidify the role of Southern University as a leader in healthcare workforce development, education, innovation, and healthcare equity in Louisiana and beyond. I am recommending that this proposal receive serious consideration by you and the Southern University Board of Supervisors at its August 15, 2025 meeting for approval. If approved, the salary recommendation is \$225,000 per year effective September 1, 2025. If you have any questions, please feel free to contact me.

Yours sincerely,



John K. Pierre, Chancellor  
and Vanue B. Lacour Endowed Law Professor

Approved: \_\_\_\_\_

Dennis J. Shields, President



## ***Office of the Chancellor***

J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 25, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor, J S Clark Administration Building  
Baton Rouge, Louisiana 70813

***Re: Proposed Salary Adjustment for Dr. Barbara Carpenter***

Dear President Shields,

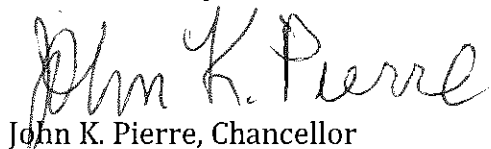
I have recently received requests from Dr. Barbara Carpenter for a salary adjustment based upon promises made by previous administrators and the fact that the Office of International Education and the Center for International Affairs and University Outreach has taken on significant additional responsibilities under the leadership of Dr. Carpenter. Dr. Carpenter and her office took on responsibilities to expand its operations to cover the needs of Southern University New Orleans last year to ensure that Southern University New Orleans remained in compliance with constantly changing federal laws and regulations concerning the recruitment and enrollment of international students.

Federal rule changes related to timelines for international students, international exchange opportunities, and international collaborations have significantly changed the dynamics of compliance related to international sponsorships. The new complexities related to increased levels of documentation and compliance have made it more difficult to manage and develop overseas relationships that will promote faculty and student exchange opportunities to facilitate increases in international student enrollment.

Weighing all of the equities presented to me, I am inclined to recommend a salary adjustment for Dr. Carpenter in recognition of her ability to adeptly meet the challenges associated with the everchanging federal rules affecting recruitment and enrollment of international students, student exchange opportunities, and faculty exchange opportunities. Her current salary is \$140,000 per year. A review of the salary range for academic deans is \$160,000 to \$215,000, which indicates that her current salary is sufficiently lower than those of the academic deans. In balancing the equities, I am recommending a salary adjustment from \$140,000 to \$153,000 per year. I believe that the suggested adjustment is equitable and fair, given the additional responsibilities Dr. Carpenter has taken on, and that she is essentially responsible for ensuring compliance with the constantly changing rules for all five constituent institutions of the Southern University System.

I respectfully request that the recommendation for a salary adjustment be presented for review and approval by the Southern University Board of Supervisors at its August 15, 2025 meeting. If you have any questions, please feel free to contact me.

Yours sincerely,

A handwritten signature in black ink that reads "John K. Pierre". The signature is written in a cursive style with a large, stylized "J" and "P".

John K. Pierre, Chancellor  
and Vanue B. Lacour Endowed Law Professor

Approved: \_\_\_\_\_  
Dennis J. Shields, President



## Office of the Chancellor

J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 12, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor, J S Clark Administration Building  
Baton Rouge, Louisiana 70813

*Re: Appointment of an Associate Dean for the Southern University School of Nursing (SUSON) and Allied Health and the Conversion of 9-month faculty/chairs to 12-month Chairs without a Search*

Dear President Shields,

Dr. Sandra Brown has proposed an administrative restructuring for the Southern University School of Nursing and Allied Health for the 2025-2026 academic year. Dr. Brown desires to elevate Dr. Patricia Minnis to the position of Associate Dean and Chairperson of Speech-Language Pathology and Audiology. Dr. Minnis currently serves as the 9-month faculty/interim chair of Speech-Language Pathology and Audiology at a salary of \$76,700. Dr. Brown proposes to appoint Dr. Minnis to a 12-month dual position of Associate Dean of the School of Nursing and Chair of the Speech Language Pathology and Audiology at a salary of \$132,000.

Dr. Brown desires to appoint the following 9-month faculty members to 12-month chairs as reflected in the chart below.

<i>Department Member</i>	<i>Department</i>	<i>Current 9-Month Salary</i>	<i>Proposed 12-Month Salary</i>
Kathryn Jones	Therapeutic Recreation and Leisure Studies	\$70,274	\$108,000
Sharon Coulter	Undergraduate Nursing Program (BSN)	\$76,585	\$108,000
Annisa Taylor	Graduate Nursing Program	\$76,585	\$108,000
Susan Flowers	Rehabilitation, Disability Services and Counseling	\$79,235	\$108,000

I concur with the aforementioned desires of Dr. Brown and request that the desired appointments be made without conducting a search and be made effective on September 1, 2025.

*Appointment of Associate Dean (SUSON)*

*Page -2-*

I respectfully request that the recommendations made by Dr. Brown and me be presented to the Southern University System Board of Supervisors at its August 15, 2025 meeting for consideration and approval. If you have any questions, please feel free to contact me.

Yours sincerely,

A handwritten signature in cursive script that reads "John K. Pierre". The signature is written in dark ink and is positioned above the printed name.

John K. Pierre, Chancellor  
and Vanue B. Lacour Endowed Law Professor

Approved:

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Dennis J. Shields, President



## Office of Academic Affairs

J.S. Clark Administration Building  
Post Office Box 9820  
Baton Rouge, Louisiana 70813  
Office: 225 771-2360

July 25, 2025

Chancellor John K. Pierre  
Southern University and A&M College  
3rd Floor, JS Clark Administration Building  
Baton Rouge, LA 70813

RE: Recommendation for the Appointment of the Director for the School of Education

Dear Chancellor Pierre,

I am pleased to submit for your consideration the recommendation of Dr. Emily Jackson-Osagie for appointment as the next Director for the School of Education at Southern University and A&M College (SUBR), effective September 1, 2025, with an annual salary of \$142,000. A formal search was conducted by a committee composed of faculty, staff, and other stakeholders. After a rigorous interview process with six of thirteen candidates, and a subsequent interview process with the Office of Academic Affairs for two candidates, Dr. Jackson-Osagie emerged as the top candidate.

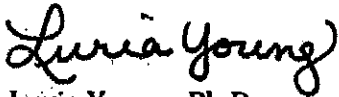
Dr. Jackson-Osagie brings a wealth of academic leadership and experience to this role, having served as a certified and highly qualified science teacher, magnet site coordinator, tenured faculty member at SUBR, and accomplished grant writer. She currently serves as Interim Director of the School of Education, where she has demonstrated exemplary leadership, strategic vision, and an unwavering commitment to student success, faculty development, and program excellence. Her extensive background in curriculum development, accreditation, community partnerships, and multimillion-dollar grant acquisition directly aligns with the expectations and strategic priorities outlined in the position description.

Several of Dr. Jackson-Osagie's noteworthy accomplishments include 1) elevating the School of Education's standing and active engagement with key state education agencies, including the Department of Education and Board of Regents, 2) increased numbers of students passing the Praxis examination, and 3) expanded and strengthened partnerships with our community districts and schools. Although the Council for the Accreditation of Educator Preparation formal report has not been issued from the School of Education's site visit in May 2025, the feedback shared during the exit interview was positive.

Her qualifications and demonstrated success as a scholar-practitioner make her exceptionally well-suited to lead our foundational School of Education into its next chapter of innovation and impact. Accordingly, I respectfully request your approval to present Dr. Emily Jackson-Osagie as the Director for the SUBR School of Education during the Southern University System Board of Supervisors meeting on August 15, 2025.

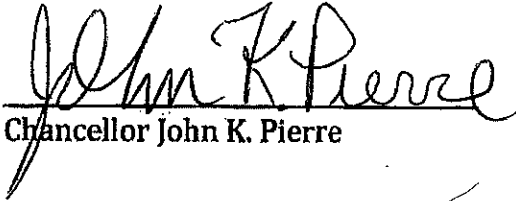
Please let me know if you require additional information or documentation to support this recommendation.

Sincerely,



Luria Young, Ph.D.  
Vice Chancellor for Academic Affairs

Approvals:



Chancellor John K. Pierre

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Ms. Desiree Honore Thomas  
Associate VP and Sr. Admin. Operations Officer

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President Dennis J. Shields

c: Ms. Dawn Harris, SUS Chief Human Resources Officer  
Ms. Kretrice Chisley, Interim SUBR Director of Human Resources

**Emily A. Jackson-Osagie, Ph.D.**  
Joseph Kermit Haynes/Casino Rouge Endowed Professor

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**PROFESSIONAL SUMMARY**

Accomplished educator and leader with a Ph.D. in Science Education, bringing extensive experience in academic leadership, curriculum development, and research. Proven track record of driving educational excellence and fostering student achievement. Committed to enhancing educational quality through innovative learning environments and strong community partnerships. Dedicated to supporting educational goals and fostering student success.

**EDUCATIONAL EXPERIENCES**

**Deans for Impact, Impact Academy Fellowship**

*Fellow, April 2025 – Present*

**AERA Consortium of University and Research Institutions Conference (AERA-CURI)**

*2025 AERA Annual Meeting Participant, April 2025*

**AERA Consortium of University and Research Institutions Conference (AERA-CURI)**

*Fall Policy Seminar Participant, November 2024*

**HBCU Education Deans Summit: Honoring Legacy, Forging Excellence**

*Summit Participant, October 2024*

**Penn State University, Academic Leadership Academy**

*Leadership Fellow, June 2024*

**Southern University, Baton Rouge, Louisiana**

**Doctor of Philosophy, Science and Mathematics Education**, concentration in  
**Science Education**, May 2015

Dissertation Research: "The Experiences of Science Teachers' Participation in an Inquiry-Based Professional Development"

**Louisiana State University, Baton Rouge, Louisiana**

**Master of Science, Biochemistry**, May 2010

Thesis Research: "14-3-3 sigma interacts with Liver X Receptor beta"

**Louisiana State University, Baton Rouge, Louisiana**

**Bachelor of Science, Biological Sciences**, August 2004

**PROFESSIONAL POSITIONS**

**Southern University School of Education, Baton Rouge, Louisiana**

Interim Director, May 2024- present

- Provide visionary leadership and day-to-day oversight of the School of Education (SOE), managing academic programs, faculty, and administrative operations to ensure excellence in teaching, research, and service.

- ✧ Develop and execute strategic plans to strengthen program quality, support student success, and align the SOE's goals with institutional priorities.
- ✧ Oversee budget planning and resource allocation, while actively pursuing funding opportunities to support innovative educational initiatives and faculty research.
- ✧ Build and maintain collaborative partnerships with K–12 schools, community organizations, and educational stakeholders to expand the SOE's reach and impact.
- ✧ Ensure ongoing compliance with state, national, and accreditation standards, including the Council for the Accreditation of Educator Preparation (CAEP), Louisiana Department of Education (LDOE), Louisiana Board of Regents (LBoR) and lead efforts to sustain academic rigor and institutional accountability.
- ✧ Promote a culture of continuous improvement by supporting faculty and staff professional development in pedagogy, research, leadership, and technological integration.
- ✧ Guide curriculum review and innovation to reflect current educational trends, workforce demands, and culturally responsive practices.
- ✧ Represent the School of Education on university-wide committees, task forces, and external engagements, serving as a key advocate for the SOE's mission and accomplishments.
- ✧ Conceptualized and implemented the Spring 2025 Current and Aspiring Superintendent Academy, creating leadership development pathways for future district-level leaders.
- ✧ Collaborate with the Division of Academic Affairs to align academic programming, streamline administrative processes, and support institutional initiatives.
- ✧ Lead efforts related to faculty hiring, tenure, and promotion, fostering a culture of academic excellence and equity
- ✧ Championed student success initiatives focused on enrollment growth, retention, progression, and post-graduation career placement for educator preparation students.

### **Southern University Department of Curriculum and Instruction, Baton Rouge, Louisiana**

#### **Associate Professor, August 2024-present**

- ✧ Teach undergraduate and graduate courses in education, specializing in curriculum development, instructional strategies, and educational leadership, with a focus on fostering critical thinking and practical application.
- ✧ Conduct and publish original research in peer-reviewed journals, advancing scholarly knowledge and contributing to ongoing discourse in the field of education.
- ✧ Provide academic advising and career mentorship to students, supporting their personal growth, professional development, and success in educational careers.
- ✧ Design, revise, and update course materials to reflect evolving educational standards, evidence-based practices, and innovations in teaching and learning.
- ✧ Collaborate with faculty across disciplines on research, curriculum development, and strategic initiatives to enrich the academic experience and drive program improvement.
- ✧ Serve on institutional and departmental committees, contributing to academic policy development, accreditation efforts, and continuous program evaluation.
- ✧ Facilitate and participate in professional development workshops, conferences, and scholarly forums to remain at the forefront of educational research and practice.
- ✧ Lead and support community engagement initiatives, building partnerships with local schools and educational organizations to extend the impact of the university's mission beyond the classroom.
- ✧ Lead efforts to strengthen STEM and literacy-based curriculum design, emphasizing student-centered learning and culturally relevant pedagogy.

#### **Interim Chairperson, August 2022-May 2024**

- ✧ Provided visionary leadership and strategic direction to elevate departmental performance, academic quality, and student outcomes.
- ✧ Spearheaded initiatives to enhance student recruitment, advisement, mentorship, retention, field experiences, graduation rates, and career readiness, ensuring a comprehensive and supportive academic

- experience.
- ✧ Led the collaborative development and execution of the department's strategic plan, actively engaging faculty in decision-making processes and goal setting.
  - ✧ Oversaw academic programming, including the planning and coordination of teaching assignments, course schedules, and faculty research activities, aligning departmental efforts with institutional priorities.
  - ✧ Fostered faculty professional development by supporting ongoing learning, pedagogical innovation, and scholarly engagement.
  - ✧ Partnered with the Director on cross-functional initiatives to strengthen academic programming, support accreditation efforts, and improve operational efficiency.

**Interim Program Leader, January 2022- August 2022**

- ✧ Oversaw the overall structure, operations, and effectiveness of the degree program, with responsibility for academic quality, administrative processes, and fiscal management.
- ✧ Ensured alignment of curriculum, instruction, and assessment with institutional goals, accreditation standards, and industry expectations.
- ✧ Coordinated course scheduling, faculty assignments, and student support initiatives to promote academic success and program completion.
- ✧ Monitored program budgets, resource allocation, and operational needs to ensure sustainability and efficiency.
- ✧ Collaborated closely with the Director to support strategic planning, faculty development, and continuous improvement efforts.
- ✧ Served as a liaison between faculty, staff, students, and administration to address concerns, support innovation, and advance the program's mission.

**Assistant Professor, August 2018-May 2024**

- ✧ Courses Taught: CRIN 205-Seminar in Education, CRIN 211-Principles of Education, CRIN 324- Secondary Schools Methods and Materials, CRIR 328- Classroom Management, CRIR 336-Elementary Science Methods, CRIN 402- Evaluation Procedures, CRIN 420- Techniques of Biology/Physical Science, CRIN 450- Internship I, CRIN 451- Internship II, CRIN 527-Advanced Methods in Mathematics and Science, CRIN 601- Departmental Comprehensive, CRIN 000- Departmental Comprehensive
- ✧ Advisor to pre-service teachers
- ✧ Research and Service

**Southern University Biology Department, Baton Rouge, Louisiana**

**Adjunct Professor, August 2020-present**

- Courses Taught: BIOL 101B- General Biology I, BIOL 102B- General Biology II, BIOL 101LB- General Biology I Lab, and BIOL 102LB- General Biology I Lab

**Baton Rouge Community College STEM Department, Baton Rouge, Louisiana**

**Adjunct Faculty, August 2017- May 2018**

- ✧ Courses Taught: BIOL 1031- Biology I Lab and BIOL 1013- General Biology I

**East Baton Rouge Parish School System, Baton Rouge, Louisiana**

**Magnet Site Coordinator, October 2012- August 2018**

- ✧ Drafted the school's recruitment plan and coordinated its implementations
- ✧ Analyzed student test data to identify areas of strength/weaknesses
- ✧ Communicated with parents regarding students' academic performance
- ✧ Initiated and coordinated community outreach initiatives

- ✧ Conducted the magnet registration process according to Board approved policy and maintained accurate documentation of all students enrolled in the school's magnet program
- ✧ Conducted tours and spoke with prospective parents
- ✧ Coordinated schedule and implemented site-based magnet professional development activities

**East Baton Rouge Parish School System, Baton Rouge, Louisiana**

Life Science Teacher, August 2010- October 2012

- ✧ Implemented and delivered an appropriately broad, balanced, relevant and differentiated curriculum for students
- ✧ Monitored and supported the overall progress and development of students
- ✧ Facilitated and encouraged a learning experience which provides students with the opportunity to achieve their individual potential.
- ✧ Contributed to raising standards of student attainment.
- ✧ Role modeled for students, inspiring them to be actively interested in science
- ✧ Completed the relevant documentation to assist in the tracking of students
- ✧ Ensured a high-quality learning environment within the Science area

**Louisiana State University, Baton Rouge, Louisiana**

GK-12 STEM fellowship recipient, August 2014- May 2015

- ✧ Assisted middle school students with science
- ✧ Monitored student progress
- ✧ Reported student progress to instructional specialist
- ✧ Mentored middle school students

**Louisiana State University, Baton Rouge, Louisiana**

Teaching Assistant, Biological Sciences, August 2005- May 2006

- ✧ Taught student's science concepts
- ✧ Evaluated students' performance
- ✧ Tracked and recorded student class attendance
  - Maintained weekly office hours

## **SCHOLARLY PUBLICATIONS**

**Jackson-Osagie, Emily A.** et al. (2023), Louisiana Department of Education Believe and Prepare Science Collaborative, Model Methods Course Outline for Elementary Science (Grades K-5), June 2023

**Jackson-Osagie, Emily A.** et al. (2022). Interactive Educational Resources (OER) for Dual Enrollment for Medical Terminology, LOUIS: The Louisiana Library Network (Louisiana Board of Regents)

**Jackson-Osagie, Emily A.** et al. (2022). EBR Literacy Blueprint. Mayor Broome Joint Task Force for Literacy.

Hinyard, B. S., Jones, N. N., Guillory, C., **Jackson-Osagie, E. A.**, & Mellieon-Williams, F. M. (2022). Tapping into Collaboration as an Intervention During Uncertain Times. Research Conference Proceedings of the Association of Teacher Educators

**Jackson-Osagie, Emily A.** (2022). An Analysis of How an Inquiry-Based Professional

Development Informed the Instructional Practices of Science Teachers. *International Journal of Social Policy and Education*, 4 (1).

Jeffery, Tonya D., **Jackson-Osagie, Emily A.**, and Ogodo, Justina (2021). Teaching and Learning Online: Science Methods Through the Critical Lens of Social Justice for Elementary Grade Levels. In Franklin S. Allaire & Jennifer E. Killham (Eds.), *Teaching and Learning Online: Science for Early Childhood and Elementary Grade Levels*. Information Age Publishing.

**Jackson-Osagie, Emily A. et al.** (2021) **Building Networks and Enhancing Diversity in K-12 STEM Teaching Workforce**. Smithsonian Science Education Center.

**Jackson, E. A.** (2015). *The experiences of science teachers' participation in an inquiry-based professional development* (Order No. 3689556). Available from ProQuest Dissertations & Theses Global. (1679279513). <https://www.proquest.com/dissertations-theses/experiences-science-teachers-participation-inquiry/docview/1679279513/se-2>

### PROFESSIONAL PRESENTATIONS

**Jackson-Osagie, Emily A.** (2025, June). *Maximizing collaboration with Microsoft Teams: A School of Education demonstration*. Presentation at the Deans and Chairs Retreat, Southern University and A&M College, Office of Academic Affairs, Baton Rouge, LA.

**Jackson-Osagie, E. A.** (2025, June). *Microsoft Teams*. Presentation at the Deans and Chairs Meeting, Southern University and A&M College, Office of Academic Affairs, Baton Rouge, LA.

**Jackson-Osagie, Emily A.** (2022, July). An Analysis of How an Inquiry-Based Professional Development Informed the Instructional Practices of Science Teachers. NSTA 2022 Chicago, IL.

Alexander, Catherine and **Jackson-Osagie, Emily** (2022, July). Scientific Tools to Identify and Correct Student Misconceptions. NSTA 2022 Chicago, IL.

Jones, Nastassia, Guillory, Christopher, and **Jackson-Osagie, Emily** (2022, June) 2022 STEM For All Video Showcase

**Jackson-Osagie, Emily** (2022, March) Using a Textbook Access Program to Provide Financial Support to Preservice Teachers at an HBCU. LERA 2022 Conference.

**Jackson-Osagie, Emily**, Peoples, Verjanis, and Scott-Stewart, Erin (2022, March) Breakout Sessions- Louisiana University Partnerships: An overview of the present challenges and approaches used in teacher retention and recruitment. 2022 Louisiana School Board Association 84<sup>th</sup> Annual Convention.

**Jackson-Osagie, Emily** (2022, February). Tips and Techniques. 2022 Virtual STEM Education Alumni Summit Mentor Training. Smithsonian Science Education Center.

**Jackson-Osagie, Emily** (2021, July). Tensions and Strategies in Activity System. 2021 Virtual STEM Education Alumni Summit Workshop: Building Networks and Enhancing Diversity in K-12 STEM Teaching Workforce. Smithsonian Science Education Center.

**Jackson-Osagie, Emily** (2021, June). Southern University and A&M College: School of Education. 2021 National Educators Rising Virtual Conference. Educator's Rising.

**Jackson-Osagie, Emily** and Scott-Stewart, Erin (2021, March). How HBCU Teacher Preparation Programs Can Ensure the Future of the Profession. 2021 Louisiana Education Research Association 2021 Virtual Exposition.

**Jackson-Osagie, Emily** (2021, February). Messaging. 2021 Virtual STEM Education Summit. Smithsonian Science Education Center.

**Jackson-Osagie, Emily**, Jones, Nastassia, and Mellieon-Williams, Francesca (2021, February). Exploring Virtual Reality in STEM Teacher Education: From Pre-service Teachers to College Faculty. ATE 2021 Online Annual Meeting.

Alexander, Catherine, **Jackson-Osagie, Emily** & Jones, Shelis (2020, October). Scientific Tools to Identify and Correct Student Misconceptions. Culturally Relevancy in STEM Classrooms Virtual Professional Development. Southern University and A&M College and Smithsonian Science Education Center.

Evans, Sadereka, **Jackson, Emily A.**, & Jones, Shelis. (2018, October). Using the D.R.C. Model Approach for Implementing the NGSS. LSTA/LATM Joint Conference, Shreveport, LA.

## RESEARCH AND GRANT DEVELOPMENT

### GRANTS RECEIVED

**Total: \$5,004,199.86**

United States Department of Education (USDOE), PI, A Partner of the New Orleans Louisiana Teacher Quality Partnership (NOLA TQP), Awarded January 2025, \$1,850,683.86.

United States Department of Education (USDOE), PI, Engaging Science Learning with Open SciEd (ESLO), Awarded December 2023, \$399,995.

National Science Foundation (NSF), PI, Diversifying STEM Teacher Education via Evidence-based Instruction and Authentic Research Experiences (D-STEP), Awarded September 2023, \$1,200,000

Louisiana Board of Regents Departmental Enhancement, Comprehensive Award Wraparound Educational Supports for Teacher Candidates at Southern University (WESTC), Awarded May 2023, \$930,892

Baylor College of Medicine All of Us Community Engagement and Empowerment Seed Award, January 2023, \$15,000

National Science Foundation, PI, A New STEM Teacher and Researcher (STAR) is Born: Expanding the Reach of a Successful Pre-service Teacher Research Program, January 2022, \$193,071

Southern University System Foundation Grant, *continuation of* Pre-Residency Educator Preparation (PREP), December 2020, \$15,000

National Science Foundation (NSF), Co-PI, Boosting Educational Technology Competence and Leadership Among Educators (BEE-Tech), Submitted November 2019, Awarded June 2020, \$384,558

Southern University System Foundation Grant, Pre-Residency Educator Preparation (PREP), December 2019, \$15,000

### **GRANTS SUBMITTED**

National Science Foundation, PI, Investigating the Effects of the Expansion of a Successful Teacher Research Program on Institutions, Teachers, and Classrooms, March 2025, \$632,031

National Science Foundation, co-PI, BCSE: Nucleating STEM Education Research Communities with Professional Development for Emerging Education Researchers, February 2023, \$999,962

National Science Foundation (NSF), PI, Southern University Diversifying STEM Teacher Education Program (SU-DSTEP), Submitted August 2022, \$1,198,325  
Bill and Melinda Gates Foundation Grant, Submitted November 2020

Proctor and Gamble Higher Education Grant, Submitted September 2020

Early Head Start Child Care Partnership Grant, Submitted September 2020

National Science Foundation (NSF), Co-PI, Boosting Educational Technology Competence and Leadership Among Educators (Be-Tech), Submitted November 2018

National Science Foundation (NSF), Co-PI, Broadening Participation Research Project: Constructivism in STEM: Enhancing the STEM Learning Environments from High School to College, Submitted November 2018

### **CERTIFICATIONS**

Biology 6-12 Certification  
Education Leadership Certification  
Google Level 1 Educator  
Google Level 2 Educator  
Mentor Teacher Certification  
Quality Matters (APPQMR and TOL)  
Pre-K CLASS Reliable

### **ACADEMIC AND PROFESSIONAL SERVICE**

#### **SUBR FACULTY SENATE**

Senator, College of Humanities and Interdisciplinary Studies, 2024-present

Member, College of Humanities and Interdisciplinary Studies, 2018-2024

#### **REVIEWER**

National Science Foundation, Robert Noyce Grant, September 2023

LDOE School Literacy Plans (University of Houston/ Westat Project), July 2023

Quality and Science and Mathematics (QSM) grant, March 2021

Quality and Science and Mathematics (QSM) grant, December 2020

EBRPSS Student of the Year, November 2020

Manuscripts for Lexington Books, a scholarly imprint of Rowman & Littlefield, October 2019

Quality and Science and Mathematics (QSM) grant, October 2017

### **SESSION PRESIDER**

National Association of African American Studies (NAAAS) 2019 Joint National Conference, February 2019

### **COMMITTEES**

Association of Teacher Educators (ATE) Multicultural Education Special Interest Group (SIG)

Association of Teacher Educators (ATE) Science Education Special Interest Group (SIG)

### **UNIVERSITY COMMITTEES**

Academic Affairs

- Search Committee

College of Humanities and Interdisciplinary Studies

- Curriculum Committee
- Diversity and Inclusion
- Tenure and Promotion

School of Education Hiring Committee

- Administrative Assistant 3, June 2023
- Assessment and Accountability Coordinator, May 2023
- Residency Coordinator, May 2023
- Praxis Coordinator, May 2023

Department of Curriculum and Instruction Graduate School Selection Committee

- EDLD Program Selection Committee, Summer 2024- present

Department of Curriculum and Instruction Graduate School Selection Committee

- MAT Program Selection Committee, Summer 2022- present

Department of Curriculum and Instruction Certification Committee

- Residency Certification, Spring 2022-present
- Practitioner License, Spring 2022-present
- Level 1 Certification, Spring 2022-present

School of Education Accreditation Committee

- Council for the Accreditation of Education Preparation (CAEP)
  - Spring 2024 Evaluation
- Louisiana Onsite Review- Overall score 3
  - Class Measures
    - Fall 2020
- Louisiana Onsite Review- Overall score 2
  - TPI
    - Fall 2018

University College-First Year Experience

- Academic Advisor Search Committee
  - College of Humanities and Interdisciplinary Studies
    - November 2020

School of Education Recruitment and Retention Committee, Appointed Fall 2018

- EBR Back to School Bash
  - August 5, 2022
- Southern University Jaguar Preview Day
  - March 27, 2021
- Southern University's Preview High School Day
  - November 9, 2019
  - November 10, 2018
- The Dufrocq School's College and Career Day Expo
  - October 30, 2019
- Southern University's 7th grade Day
  - October 1, 2019
  - September 24, 2019
- Southeast Middle Magnet's Career Day
  - March 26, 2019
- St. Helena College and Career Academy's College and Career Festival
  - December 18, 2018

University Student Grievance Committee, Appointed Spring 2019

- April 2019

**ADVISORY BOARD**

Smithsonian Science Education Center- STEM Diversity Summit Advisory Committee member, November 2020- present

ETS Praxis STEM for Elementary Grades National Advisory Committee (NAC), member, January 2022-present

Inspire Charter Academy, Board Vice President, May 2022-present

Inspire Charter Academy, Board Secretary, November 2020-May 2022

Inspire Charter Academy, Board member, September 2019- present

**COMMUNITY SERVICE**

Glasgow Middle School, Volunteer, August 2021-September 2022

Broadmoor Elementary, Volunteer, August 2019- April 2022

Southeast Middle Magnet, Volunteer, August 2012-August 2021

Glen Oaks Magnet High. Volunteer, August 2012- January 2020

Baton Rouge FLAIM, Volunteer, August 2012- July 2019

Dr. Betty Shabazz Delta Academy Volunteer, August 2011

**LEADERSHIP**

Deans for Impact's Impact Academy Fellowship, April 2025-present

AERA Consortium of University and Research Institutions (AERA-CURI), Fall Policy, November 2024

HBCU Education Deans Summit: Honoring Legacy, Forging Excellence, October 2024

Penn State's Academic Leadership Academy, June 2024

Liason, All of Us Evenings with Genetics (AoUEwG) Research Program's Underrepresented Biomedical Faculty, January 2023- present

Cohort 1 Member, Louisiana Department of Education 2022-2023 Believe and Prepare Science Collaborative, December 2022- June 2023

All of Us Evenings with Genetics (AoUEwG) Research Program's Underrepresented Biomedical Faculty Summit (UBRFS) participant, May 2022- June 2023

Mentor Coach, Smithsonian Science Education Center, STEM Education Summit, February 2022-present

Cohort 2 Member, Louisiana Department of Education 2022-2023 Believe and Prepare Math Collaborative, October 2021-May 2022

Faculty Cohort Member, Interactive Educational Resources (OER) for Dual Enrollment for Medical Terminology, LOUIS: The Louisiana Library Network (Louisiana Board of Regents), May 2021- present

Curriculum and Technology Specialist, Project MISE, July 2020- present

Advisor, Southern University and A&M College, A+PEL Chapter, January 2019-present

Mentor, Smithsonian Science Education Center, STEM Education Summit, February 2019-February 2022

President, East Baton Rouge's A+PEL Chapter, September 2017-August 2018

Site Visit Coach, Advance Innovative Education Consultant, August 2017- May 2018

Praxis I/II Tutor, Advance Innovative Education Consultant, June 2017- December 2017

Instructional Leaders for Tomorrow participant, East Baton Rouge Parish School System, September 2015-June 2016

### **PROFESSIONAL AFFILIATIONS**

American Association of Blacks in Higher Education (AABHE)

American Educational Research Association (AERA)

Association of Teacher Educators (ATE)

Associated Professional Educators of Louisiana (A+PEL)

Delta Sigma Theta Sorority, Inc.

Louisiana Association of Teachers of Mathematics (LATM)

Louisiana Education Research Association (LERA)

Louisiana Science Teacher Association (LSTA)

National Association of African American Studies (NAAAS)

National Center for Faculty Development and Diversity (NCFDD)

National Science Teacher Association (NSTA)

Southwest Education Research Association (SERA)

### **AWARDS, FELLOWSHIPS, RECOGNITION, AND SCHOLARSHIPS**

## **AWARDS**

Joseph Kermit Haynes/Casino Rouge Endowed Professorship, Southern University and A&M College, School of Education, August 2023-present

Dr. Anne Richardson Gayles Felton ATE Travel Award, Association of Teacher Educators (ATE) Science Education Special Interest Group (SIG), February 2021

NSF Quantitative Research Methods for STEM Education Scholars Program, University of Maryland, August 2020

## **FELLOWSHIPS**

Deans for Impact's Impact Academy Fellowship, April 2025-present

National Science Foundation (NSF), GK-12, August 2009- May 2010

National Science Foundation (NSF), Bridge to the Doctorate Programs, August 2006- May 2009

## **RECOGNITION**

2025 Open Education Resource Champion Award, SUBR John B. Cade Library

2023 Teachers' Appreciation Week, Louisiana Board of Regents

2022 Teachers' Appreciation Week, Louisiana Board of Regents

2021 Teachers' Appreciation Week, Louisiana Board of Regents

## **SCHOLARSHIPS**

AEP Scholarship, RAND AEP Data, November 2020

National Science Foundation (NSF), Robert Noyce Scholarship, June 2010-July 2011

Louis Stokes Alliances for Minority Participation (LSAMP), August 2002-May 2004

## **PROFESSIONAL DEVELOPMENT ACTIVITIES**

Professional Development for Emerging Education Researchers (PEER) Field School in Chicago, December 9, 2022, and December 15- December 18

LERA 2022 Conference, March 2022

SERA 2022 Conference, February 2022

Culturally Responsive Teaching Course- October 2021

Joseph Meyinsse Teacher Leadership Institute of Culturally Researched, Responsive, and Relevant (JMTLI-C-3R) STEM Education- March 27, 2021

Joseph Meyinsse Teacher Leadership Institute of Culturally Researched, Responsive, and Relevant (JMTLI-C-3R) STEM Education- January 13, 2021

Fall 2020 National Science Foundation (NSF) Virtual Grants- November 16, 2020

Learner-Learner Interaction SU Online Faculty Development- November 12, 2020

Teaching, The Best Kept Secret, American Chemical Society and Get The Facts Out- November 12, 2020

NSF Quantitative Research Methods for STEM Education Scholars Program, August 2020- present

Technology Training Presented by EBRPSS Technology Department titled "Tech or Treat"- October 2019 (3 hours)

iSpy PD Teacher Day presented by EBRPSS Recruitment/Technology Departments- October 2019 (2 hours)

The Learning Counsel's Digital Transition Discussion- October 2019 (6 hours)

School of Education's Faculty Retreat- September 2019 (4 hours)

Navigate Training- September 2019 (1.5 hours)

NASA STEM Day- June 2019 (6 hours)

Associated Professional Educators of Louisiana (A+PEL)'s Summer Conference - June 2019 (20 hours)

Grades First Training (Navigate)- March 2019 (1.5 hours)

National Association of African American- February 2019 (24 hours)

LSTA/LATM Joint Conference- October 2018 (20 hours)

Gulf Coast Summer Institute 2018, July 2018, Baton Rouge, LA

## REFERENCES

1. Dr. Michelle Clayton- [mclayton123.supt@gmail.com](mailto:mclayton123.supt@gmail.com)
2. Dr. Susannah Fowler Craig- [susaannah.craig@laregents.edu](mailto:susaannah.craig@laregents.edu)
3. Dr. Brittany Hinyard- [Brittany.Hinyard@sus.edu](mailto:Brittany.Hinyard@sus.edu)
4. Dr. Arthur M. Joffrion- [Arthur.Joffrion@la.gov](mailto:Arthur.Joffrion@la.gov)
5. Mr. Sean Joffrion- [sjoffrion@ebrschools.org](mailto:sjoffrion@ebrschools.org) (Supervisor)
6. Ms. Anna A. Porter- [AnnaPorter@yahoo.com](mailto:AnnaPorter@yahoo.com) (Student)
7. Ms. Kennedy Hudson- [Kennedi.Hudson@sus.edu](mailto:Kennedi.Hudson@sus.edu) (Student)
8. Dr. Stamatis Vokos- [svokos@calpoly.edu](mailto:svokos@calpoly.edu)
9. Attorney Tavares Walker- [Tavares.Walker2@la.gov](mailto:Tavares.Walker2@la.gov)
10. Dr. Luria Young- [Luria\\_Young@subr.edu](mailto:Luria_Young@subr.edu) (Supervisor)

## **Southern University and A&M College (SUBR) seeks an innovative and visionary leader to serve as the Director of the School of Education (SoE).**

The director is responsible for leading the SoE's academic programs, faculty, staff, and students to achieve excellence in teaching, research, and service. The director will develop and implement strategic initiatives that foster student success, academic innovation, and faculty development while ensuring the SoE's continued accreditation at both the state and national levels and alignment with state and national educational policies. The director will also play a key role in securing funding, advancing community partnerships, and expanding educational initiatives that enhance teacher preparation, STEM education, and workforce readiness. This position carries tenure status and reports directly to the Vice Chancellor for Academic Affairs and works closely with university leadership, external stakeholders, and local and state education agencies to promote the SoE's impact in the field.

### **Key Responsibilities**

#### **Strategic Leadership & Administration**

Provide visionary leadership to enhance academic excellence, faculty development, and student success.

Develop and implement a strategic plan that strengthens educational quality, faculty research, and student outcomes.

Manage budget allocations and pursue external funding opportunities, including grants and partnerships.

Oversee faculty hiring, tenure, promotion, and professional development initiatives.

Ensure compliance with the Council for the Accreditation of Educator Preparation (CAEP) and state education requirements.

#### **Academic & Curriculum Development**

Oversee program development, curriculum innovation, and assessment to align with national and state standards.

Support faculty in research, instructional innovation, and interdisciplinary collaborations.

Strengthen teacher preparation programs, particularly in STEM education and student-centered learning approaches.

Foster cross-disciplinary collaborations within the Southern University System to expand educational opportunities.

### **Student Success & Enrollment Management**

Develop initiatives to increase student enrollment, retention, progression, and career placement for education students.

Enhance advising, mentorship, and professional development programs for teacher candidates.

Expand residency and field-based learning experiences in partnership with local schools and districts, ensuring alignment with state policies.

### **Research & Grant Development**

Foster a culture of scholarly research, publications, and grant writing to support faculty and student research initiatives.

Leverage expertise in STEM education, digital literacy, and teacher preparation to secure funding for innovative programs.

### **Community & Industry Engagement**

Establish and maintain partnerships with K-12 school systems, government agencies, and industry stakeholders.

Strengthen collaboration with business and industry leaders to advance workforce preparation efforts.

Represent the SoE in university-wide committees, professional organizations, and accreditation reviews.

### **Required Qualifications**

Earned a doctorate (Ph.D.) in education, science, and mathematics education or a closely related field from an accredited institution.

Active teacher licensure/certification at an appropriate level and core discipline

Educational Leadership licensure/certification

A minimum of five years of administrative experience in higher education and PK-12 education, including leadership in a school, department, or school of education.

Proven expertise in curriculum development, accreditation, and faculty mentoring.

Strong background in STEM education with demonstrated success in grant writing.

A successful track record of securing multi-million-dollar grants to advance teacher education and workforce development.

Extensive experience collaborating with K-12 schools, teacher preparation programs, and community engagement initiatives.

Demonstrated ability to develop innovative programs and partnerships to enhance student success.

Deep understanding of state and national policies governing teacher education, educational leadership, and licensure.

### **Preferred Qualifications**

Extensive experience in faculty recruitment, tenure and promotion processes, and strategic planning to support institutional growth and excellence.

Mentor teacher licensure is highly desirable.

Additional expertise or professional development in special education and literacy is a plus.

Active engagement in professional organizations at the local, state, and national levels, demonstrating a commitment to educational leadership and advocacy.

**Applications should include:**

A cover letter detailing leadership experience and alignment with the role.

A curriculum vitae (CV) highlighting accomplishments.

Contact information for at least three professional references.

<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://sts.windows.net/42054d74-73c7-480f-b52d-865849b3dd1b/&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f929e9341-86d0-48ba-b32a-d92f2296e00f>



## SOUTHERN UNIVERSITY LAW CENTER

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July 15, 2025

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

Dennis J. Shields  
President  
J. S. Clark Administration Building  
4<sup>th</sup> Floor  
Baton Rouge, LA 70813

RE: Adrienne Shields

Dear President Shields:

Professor Adrienne Shields, currently the Director of Library Services, has demonstrated the skills and commitment necessary to excel as the Special Assistant to the Chancellor since starting her tenure at the Law Center in 2017.

I respectfully request that this recommendation, along with the supporting documentation, be presented to the Board of Supervisors for approval at their meeting on August 15, 2025. We are requesting a waiver for this position, retroactive to August 1, 2025, with a proposed salary of \$123,400.

Thank you for considering this important transition. Please let me know if you have any questions or concerns.

Sincerely,

Alvin Washington, Esq.  
Chancellor

APPROVED: \_\_\_\_\_  
Dennis J. Shields  
President

## Mary Johnson

---

**From:** Paula Matthews  
**Sent:** Friday, July 25, 2025 9:29 PM  
**To:** Mary Johnson  
**Subject:** FW: Adrienne Shields Revised Letter

See email below.

**Paula Matthews**  
Business Affairs Manager  
Southern University Law Center  
P. O. Box 9294  
Baton Rouge, LA 70813  
PH 225-771-3138  
Fax 225-771-2193

**From:** Kretrice Chisley <kretrice\_chisley@sus.edu>  
**Sent:** Friday, July 25, 2025 5:25 PM  
**To:** Paula Matthews <Pmatthews@sulc.edu>; Tracey Taylor-Jarrell <Tracey\_TaylorJarrell@sus.edu>  
**Cc:** Alvin Washington <Awashington@sulc.edu>; Dawn Mitchell <dawn.mitchell@sus.edu>  
**Subject:** Re: Adrienne Shields Revised Letter

[EMAIL FROM EXTERNAL SENDER!]  
Ms. Matthews,

Adrienne Shields is not being hired as the Executive Assistant. Please remove any reference to the Executive Assistant and the retirement incentive. This request should be handled the same as any other request for waiver of position announcement.

*If you have any questions or concerns, please let me know.*



***Kretrice B. Chisley***

Interim Director of Human Resources  
Office of Human Resources  
J.S. Clark Annex, 1st Floor  
P.O. Box 10400, Baton Rouge, LA 70813  
O: 225-771-5979 | F: 225-771-5802



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**From:** Paula Matthews <[Pmatthews@sulc.edu](mailto:Pmatthews@sulc.edu)>  
**Sent:** Friday, July 25, 2025 5:19 PM  
**To:** Tracey Taylor-Jarrell <[Tracey\\_TaylorJarrell@sus.edu](mailto:Tracey_TaylorJarrell@sus.edu)>  
**Cc:** Alvin Washington <[Awashington@sulc.edu](mailto:Awashington@sulc.edu)>; Kretrice Chisley <[kretrice\\_chisley@sus.edu](mailto:kretrice_chisley@sus.edu)>  
**Subject:** Adrienne Shields Revised Letter

See attached.

**Paula Matthews**

**Business Affairs Manager**

**Southern University Law Center**

**P. O. Box 9294**

**Baton Rouge, LA 70813**

**PH 225-771-3138**

**Fax 225-771-2193**



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www.suagcenter.com

OFFICE OF THE CHANCELLOR-DEAN

July 23, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor J. S. Clark Admin Bldg.  
Baton Rouge, LA 70813

Dear President Shields:

I am writing to formally recommend a salary increase for Mrs. Jacqueline Dixon, the Executive Assistant to the Chancellor-Dean, in recognition of the exceptional level of professionalism, leadership, and dedication she consistently demonstrates in her role. Her performance far exceeds the expectations typically associated with this position, and her contributions are integral to the efficient and effective operation of the Office of the Chancellor-Dean.

Mrs. Dixon works independently and proactively, taking initiative in result-oriented planning and problem-solving that supports the strategic goals of both SUAREC and CAHES. She demonstrates the highest levels of integrity and confidentiality in her interactions with individuals across all levels of the organization and with external stakeholders.

Her written and verbal communication skills enable her to represent the office with clarity and professionalism, and she plays a critical role in managing the complex schedule and obligations of the Chancellor-Dean. She also supervises administrative assistants and student workers and serves as the executive supervisor of administrative and clerical staff within SUAREC/CAHES through their respective supervisors.

Beyond her technical capabilities, she brings a sincere commitment to the mission of the Ag Center. Her relational and administrative strengths, attention to detail, and collaborative spirit foster a high-performing and professional office environment that consistently produces high-quality work.

Given the scope of her responsibilities, the leadership role she plays, and her invaluable contributions to the success of our programs, I respectfully request a salary increase from her current salary of \$91,052 to \$110,000 that reflects the quality and impact of her work effective September 1, 2025. This is a state-funded position.

Thank you for your time and consideration of this important request.

Sincerely,

A handwritten signature in black ink, appearing to read 'O. F. McMeans'.

Orlando F. McMeans, PhD  
Chancellor-Dean

Approval:

\_\_\_\_\_  
Dennis J. Shields                      Date  
President

## **Executive Assistant to the Chancellor-Dean, SUAREC/CAHES**

Southern University Agricultural Research and Extension Center (SUAREC) and the College of Agricultural, Human and Environmental Sciences (CAHES)

The Executive Assistant to the Chancellor-Dean will be the principal administrative support for the Chancellor-Dean, and as such will demonstrate a commitment to client-centered service, accountability, and excellence. The Executive Assistant will have a sincere interest in the organization's mission, possess excellent relational and administrative skills, show attention to detail and be able to handle a variety of activities and tasks, with a collaborative spirit. The office environment is professional, requiring quality work, individual initiative, and professional attire.

### **Job Description**

The Executive Assistant will provide administrative support to the Chancellor-Dean. Work independently and proactively for results-oriented planning, workflow, and resolution. Demonstrate high integrity and confidentiality in working with people at all organizational levels. Utilize exceptional communication and written skills, interacting with internal and external constituents. Effectively manage the time commitments and obligations of each executive. Supervise the administrative assistants within the Chancellor-Dean's office.

### **General Duties & Responsibilities**

- Serves as gatekeeper to manage office visitors and communications
- Serves as a member of the Chancellor-Dean's Cabinet and provides informational updates about the Office of the Chancellor-Dean.
- Maintains the Chancellor-Dean's calendar on Outlook or Google.
- Completes projects and special assignments by determining priorities, managing time, gaining the cooperation of others, monitoring progress, problem-solving, and adjusting plans.
- Serve as the liaison for the Office of the SU Board of Supervisors and the Office of the President.
- Works closely with the Vice Chancellors, Director of Advancement, Communications and Associate Vice Chancellor of Compliance.
- Collaborates with internal and external clients.
- Addresses potential problems and recommends solutions.
- Develop procedures and guidelines for the Office of the Chancellor-Dean.
- Represents the Chancellor-Dean by welcoming visitors, reviewing correspondence, arranging the SU Ag Center events and functions, and

answering questions and meeting requests directed to the Chancellor-Dean.

- Reviews and proofreads materials for the Chancellor-Dean. Draft letters, memorandums, and other documents. Creates agendas and takes meeting minutes.
- Exercise signatory authority as authorized by the Chancellor-Dean (Proxy)
- Handles confidential information and materials with absolute discretion.
- Arrange travel and meetings by developing itineraries and agendas, booking transportation, and arranging lodging and meeting accommodations. Reconciles travel expenses and reimbursements.
- Updates job knowledge by participating in educational opportunities, reading professional publications, and maintaining personal networks.
- Supervises administrative assistants and student workers within the Office of the Chancellor-Dean.
- Serve as the executive supervisor of administrative and clerical staffers directly via the respective supervisors within SUAREC/CAHES.
- Responsible for all other duties as assigned by the Chancellor-Dean.

### **Required Qualifications**

- 1) Bachelor's degree preferred and/or equivalent education, certification and experience considered
- 2) Knowledge of higher education procedures is beneficial with a genuine interest in working with University students, faculty, staff and the public
- 3) Work independently and proactively for effective planning, analysis, problem-solving, and follow-up with a focus on results
- 4) Proven ability to effectively and positively interact with the public in a polished and professional manner
- 5) Creative communicative skills and attention to detail are a must
- 6) Collaborative approach while working under pressure and within deadlines
- 7) Organizational and time management skills to actively manage the executive's time
- 8) Able to function in a fast-paced, workload office; a high energy level is

essential

12) Minimum of three (3) years of previous administrative professional, office management, or other relevant training and/or experience required.

## **Objectives**

To obtain a position allowing me to utilize my work/life experiences in a university environment while providing a positive impact on internal and external clients.

## **Employment History**

### **Executive Assistant to the Chancellor-Dean**

2022 – Present – Southern University Agricultural Research and Extension Center and the College of Agricultural, Human & Environment Sciences, Baton Rouge, LA

- Serves as a member of the Chancellor-Dean's Executive Team and provides informational updates about the Office of the Chancellor-Dean.
- Maintains the Chancellor-Dean's calendar on Outlook or Google.
- Completes projects and special assignments by determining priorities, managing time, gaining the cooperation of others, monitoring progress, problem-solving, and adjusting plans.
- Serve as the liaison for the Office of the SU Board of Supervisors and the Office of the President.
- Supervises administrative assistants and student workers within the Office of the Chancellor-Dean.
- Serve as the executive supervisor of administrative and clerical staff directly via the respective supervisors within SUAREC/CAHES.
- Responsible for all other duties as assigned by the Chancellor-Dean.

### **Special Assistant to the Chancellor-Dean**

2019 – 2022 – Southern University Agricultural Research and Extension Center and the College of Agricultural, Family & Consumer Sciences, Baton Rouge, LA

- Perform office management and administrative support duties and responsibilities.
- Welcome visitors and identify the purpose and provide direction.
- Manage and coordinate Outlook calendars and meetings.
- Handle requests for information and data.
- Originate and coordinate electronic personnel action forms.
- Work with offices such as finance, human resources, and college departments to complete tasks.
- Prepare travel requests, purchase requisitions, and other documents as necessary.
- Schedule and coordinate virtual and in-person meetings and events.
- Maintain the filing system.
- Order and maintain office supplies.

### **Administrative Assistant**

2018 - 2019 - Southern University College of Agricultural, Family & Consumer Sciences – Associate Dean's Office, Baton Rouge, LA

- Respond to requests for information that require good judgment and knowledge of department rules and regulations.
- Compile and type reports and/or documents by gathering relevant data from different sources.
- Organize, schedule and prepare materials needed for departmental meetings, such as agendas, handouts, etc.

- Organize and maintain files, ensuring confidentiality of information as necessary.
- Prepare annual budget requests for submission.
- Compose and/or prepare correspondence as needed.
- Establish and maintain electronic files of data to be stored for future use.
- Prepare travel requests, purchase orders and expense reports.
- Answer phones and greet guests.

#### **Administrator/Director**

2001 - 2016 - **Greater Mount Olive Christian Academy (Closed-2016 Flood)**  
**Nursery\*Preschool\*Elementary, Baton Rouge, LA**

- Provided direction in the Day-to-Day Operations of the Child Care Center and Non-Public Private Elementary School.
- Established an environment that seeks to meet the total needs of both the children and families, while preparing each child with the educational abilities and life skills to excel to the next level.
- Established an environment that seeks to meet the total needs of both the children and families, while preparing each child with the educational abilities and life skills to excel to the next level.
- While enhancing the growth potential of our Child Care Center (3-Star Center), we became a Non-Public Private School for East Baton Rouge Parish, State of Louisiana.
- Provided leadership to Professional and Ancillary staff total of 20, while helping them obtain any needed Certifications.
- Maintained all annual standards required for Child Care Centers and Non-Public Private Schools.
- Successfully provided Financial Accountability on the Federal and State levels for Child and Adult Food Program, Nursery/Preschool Licensing and the Louisiana Student Scholarship Program.
- Coordinate a Summer Enrichment Program which included both Academic and Recreational Activities for 100 Children and Youth.

#### **Accountant**

1998 – 2001 - **Louisiana Department of Justice (Attorney General's Office), Baton Rouge, LA**

- Maintained accurate expenditures and reimbursements
- Prepared and assisted in Monthly and Annual Financial Reports
- Approved Departmental Expenditures

#### **Education**

Thomson/Ashworth College – Child Care Management Diploma – July 2003  
University of Southwestern Louisiana, Lafayette, LA  
Bachelor of Science, Business Administration 1987

#### **Certifications**

State of Louisiana-Early Childhood Ancillary Certificate – February 2016  
NECPA Commission-National Administrator Credential – October 2015

#### **References**

Available Upon Request



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OFFICE OF THE CHANCELLOR-DEAN

July 23, 2025

Dennis J. Shields, President  
Southern University System  
4<sup>th</sup> Floor J. S. Clark Admin Bldg.  
Baton Rouge, LA 70813

Dear President Shields:

I am writing to formally request a salary adjustment for the Comptroller position, currently held by Mrs. Tamika Porter, in recognition of her outstanding performance and significant contributions to the Finance Department over the past three years.

Since assuming the role, Mrs. Porter has implemented several critical policies and operational improvements that have strengthened financial oversight and accountability. She has streamlined internal processes and introduced enhanced protocols that have significantly improved the efficiency of our daily operations. These efforts have not only elevated service delivery but have also ensured compliance with regulatory requirements and improved overall departmental performance.

In addition to supervising the day-to-day operations of the Finance Department, Mrs. Porter effectively manages and mentors the finance staff, oversees all internal and external audits, and handles special assignments with professionalism and accuracy. Her leadership, attention to detail, and commitment to excellence have made a measurable impact on our department's effectiveness and reputation.

Given her contributions and the market standards for similar positions, I recommend increasing her annual salary from the current rate of \$93,730 to \$120,000, effective September 1, 2025. This position is state-funded, and the requested adjustment is well-justified by her scope of responsibilities and sustained high-level performance.

I respectfully request your approval of this salary increase to ensure that we retain and continue to motivate an individual who is vital to the success and integrity of our financial operations.

Thank you for your consideration of this request. Please let me know if you require any additional information or supporting documentation.

Sincerely,

A handwritten signature in dark ink, appearing to read 'OFM'.

Orlando F. McMeans, PhD  
Chancellor-Dean

Approval:

\_\_\_\_\_  
Dennis J. Shields                      Date  
President

## **Job Description for Comptroller Southern University Agricultural Research and Extension Center**

### **Overall Description**

The Southern University Research and Extension Center office has complex program offerings and diverse funding sources, including state, federal, corporate, and foundation funding. There is heavy emphasis on reporting, requiring this role to focus narrowly on the function of finance. Knowledge and understanding of Office of Management and Budget requirements for this role is critical because of federal funding, as is the ability to work closely with program leaders, the other four campuses and the Southern University System. Dedicated team management experience is key to being successful in this role. This position is a senior-level executive who oversees the accounting and financial operations of the Southern University Research and Extension Center. The responsibility of the Comptroller is to ensure accurate financial reporting, managing budgets, and maintaining internal controls to safeguard assets. Position reports directly to the Vice Chancellor of Finance and Administration.

### **Key Responsibilities:**

- **Financial Management:**

Managing all financial aspects of the Ag Center, including budgeting, forecasting, and financial reporting.

- **Accounting Operations:**

Overseeing the finance department, ensuring timely and accurate financial statements, and implementing internal controls.

**Compliance:**

Ensuring compliance with all applicable financial regulations and laws.

- **Budgeting and Forecasting:**

Developing and managing budgets, monitoring variances, and forecasting future financial needs.

- **Financial Analysis:**

Analyzing financial data, identifying trends, and providing insights to support decision-making.

- **Audit Coordination:**

Coordinating both internal and external audits. Ensuring accuracy and compliance.

- **Strategic Guidance:**

Providing strategic financial guidance to senior management and other stakeholders.

- **Cash Flow Management:**

Managing the organization's cash flow, optimizing investment returns, and ensuring sufficient liquidity.

- **Supervision:**

- **Daily supervision of accounting staff.**

Approval of timesheets, and annual/sick leave.

Assistance in Performance evaluations.

Overseeing all professional development and training.

Special Assignments as required.

**Qualifications:**

- **Education:** A bachelor's degree in accounting, finance, or a related field is typically required; a master's degree or CPA certification is preferred.
- **Experience:** Experience in accounting, finance, and fiscal management, including experience with budgeting, financial reporting, and auditing.
- **Technical Skills:** Proficiency in financial software, and Microsoft Office Suite, particularly Excel.
- **Analytical Skills:** Strong analytical and critical thinking skills to identify and resolve financial issues.
- **Leadership Skills:** Proven leadership and team management experience.
- **Communication Skills:** Excellent written and verbal communication skills.
- **Attention to Detail:** Strong diligence and organizational skills.
- **Ethical Standards:** High ethical standards and integrity.

**Conditions and/or Physical Requirements:**

- Ability to work under stress and meet deadlines.
- Ability to operate a keyboard if required to perform essential job functions.
- Ability to read and interpret a document.
- Ability to travel if required to perform essential job functions.

# TAMIKA PORTER

Baton Rouge, Louisiana • [REDACTED]

## QUALIFICATIONS PROFILE

- ↓ **Accounting:** Proficiency in budget management & control, auditing, research & internal control processes, grants management. Ability to analyze & interpret financial data and prepare financial reports, statements and/or projections.
- ↓ **Program Management:** Experienced in policy and program development, contract, and organizational management, monitoring and evaluation. Plans and implements projects in line with project requirements and budget constraints.
- ↓ **Human Resources Administration:** Experience in Human Resource practices including full cycle recruitment, employee relations, performance and change management, compliance, and policy development.
- ↓ **Leadership:** Influential leader with the ability to train and engage individuals and groups on specific policies and procedures, to increase awareness and achieve ambitious results. Excellent team-building skills. Interpersonal skills to interact with a wide range of constituencies.
- ↓ **Communications:** Exceptional verbal, written and interpersonal communication talents to concisely convey information using audience-specific terminology. Communicates effectively with all levels of personnel.
- ↓ **Key Strengths:** Process-oriented strategist, planning and implementing accounting controls. Technically competent and detailed-oriented with exceptional numerical, analytical, organizational, and problem-solving skills. Proven ability to manage complex plans and multiple projects. Ability to organize and competently manage resources. Flourishes in challenging, fast-paced environments.

## EDUCATION

EXECUTIVE MASTER OF PUBLIC ADMINISTRATION  
SOUTHERN UNIVERSITY AND A&M COLLEGE  
BATON ROUGE, LOUISIANA  
(DEC 2022)

BACHELOR OF SCIENCE IN ACCOUNTING  
UNIVERSITY OF PHOENIX  
PHOENIX, ARIZONA  
(2005)

ASSOCIATE DEGREE IN ACCOUNTING  
ASSOCIATE DEGREE OFFICE SYSTEMS MANAGEMENT  
LOUISIANA TECHNICAL COLLEGE  
BATON ROUGE, LOUISIANA  
(1998)

## PROFESSIONAL EXPERIENCE

SOUTHERN UNIVERSITY AG CENTER- Baton Rouge, Louisiana

### Comptroller

April 2024 - Present

- Review general accounting operations, including grant accounting for restricted and unrestricted funds, account reconciliation, monthly/annual fiscal closings, and financial reports preparation.
- Prepare required financial statements and fiscal reports which include the compilation and analysis of data required for specialized federal, state, and private monthly, quarterly, and annual reports. Also, that are necessary for an institution of higher education and required by internal and external constituents.
- Monitor and review approved budgets, revenues, and expenditures. Identify solutions to discrepancies in financial records.
- Provide financial training and staff development activities to employees. Oversee staff monthly invoicing and reporting activities, ensure accuracy, expenditures and revenue are properly recorded, etc. prior to V/C approval.

### Associate Comptroller

November 2022 – March 2024

- Key support to the Comptroller, ensuring the smooth and efficient operation of financial activities and compliance with all relevant regulations. Performs highly responsible professional work in the area of accounting control, reconciling, and reporting

# TAMIKA PORTER

Baton Rouge, Louisiana • [REDACTED]

## **Program Manager/Fiscal Coordinator**

November 2016-October 2022

- Assist the Vice Chancellor for Extension & Outreach by providing fiscal coordination and budgetary support for grants & contracts, annual budgets, and awareness of fiscal and personnel issues, grant coordination & oversight
- Collaborates with the Project Directors, PI's, Extension Specialists to develop contracts, budgets. Analyzes financial data (revenue, expenditures, payroll) to ensure operations are maintained within the budget. Reviews budget requests, first line screening and review of all budgets, grants, etc. prior to approval of Vice Chancellor
- Reviews expenditures, payables and fiscal transactions for proper recording and compliance with funders, in accordance with applicable federal and state standards.
- Acts as the liaison between funding agencies, Fiscal, Payroll, Procurement, and Human Resources Departments for all Cooperative Extension program-related matters.
- Serves as the point of contact for staff regarding travel, procurement, reimbursements, and other related matters.
- Management of Nutrition Programs operations, budget, and fiscal transactions, audits & program compliance

### **✦Key Achievements**

- Implementation of Employee On-boarding & New-Hire Orientation Program
- Development and implementation of training series for Program Leaders & Specialists to improve efficiency
- Developing new procedures to support the strategic direction of program organization

## **Project Manager- SUAg Enhancing Capacity Certification Programs**

May 2018-August 2021

- Provides project management and leadership oversight of four programs in the Cooperative Extension Department, including the Food & Farm Food Safety, Master Small Ruminant, Small Business Development, and Sustainable Urban Agriculture training and certification programs.
- Develops full-scale project plans. Directs, coordinates, and executes of all program goals and deliverables. Leads project implementation and facilitates the project scope, goals, and deliverables of all projects.
- Ensures project quality by monitoring progress, conducting team-building exercises, SWOT analyses, and establishing performance measures.
- Manages the project budget, conducts need assessments, and resource allocation. Approves financial acquisitions and purchases. Collaborates with the Finance, HR, and Comptroller departments for all matters pertaining to the project's budget, transactions, vendor payments and billing invoices.
- Provides direction and support to the project team which consists of Project Assistant, Project Coordinator, I.T. Assistant, and 14 program trainers including college professors, extension specialists, and community experts.
- Delegates tasks to employees best positioned to perform and complete them. Leads the team through project changes by effectively communicating and facilitating training, as necessary.
- Manages project changes and interventions to achieve successful outputs.
- Develops, monitors, and maintains program schedules and activity to ensure project goals remain on track.
- Prepares and presents reports defining progress, problems, and solutions.
- Serves as the point of contact for stakeholders, project funders, and executive management of the SUAg Center for all matters relating to project-reporting to the Vice Chancellor.

### **✦Key Achievements:**

- Established new and advanced existing program operations, that was in existence for over two years prior, by establishing community outreach activities that increased engagement and program participation by more than 50%.
- Mobilized staff productivity by 90%, through inclusion and collaboration of cross-programming initiatives, defining duties, identifying areas of improvement and strategic planning.
- Provided oversight of the budget and resources to improve operational efficiencies, which enhanced the technical skills training.
- Successfully developed instructor led training to Virtual-Online Educational Training programs amidst pandemic

# TAMIKA PORTER

Baton Rouge, Louisiana •

## SOUTHERN UNIVERSITY SYSTEM- Baton Rouge, Louisiana

### **Accountant II/Human Resources**

November 2011- November 2016

### **Accountant I- SUBR Human Resources**

November 2007- November 2011

- Responsible for reconciliation of health and supplemental insurance accounts \$15 million annual budget. Maintained, compiled, and collated all fiscal and budgetary data relevant to health and supplemental insurance accounts, accounting records; develops budgets and special financial reports
- Performed in-house audits and reconciliation of financial records. Collaborated with Comptroller for rectification and year-end closing of account ledgers. Managed the administration of all benefit plan enrollments, reviewed, and provided guidance for all inquiries, and ensured the timely and accurate processing of data.
- Assisted the Vice President with policy and procedural manuals. Reviewed and assessed these documents for efficiency of internal/external policies and processes and recommend appropriate changes.
- As a Member of the Human Resources Management Team, collaborated across campuses to conduct training, establish department procedures, and coordinate and implement new ideas.
- Evaluated and recommended updates to Plan Documents and Summary Plan Descriptions, benefit summaries, new hire orientation, open enrollment materials, and marketing material.

#### **↓Key Achievements:**

- Development and implementation of Human Resources benefits, policies, and employee manual.
- Directed and led staff in several departmental units for special projects.
- Coordination of Annual Health and Benefits Fair. Building corporate sponsorship. Program remarked highly successful by employees and Executive Administrators.

### **Grant Accountant- SUBR Sponsored Programs**

February 2007- October 2007

- Prepared all applicable fiscal reports for sponsored programs and ensured their timely submissions.
- Prepared invoices and collected funds for the support of restricted fund expenditures.
- Reconciled monthly general ledger account. Performed pre and post award functions for federal grants and awards.
- Consulted with all stakeholders, including program managers, vendors, and federal administrators regarding sponsored programs and other restricted accounts related fiscal grant administration. Interpreted federal grant requirements and granting agency guidelines.

#### **↓Key Achievements:**

- Recognized for rapid turnaround of large volume of grants invoiced and receivables, which contributed to an accelerated month-end closing process.

### **Accountant I- SUBR Human Resources**

January 2005- January 2007

- Responsible for reconciliation of health and supplemental insurance accounts.
- Analyzes, reconciles, balances, and maintains accounting records; develops budgets and special financial reports
- Training other staff regarding billing, eligibility, and administrative matters
- Establish and overseeing bookkeeping, disbursement of funds
- Posting details, logs check receipts
- Determine reimbursement and collections, monthly payments on accounts & write-offs

#### **↓Key Achievements:**

- Completed audit and collection of 60% of account receivables
- Resolved long-standing issues of outstanding errors
- Implemented processes that increased efficiencies
- Discovered errors of financial data that reduced University liabilities of 300k

# TAMIKA PORTER

---

Baton Rouge, Louisiana • [REDACTED]

## **Executive Services Assistant- LA Workforce Commission**

(2002-2005)

- Manage professional and personal scheduling for Executive Officer, including agendas, mail, email, calls, travel arrangements, client management, and other agency logistics.
- Supervise and oversee the performance of Secretary II, Field Office Clerks, and 2 Collegiate Student workers.
- Coordinate complex scheduling and extensive calendar management, as well as management of content and flow of information to senior executives.
- Maintain professionalism and strict confidentiality with all materials, and exercise discretion when interfacing with the business.
- Work with the cabinet of 15 members of Executive Team & Field Supervisors to coordinate the Executive Officer outreach activities, organize team communications and plan events, both internally and offsite throughout State of Louisiana
- Acting as the point of contact and liaison among executives, employees, clients and other external partners

## **Other Employment**

Legal Secretary II (2001-2002)

Assistant Attorney General's Office

LA Workforce Commission

Accounting Technician (1999-2001)

Second Injury Fund Accounting

LA Workforce Commission

## SOUTHERN UNIVERSITY AT NEW ORLEANS

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New Orleans, LA 70126

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[www.suno.edu](http://www.suno.edu)



Office of the Chancellor

August 15, 2025

Dennis J. Shields  
President  
Southern University and A&M College System  
J.S. Clark Administration Building, 4th floor  
Baton Rouge, LA 70813

Dear President Shields:

It is with great enthusiasm and the utmost confidence that I submit this recommendation to hire Mr. Jullin Renthrope, CPA, CGMA, CFE, CGFM, CGFO, for the Interim Vice Chancellor for Administration and Finance vacancy at Southern University at New Orleans (SUNO). Mr. Renthrope will receive an annual salary of \$175,000, with an effective start date of August 18, 2025.

Mr. Renthrope comes with a wealth of leadership experience in higher education and public financial management, particularly areas requiring integrity, strategic foresight, and demonstrated excellence in complex financial oversight. His expertise is not only rooted in decades of practice, but over 40 years in governmental accounting, auditing, and financial reporting. He has also displayed the proven ability to lead transformative initiatives. Notably, Mr. Renthrope played a pivotal role in working with officials from Xavier, Dillard, and Tougaloo College to achieve forgiveness of a \$44 million federal Katrina loan. His coordination with federal, state, and local agencies to restore and rebuild campus infrastructure at SUNO, post-Katrina, was equally impactful and speaks to his collaborative strength and strategic vision. Mr. Renthrope brings not just knowledge, but the credibility and diplomacy essential for executive-level leadership.

Thank you for considering this request and submitting it for approval at the August 15, 2025 meeting of the Southern University and A&M College System Board of Supervisors.

With kind regards,

Joseph Bouie, Jr., Ph.D.  
Chancellor  
Southern University at New Orleans

APPROVAL: \_\_\_\_\_

Dennis J. Shields  
President  
Southern University and A&M College System

***"An Equal Educational Opportunity Institution"***

**NAME:** Jullin Renthrope, CPA, CGMA, CFE, CGFM, CGFO

**HOME ADDRESS:** [REDACTED]  
[REDACTED]  
[REDACTED]

**PHONE NUMBERS AND EMAIL:** [REDACTED]  
[REDACTED]  
[REDACTED]

**EDUCATION:**

- Southern University and A&M College - Bachelor of Science Degree in Accounting

**PROFESSIONAL DESIGNATIONS:**

- Certified Public Accountant (CPA)
- Chartered Global Management Accountant (CGMA)
- Certified Fraud Examiner (CFE)
- Certified Government Financial Manager (CGFM)
- Certified Government Finance Officer (CGFO)
- Certified Internal Controls Auditor (CICA)
- Competent Toastmaster (CTM) designation in the Toastmasters International Program

**PROFESSIONAL EXPERIENCE:**

Cajun Fire Brewing Company, New Orleans – Director of Finance from year 2013 to present.

Jullin served as Vice Chancellor for Administration and Finance at Southern University at New Orleans from January 2, 2013 to April 30, 2019. Oversight responsibilities included the following:

- Comptroller's Office – Accounting and Financial Reporting
- Purchasing Department
- Human Resources
- Budget
- Student Housing / Residential Life
- Campus Police
- Facilities and Maintenance
- Information Technology Center
- Food Service
- University Book Store
- University Center

A major accomplishment, in working with Xavier University at Louisiana, Dillard University, and Tougaloo College officials, was to obtain forgiveness of Katrina Loan, \$44,000,000, from the United States Department of Education for Southern University at New Orleans. In addition, I worked with Louisiana Department of Facilities Planning and Control, Governor's Office of Homeland Security and Emergency Preparedness, Federal Emergency Management Agency, and contractors to restore six university buildings and demolish and construct four new buildings on university campus.

Jullin has over 38 years (July 15, 1974 to September 11, 2012) of governmental accounting, auditing, financial reporting and management experience with the Louisiana Legislative Auditor and 21 1/2 years of governmental accounting experience with the Louisiana Department of Revenue. Audits of state and local governmental agencies include the following:

- Colleges and universities – University of New Orleans, Southern University System, LSU Health Sciences Center, Delgado Community College, Southeastern Louisiana University, Nicholls State University, River Parishes Community College, L.E. Fletcher Community College, and various technical colleges
- State Board of Certified Public Accountants of Louisiana
- Department of Education – Recovery School District
- Louisiana Board of Elementary and Secondary Education
- Hospitals and public health agencies – Medical Center of Louisiana at New Orleans, Office of Public Health, Office of Mental Health, Leonard Chabert Medical Center
- Department of Transportation, Crescent City Connection Division
- Louisiana Stadium and Exposition District
- Supreme Court of Louisiana, Courts of Appeal
- Local government - police juries, school boards, parishwide elected officials, and numerous others

Over 24 years experience as office manager of the New Orleans Office of the Louisiana Legislative Auditor.

Three years direct management of a national professional organization – Association of Government Accountants.

Chaired the Personnel Committee of Louisiana Legislative Auditor.

#### **PARTICIPATION AND MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:**

- Association of Government Accountants – National President 2003-2004
- American Institute of Certified Public Accountants
- Society of Louisiana Certified Public Accountants:
  1. New Orleans Chapter President 2008-2009
  2. Served on the Governmental Accounting and Auditing Committee
  3. Board member of Society of Louisiana Certified Public Accountants
  4. Presentations at colleges and universities to promote the CPA designation and profession
- Louisiana Association of School Business Officials
- Secretary-Treasurers' Organization of the Police Jury Association of Louisiana
- National Association of Black Accountants, Incorporated
- National Association of Certified Fraud Examiners
- Governmental Finance Officers Associations of Louisiana (GFOA)--in 1992, obtained designation (recipient number 7 in Louisiana) as Certified Government Finance Officer (CGFO) with the GFOA Certification Program
- Member of GFOA Special Review Committee for the Certificate of Achievement for Excellence in the Financial Reporting Program
- National State Auditors, Comptrollers and Treasurers Peer Review Program
- Accounting Careers Exploration Program (Introducing the CPA Profession to high school students)
- Volunteer instructor for the American Red Cross, Southeast Louisiana Chapter

**SERVICE TO PROFESSIONAL ORGANIZATIONS** includes, but is not limited to, the following:

Association of Government Accountants (AGA):

- 2003-2004 (54<sup>th</sup>) National President of the Association of Government Accountants
- National Executive Committee
- Past National President's Council
- Continuous Technical Committee Member for developing CPE Program for AGA's Annual Professional Development Conference
- Co-Chair of the Technical Committee for the Second Annual Performance Management Conference (October 30-31, 2006)
- Co-Chair of the State and Local Government Leadership Conference Planning Committee
- Regional Vice President for 1998-99
- President of the New Orleans Chapter for 1986-87 and 1995-96
- As chapter president, assisted in responsibility for planning and coordinating the AGA's National Professional Development Conference, which was held in New Orleans in 1987
- Chapter Treasurer (multiple terms)
- Chairman of the National Public Service Committee
- Chairman of the Chapter Programs Committee
- Chapter Membership Chairman--received a National AGA Award for achievements as Membership Chairman.

#### Louisiana Society of Certified Public Accountants

- State Society Board Member
- President of the New Orleans Chapter
- Board member of the New Orleans Chapter
- Government Accounting and Auditing Committee Member

#### National Association of Black Accountants, Inc.

- Chair of Audit Committee

#### Toastmasters International

- President of Lakeside Toastmasters Club

### **AWARDS AND RECOGNITION:**

In 1994, Jullin received the Financial Manager of the Year Award from the AGA New Orleans Chapter.

AGA's Robert W. King Memorial Award – June 2007 citation read "For Mr. Jullin Renthrope's outstanding professional leadership through his significant contributions to improving financial management during his 35 years of service to the State of Louisiana and for his extraordinary commitment, tireless dedication and sustained outstanding leadership (over 27 years) to the Association of Government Accountants at the chapter, regional and national levels that has significantly enhanced its national prestige and stature in the government accountability profession and the public in advancing government accountability. "

2008 Louisiana Society of Certified Public Accountants Special Award - In recognition of Mr. Jullin Renthrope's extraordinary commitment, tireless dedication and sustained outstanding leadership to the Association of Government Accountants at the chapter, regional and national levels that has significantly enhanced its national prestige and stature in the government accountability profession, and for 38 years of extraordinary commitment, dedication and significant contributions to advancing government accountability in the State of Louisiana.

AGA's Einhorn-Gary Award - Each year, AGA presents one crystal award to formally recognize major contributions to advancing government accountability. July 2011 citation read "For almost four decades of extraordinary commitment and dedication to advancing government accountability, and sustained outstanding leadership, tireless dedication, and outstanding service to AGA at the chapter, regional and national levels that have significantly enhanced the Association's national prestige and stature in the government accountability profession."



**Southern University at New Orleans  
Office of Human Resources  
Job Description**

## **Vice Chancellor for Administration & Finance**

### **FLSA Classification**

Exempt

### **Salary Range/Grade**

Salary Range: \$160,000 – \$185,000

Grade: To be determined.

### **Reports to**

Chancellor

### **Date**

August 16, 2023

## **Job Description**

### **Summary/objective**

The Division of Administration & Finance is committed to providing friendly, timely and efficient service to SUNO's students and its academic and business offices. This division also support the University's fiscal operations and reporting of its finances that align with state and federal guidelines and regulations.

Reporting directly to the Chancellor, the Vice Chancellor for Administration and Finance serves as the chief financial officer of the University and is a member of the President's senior leadership team and Cabinet. The Vice Chancellor has primary responsibility for the management of financial affairs, budgeting, accounting, payroll operations, purchasing, University benefits and health care, the acquisition or construction of real property, relationships with financial institutions, external audits, receipt and disbursements of funds, investments, inventory and equipment control, compliance with federal and state agencies, and risk management.

The Vice Chancellor is also responsible for other areas including student accounts, human resources, the Comptroller's office, maintenance and

grounds operations, and contracts. Other responsibilities include advising the Chancellor and Cabinet regarding financial and operational management and assisting the Chancellor and senior leadership in the formation of a financial strategic plan for the University and in evaluating the impacts of future financial strategy. Additionally, the Vice Chancellor will participate on University committees; hire, train, evaluate, and support a diverse team of professionals; assist the Chancellor and other administrators in gathering, collating, and analyzing data relative to enrollment impact, financial operations, and reporting requirements of the University; and, prepare financial predictive tools and creatively help the University reach new goals for construction and facility management.

### **Essential functions**

*Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.*

1. Advise the Chancellor and other administrators regarding the financial operations of SUNO.
2. Directly administer the development and implementation of the annual budget.
3. Review, amend and/or make recommendations for new and/or revised policies and procedures.
4. Prepare Composite Financial Index (CFI) and other financial ratios; Evaluate factors impacting the ratio, prepare and present to the Chancellor's recommendations for increasing the CFI.
5. Provide direct administration and leadership for implementation of Strategic Plan initiatives related to institutional finances.
6. Maintain an internal control system to ensure that financial transactions are based upon established procedures.
7. Experience in human resources policies and procedures.
8. Oversee the development and preparation of all monthly and annual financial reports for the Chancellor and other reports as required (i.e. Board of Supervisor); Present and discuss monthly financial statements at board meetings, to cabinet, and other stakeholders as designated by the Chancellor.
9. Provide leadership/strategic direction regarding development of campus, facilities, and grounds, including the development and continued oversight of deferred maintenance list, with annual presentation to the Chancellor of projects recommended for funding and long-range strategies for addressing deferred capital needs.
10. Coordinate the annual audit, including supplying auditors with all necessary information.

11. Lead the development of annual changes to the schedule of tuition and fees; develop and present annual recommendation to the Chancellor.
12. Oversee the preparation of Requests for Proposals (RFPs) and Requests for Qualifications (RFQ) in accordance with university policy; Review, negotiation, and/or monitor all contracts executed by SUNO.
13. Monitor SUNO cash position.
14. Prepare all fiscal notes/analyses of pending legislation as requested by the Southern University System, Board of Regents and/or Louisiana Legislative office.
15. Represent SUNO as an active participant in organizations of chief financial officers of colleges and universities.
16. Perform assigned responsibilities, duties, and tasks according to established practices, procedures, techniques, and standards with minimal supervision.
17. Other duties as assigned.

### Competencies

- Demonstrate excellent analytical and problem-solving skills through previous work experience and accomplishments.
- Visionary who can forecast budget and institutional needs that will support new and innovative financial opportunities at SUNO.
- Able to calmly work in fast paced environment with many competing priorities.
- Understanding of technology resources used for finance in higher education.
- Excellent interpersonal skills.
- Conduct University business in a professional and ethical manner that includes the University's core values
- Communicate effectively in a professional, tactful and courteous manner with students, employees, faculty, and the general public.
- Demonstrated knowledge of and skills in fund accounting, cash flow management, investment of funds, budget preparation and management, both long-and short-term institutional financial planning, and budget projections.
- Knowledge of department and University policies, procedures, and practices with the ability to answer work related questions; and/or interpret and apply these guidelines correctly in various situations.
- Thorough knowledge and understanding of the University's mission. Supervisory skills, particularly leading a team of professional staff.
- Knowledge of ERP (Banner, Peoplesoft, Workday, etc.).

### Work environment

Office setting.

### **Physical demands**

Ability to sit/stand/walk at will; Ability to climb stairs; Ability to communicate verbally and in writing; Ability to use a keyboard; and Ability to lift or carry up to 10 pounds.

### **Travel required**

0%.

### **Required education and experience**

- Advanced degree related to accounting, business, or finance, from an accredited institution.
- Seven years finance/budget management or related administrative experience (Higher Education preferred).
- Supervisory leadership experience.
- Demonstrated ability to work and communicate effectively with all constituencies of a diverse university community, and a sound knowledge of relevant federal, state and local government regulations and equal opportunity policies are required.
- The ability to develop knowledge of, respect for, and skills to engage with those of other cultures or backgrounds is required.

### **Preferred education and experience**

- CPA certification is preferred.
- Experience in higher education is preferred.
- Experience with Banner is preferred.
- Experience with Civil Service preferred.

### **Additional eligibility requirements**

Not applicable.

### **Affirmative Action/EEO statement**

Southern University at New Orleans is an Equal Opportunity Employer.

### **Other duties**

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of

the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

### Signatures

This job description has been approved by:

Chancellor \_\_\_\_\_ Date \_\_\_\_\_

HR Director \_\_\_\_\_ Date \_\_\_\_\_

Employee signature below indicates the employee's understanding of the requirements, essential functions and duties of the position.

Employee \_\_\_\_\_ Date \_\_\_\_\_

### **Southern University of New Orleans (SUNO) is an Equal Opportunity Employer.**

#### **Non-Discrimination Statement**

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University at New Orleans (SUNO) forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws.

This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration of educational programs and policies, scholarship and loan programs, and athletic or other College-administered programs. Discriminatory acts of any kind are strictly forbidden.

#### **American with Disabilities Act (ADA) Statement**

Southern University of New Orleans (SUNO) complies with federal and state disability laws and makes reasonable accommodations for applicants and employees with disabilities. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact the Office of Human Resources.



Office of the Chancellor

## SOUTHERN UNIVERSITY AT NEW ORLEANS

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

August 15, 2025

Dennis J. Shields  
President  
Southern University and A&M College System  
J.S. Clark Administration Building, 4th floor  
Baton Rouge, LA 70813

Dear President Shields:

I am requesting to waive the search and submit the name of Dr. Ashonta Wyatt for the position of Vice Chancellor for Enrollment Management and Student Success at Southern University at New Orleans (SUNO). Dr. Wyatt will receive an annual salary of \$140,000, with an effective start date of September 1, 2025.

Dr. Wyatt earned a Bachelor of Science from the University of New Orleans and both a Master of Arts and Doctorate in Educational Leadership from Xavier University of Louisiana. Currently, she serves as an Educational Consultant and leads A. Wyatt Solutions Group, where she provides strategic guidance on college access, student retention, school culture, compliance, and enrollment pathways. Dr. Wyatt works closely with New Orleans families and educational institutions to improve alignment with admissions requirements, financial aid processes, and student success strategies.

With more than 20 years of experience in education, Dr. Wyatt has served in various roles including Principal/CEO, Assistant Principal, Academic Dean, Special Education Teacher, and Adjunct Professor. She has held teaching and leadership positions at Xavier University, University of New Orleans, and Southern University at New Orleans. Her commitment to equity, innovation, and academic excellence makes her uniquely qualified to advance SUNO's enrollment goals while strengthening student-centered initiatives system-wide.

Thank you for considering this request and submitting it for approval at the August 15, 2025 meeting of the Southern University and A&M College System Board of Supervisors.

With kind regards,

Joseph Bouie, Jr., Ph.D.  
Chancellor  
Southern University at New Orleans

APPROVAL: \_\_\_\_\_

Dennis J. Shields  
President  
Southern University and A&M College System

***"An Equal Educational Opportunity Institution"***

## Dr. Ashonta Wyatt



July 29, 2025

Southern University Board of Supervisors  
Post Office Box 10978  
Baton Rouge, Louisiana 70813

Dear Distinguished Board Members:

I am writing to express my profound interest in the Vice Chancellor of Enrollment Management and Student Success position at Southern University at New Orleans (SUNO). With a deeply-rooted passion for educational leadership and a proven track record of driving academic excellence, I felt excitedly compelled to apply for the position. I believe my skills, knowledge and vision will undoubtedly cultivate and foster a thriving campus environment for faculty, staff, students and the broader community.

Over the past 20 years, I had the privilege of serving as an Academic Dean, Assistant Principal, and visionary educational leader in my capacity as a CEO/Principal. With an unwavering commitment to enhancing student outcomes and promoting innovative teaching and learning methodologies, I have successfully implemented strategies to bridge achievement gaps and strengthen instructional practices. In my role as the CEO/Principal at Edgar P. Harney, I successfully spearheaded initiatives that led to measurable improvements in student achievement, teacher retention and development, and community engagement and partnerships. In my first 30 days, I implemented:

- a “drop everything and read” literacy campaign to foster a love of reading and improve critical thinking skills across grade levels and content areas
- digital literacy strategies to bridge our literacy campaign from school to home
- a “brighten the box” faculty and staff campaign to boost morale and increase retention and development
- partnered with local barbers to provide free haircuts to combat bullying
- a “Turning Point” community outreach event to establish partnerships with families and community stakeholders

These initiatives are a testament to my ability to implement effective strategies that empower both students and educators and collaborate with diverse stakeholders to maximize access and build community consensus.

My leadership philosophy is deeply rooted in a student-centered, data-driven approach that uses data to drive best practices. With an equitable and supportive environment that augments each student's potential, this approach will help to drive enrollment growth, improve retention, and support degree completion. As a former school leader, I was committed to ensuring that every student had access to high-quality teaching and learning and the resources and opportunities needed to succeed in a 21<sup>st</sup>-century global landscape. With regard to Southern University at New Orleans, I pledge to bring that same level of commitment to the campus to ensure that SUNO is considered as a premiere choice for those seeking to continue their academic journeys. In my role as Vice Chancellor of Enrollment and Student Success, I am committed to ensuring equitable access to resources and support. I will work to identify and address institutional barriers to ensure that success is attainable for every student. Moreover, my experience in navigating budgetary challenges, developing strategic plans, and fostering collaborative relationships with parents, teachers, and community members has equipped me with the skills necessary to increase enrollment and help move SUNO toward continued growth and academic excellence. In my first 60 days as CEO/Principal at Edgar P. Harney, I successfully:

- staffed Harney despite a \$265,000 budgetary deficit
- created a plan to clear 9 of 11 district and state-sanctioned corrective action plans (CAPS)
- created grade level Student Assistance Teams (SAT) to identify, intervene and refer students for behavioral and/or academic interventions and wrap-around services
- partnered with Education majors at local universities to assist with afterschool tutoring and classroom/building level support (i.e., cafeteria and dismissal duty)
- cultivated community partnerships with Raising Canes and The New Orleans Pelicans

These accomplishments exemplify my capacity to leverage data-driven insights to problem solve and facilitate services while consensus building with key community stakeholders. Consensus building is a strength that will help to shape the strategic direction of the institution's enrollment and student success initiatives and amplify my ability to collaborate closely with academic and administrative partners to promote student-centered practices to foster a safe and engaging campus environment.

Inclusive of my professional accomplishments, I also dedicate innumerable hours to community service and advocacy in education and social justice spaces. In addition to consulting on social justice issues ranging from education to police reform, I was also featured-in and consulted-on the award-winning HULU docuseries, *Algiers*, *America*. The docuseries provided a rare, authentic, candid, and captivating portrait of a community striving daily to overcome the cumulative impact of gun violence. In the past 10 years of community service, I've used my activism and advocacy to:

- partner with local non-profits, community organizations, elected officials and clergy to organize peace rallies, neighborhood clean-ups, community food and toy drives, book and laptop giveaways
- moderate community listening sessions and forums for community organizations and elected officials

- plan and secure funding for school supplies, uniforms and countless candlelight vigils and funerals for students and families
- speak at countless candlelight vigils, funerals and prisons to help curb violence
- speak at commencement exercises, school rallies and community events
- spearhead a petition to campaign for body-worn cameras in Jefferson Parish in response to several shooting deaths of unarmed Black men
- work as a violence interrupter to help prevent gun violence and crime in the greater New Orleans Metropolitan area
- represent a countless number of students and families at expulsion and IEP hearings in Orleans, Jefferson and St. Bernard Parishes
- represent a countless number of educators in hearings regarding employment disputes with their charter leaders
- testify as an expert witness in a civil trial to advocate for students and families
- serve as a media spokesperson for families on issues of social injustice

These activations are evidence of my steadfast commitment to students, families and community beyond my role as an educational leader.

My educational background includes a Master in Arts and a Doctor of Education Degree in Educational Leadership and a Special Education Mild/Moderate (K-12) Certification from Xavier University of Louisiana (XULA). My relationship to higher education continued with XULA as I supported the university by serving as an adjunct professor in the Division of Education and Counseling.

Enclosed is a copy of my curriculum vitae, which provides further details about my qualifications, accomplishments and publications. I am eager to discuss how my expertise and experience align with the mission, vision and goals of Southern University at New Orleans.

Thank you for considering my application.

In partnership,

*AWyatt*

Ashonta Wyatt, Ed. D

# DR. ASHONTA WYATT

## PROFESSIONAL SUMMARY

I am a results oriented, innovative educational professional with over 20 years of teaching and learning expertise. In my various roles, I have demonstrated a continuous commitment to cultivating a passion for educating and mentoring students and faculty to ensure a campus atmosphere that is collaborative and student-centered. My unwavering dedication has allowed me to create a supportive relationship between students, staff, parents, and the greater community.

## EDUCATION

<b>Doctor of Education: Educational Leadership</b> <i>Xavier University</i>	May 2019 <i>New Orleans, LA</i>
<b>Master of Arts: Educational Leadership</b> <i>Xavier University</i>	May 2014 <i>New Orleans, LA</i>
<b>Bachelor of Science: Interdisciplinary Studies</b> <i>University of New Orleans</i>	May 2007 <i>New Orleans, LA</i>

## CERTIFICATIONS

<b>Alternative Certification: Special Education</b> <i>Xavier University</i>	May 2007 <i>New Orleans, LA</i>
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## WORK EXPERIENCE

<b>Radio Personality - "The Good Morning Show"</b> <i>WBOK 1230</i>	August 2024 - Present <i>New Orleans, LA</i>
<ul style="list-style-type: none"><li>Leads live on-air discussions, engaging listeners by interviewing guests, fielding caller questions, providing commentary on current events, and maintaining a lively and informative conversation throughout the show</li><li>Actively adheres to the station's format and guidelines</li><li>Fulfill WBOK 1230 AM's mission which is to educate, inform, and lead the public, particularly the African American community, about issues facing minorities</li><li>Provide programming and events that highlight the experiences and contributions of Black people in New Orleans</li></ul>	
<b>Educational Consultant</b> <i>A. Wyatt Solutions Group</i>	January 2019 – Present <i>Harvey, LA</i>
<ul style="list-style-type: none"><li>Provide advocacy services related to school culture, discipline practices, and IEP/IAP compliance</li><li>Develop relationships with parents and guardians to assist in collecting all required compliance documentation for college admission</li><li>Explain various K-12 course offerings and remain abreast of changes to admissions requirements and enrollment policies and procedures</li><li>Create and provide individualized coaching and professional development services to teachers, school leaders, and other organizations</li></ul>	
<b>Principal/CEO</b> <i>Edgar P. Harney Middle School</i>	August 2018 – December 2018 <i>New Orleans, LA</i>
<ul style="list-style-type: none"><li>Provided strategic direction for the daily operations of the school including large-scale strategic decision making</li><li>Managed financial resources, which included effectively operating with an inherited \$265,000 deficit while leading the organization to operate within a more balanced budget</li><li>Operated as the primary spokesperson to families, community stakeholders and media outlets while creating, communicating and modeling the school's vision - one that promoted a clear mission and goals rooted in academic and fiscal excellence</li><li>Effectively and efficiently removed the school out of academic corrective action in less than 60 days</li><li>Developed standardized curricula, assessed teaching methods, monitored student achievement, encouraged parent involvement, revised policies and procedures,</li><li>Administered and managed the budget, hired and evaluated staff and facilities in conjunction with key members of leadership</li></ul>	

**Assistant Principal**

August 2017 - July 2018

*ReNew Schools**New Orleans, LA*

- Supervised issues related to school management, student activities and services, community relations, personnel, and curriculum and instruction
- Coordinated with principals and network leadership to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.

**Academic Dean**

August 2016 - July 2017

*Jefferson Parish Schools**New Orleans, LA*

- Developed and implemented best academic and instructional practices into on-going teacher professional development
- Tracked student and teacher data to improve quality of instruction and lesson delivery
- In conjunction with school counselors, assisted students with various academic issues
- Monitored student progress towards college applications and acceptances

**Special Education Teacher**

January 2012 - July 2016

*Jefferson Parish Schools**Marrero, LA*

- Worked with students with a variety of learning, mental, emotional, and physical exceptionalities
- Collaborated closely with general education teachers, specialists, administrators, and parents to develop IEPs
- Assessed students' skills and academic gaps in order to determine their educational needs
- Adapted and scaffolded general lessons to meet students' needs Developing Individualized Education Programs (IEPs) for each student
- Planned activities that were specific to each student's abilities
- Taught and mentored students as a class, in small groups, and one-on-one
- Implemented IEPs, assessed students' performance, and tracked their progress
- Updated IEPs throughout the school year to reflect students' progress and goals
- Discussed students' progress with parents, other teachers, counselors, and administrators
- Supervised and mentored teacher assistants who worked with students with disabilities
- Prepared and helped students transition from grade to grade and from school to life outside of school.

**In-School Suspension Teacher/Coach**

August 2011-January 2012

*Choice Foundation**New Orleans, LA*

- Monitored student behavior, assisted students with assignments, and maintained student suspension records
- Facilitated behavior modification techniques as assigned in working with students
- Served as the girls head volleyball and basketball coach

**District Response to Intervention Facilitator (RTI)**

August 2010-July 2011

*Orleans Parish School Board**New Orleans, LA*

- Crafted educational strategies used in schools to ensure effective interventions were in place
- Provided effective and high-quality instruction and monitored all students' progress
- Modeled the facilitation of strategies while providing additional support (interventions) to students

**Head Start Lead Teacher**

June 2008-August 2010

*Jeff CAP**Terrytown/Gretna, LA*

- Provided instruction and supervision in a safe and healthy learning environment for Head Start students
- Coordinated education services and worked in partnership with parents to promote the social, emotional, physical, and cognitive development of Head Start students
- Ensured that age-appropriate, rigorous curriculum-based instruction and assessments were administered to students

**Special Education Teacher**

August 2007-May 2008

*Jefferson Parish School District**Harvey LA*

- Drafted student IEPs and accommodated special education students as indicated on their Individualized Education Plans (IEPs)
- Modified assignments and tests for differentiated instruction
- Collaborated with the general education teachers

- Advocated for student inclusivity
- Addressed parental concerns
- Completed required paperwork for compliance

#### **Substitute Teacher**

August 2005-May 2007

*Kelly Services - Jefferson Parish*

*Harry L-1*

- Took daily attendance
- Maintained a functioning classroom while utilizing classroom management skills
- Ensure classrooms were left in a clean and orderly fashion
- Taught the provided curriculum

#### **COLLEGIAL LEVEL COURSES TAUGHT AS AN ADJUNCT PROFESSOR: XAVIER UNIVERSITY OF LOUISIANA, UNIVERSITY OF NEW ORLEANS, & SOUTHERN UNIVERSITY AT NEW ORLEANS**

- |  |   |
|--|---|
| ❖ EDLD 5570: Management of School Personnel and Finance                | ❖ EDLD 5015-01(I): Collaborative Leadership Internship                                  |
| ❖ EDLD 5570 (I): Management of School Personnel and Finance Internship | ❖ EDAD 6812: Leading Curriculum, Instruction and Assessment                             |
| ❖ EDLD 5015-01: Collaborative Leadership                               | ❖ ECED 466/ELED 466: Methods for Teaching Math and Science in Early Childhood Education |

#### **ACTIVITIES & HONORS**

- |   |   |
|---|---|
| ❖ Teacher Fellow, Math and Science Teacher Institute, Xavier University 2010-2012 | ❖ Kappa Gamma Pi, Xavier University   |
| ❖ Exxon Mobil MSTI Teacher Fellows Program, Xavier University 2010-2012           | ❖ Living School Legend of the Community Award, 2023                                     |
| ❖ LHSA Parent Scholarship, Jefferson Parish 2010                                  | ❖ Women's Impact Brunch Luminous Award, 2024  |
| ❖ Council for Exceptional Children  | ❖ 2019 L.O.V.E "Fannie Lou Hamer" Award recipient                                       |
| ❖ Sigma Gamma Rho Sorority, Inc.  | ❖ Candidate for the Louisiana Board of Elementary and Secondary Education (BESE), 2019. |
| ❖ National Science Teachers Association (NSTA)                                    |   |
| ❖ Kappa Delta Pi, Xavier University   |   |

#### **PRESENTATIONS, PUBLICATIONS, & PANELS**

- |  |   |
|--|---|
| ❖ "Bridging the Gap: Using RTI Strategies and Interventions to Help Our Students Succeed," Priestley School of Architecture and Construction, New Orleans, La., 2010                     | ❖ "Education, Children, Families and COVID 19," New Orleans, Louisiana, 2020  |
| ❖ "Ensuring Intervention Integrity with Fidelity," Orleans Parish School Board Meeting for Instructional Coaches, New Orleans, La., 2010   | ❖ "A Blueprint to Freedom: Economics, Education, Incarceration and Self Defense," New Orleans, Louisiana, 2021                      |
| ❖ "Strategies for Economic Liberation: Picking Up Where Our Leaders Left Off," New Orleans, Louisiana, 2017  | ❖ "Blueprint to Freedom: Education, Crime and Gentrification," New Orleans, Louisiana, 2022   |
| ❖ Wyatt, Ashonta Lashonda, "The Lived Experiences of Black Males in Special Education: A Phenomenological Study of Parents and Students" (2019). Electronic Thesis and Dissertation. 12. | ❖ "NAACP and The State of Education," New Orleans, Louisiana, 2022  |
| ❖ "The MISeducation of New Orleans: Breaking Down the Dismantling of Our Education System," 2019   | ❖ "The State of Education in Louisiana: Taking Stock and Identifying Opportunities Amid the Pandemic," New Orleans, Louisiana, 2023 |
| ❖ "Step Up Louisiana: Education and Organizing," New Orleans, Louisiana, 2019  | ❖ Panel: The State of Black Education: Solutions to Achieving Educational Equity, New Orleans, La 2023                              |
|  | ❖ "Algiers, America" Consulting Producer, HULU docuseries, 2023   |

- ❖ Keynote: Beyond the Classroom: Moving History to Our Communities, New Orleans, La. 2024
- ❖ TV on the Edge: Moments that Shaped Our Culture, CNN Feature, 2024.

- ❖ Lead Louisiana Conference Keynote: Arts, Culture and Leadership: "Leadership in Action," New Orleans, Louisiana, 2024.

## REFERENCES

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**Dr. Renee Akbar**

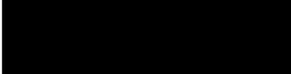
*Assistant Professor*

*Division of Education and Counseling, Xavier University at New Orleans*



**Dr. Joseph Bouie**

*Louisiana State Senate, District 3*



**Rep. Matthew Willard**

*Minority Leader of the House*



## **Mission Statement**

Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

## **SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**

**(Following Personnel Affairs Committee)**

**August 15, 2025**

### **AGENDA**

1. Call to Order
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Resolutions
6. Action Item(s)
  - A. Request for Approval of Minutes of July 16, 2025, SUS Board of Supervisors Meeting
  - B. Request for Approval of Committee Reports and Recommendations
7. Informational Item(s)
  - A. Presidential Report/Legislative Priorities
  - B. Chancellor Reports
  - C. SU Foundation Report
  - D. SU Alumni Federation Report
8. Discussion of upcoming Presidential Evaluation (2024-25)<sup>1</sup>
9. Other Business
10. Adjournment

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<sup>1</sup> Pursuant to LSA R.S. 42:17 (A)(1) these items may require executive session.